



# **YEARLY STATUS REPORT - 2022-2023**

## **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) **mkcollegeshaipur@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/pdf/AQAR/AQAR-\(2020-21\).pdf](https://mkce.in/pdf/AQAR/AQAR-(2020-21).pdf)

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

- if yes, whether it is uploaded in the Institutional website Web link: <https://mkce.in/pdf/academiccalendar/academic%20calender%202022-2023.pdf>

**5.Accreditation Details**

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
<b>Cycle 1</b>	<b>B+</b>	<b>2.64</b>	<b>2013</b>	<b>25/10/2013</b>	<b>24/10/2018</b>

**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
<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>Nil</b>	<b>NA</b>

**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)**

To inculcate the values of patriotism among students an Educational Visit to Kartar Singh Babbar's Native village, to celebrate 75th Azadi ka Mahotsav under program of GNDU, Amritsar for iconic activity for the said event. Another activity Punjabi Maheena Diwas was organised as prescribed by GNDU, Amritsar

To help students connect what they learn in college with real-life situations, making them more competitive in the job market. IQAC cell of the college organised value added courses for the students of B.Ed and D.El.Ed on Logical Reasoning, model making, Addressing needs of children with special needs and Yoga and meditation

As Technology and use of digital tools increased due to pandemic so cyber bullying and crime also increased, so to make students aware about cyber crimes an extension lecture was organised. A webinar on lesson planning was also organised. Mental health is important at every stage of life, from childhood and adolescence through adulthood, in this reference a workshop on developing well being was also organised.

Activities like campus cleanliness drive, seminar on road safety, visit to old age home, participation of students in United World Fest were done to develop linkage with society. These linkages provide

various opportunities to our students through varied learning experiences

All the important and National days and festivals were celebrated in the college with great enthusiasm and zeal. International Yoga day, Teej celebration, Gandhi Jayanti celebration, Diwali celebration,, Aids awareness day Teachers's day, National constitution day, Republic day celebration and Basant Panchmi day etc were done.

**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
To make students aware about do's don't in the college campus, about course of study and exam pattern etc.	The orientation program for new admitted students was organised in college hall. Principal madam gave welcome lecture. Senior faculty Dr. Kamini Sehgal acquainted the students about college history and functioning. Ms. Gurpreet Kaur, Ms. Ramandeep kaur Dhot and Ms. Jasmmet kaur told students about activities, syllabus, college tour etc.
Celebration of important Days and Festival in the college campus	College calendar of activities is prepared for the session 2022-23. It includes academics and Co-curricular activities observed during the session 2022-23. It includes House examination, University semester examination, celebration of important days, Gandhi Jayanti, Independence day, Lohri, baisakhi etc
To organise webinars/ guest lectures/workshops	Webinar on the topic Lesson planning and Cyber crime was organised during the session, workshop on developing well being was also organised.
To provide Value Added Courses to students	To make our students future ready and skilled in addition to regular curriculum value added

	courses were given viz-a viz Logical Reasoning,model making,Addressing needs of children with special needs and Yoga and meditation
To organize Educational Visits	Educational visits were arranged for the students of B.Ed and D.El.Ed to kartar Singh Babbar's native village,old age home(apahaj ashram) and red cross bhawan.

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

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
<b>Nil</b>	<b>Nil</b>

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

## Part A

### Data of the Institution

<b>1.Name of the Institution</b>	<b>M. K. COLLEGE OF EDUCATION, SHAHPUR, JALANDHAR</b>
• Name of the Head of the institution	<b>Dr. Rajnish Sharma</b>
• Designation	<b>Principal</b>
• Does the institution function from its own campus?	<b>Yes</b>
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• Web-link of the AQAR: (Previous Academic Year)	<a href="https://mkce.in/pdf/AQAR/AQAR-(2020-21).pdf">https://mkce.in/pdf/AQAR/AQAR-(2020-21).pdf</a>						
<b>4.Whether Academic Calendar prepared during the year?</b>	<b>Yes</b>						
• if yes, whether it is uploaded in the Institutional website Web link:	<a href="https://mkce.in/pdf/academiccalendar/academic%20calender%202022-2023.pdf">https://mkce.in/pdf/academiccalendar/academic%20calender%202022-2023.pdf</a>						
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<b>8.Whether composition of IQAC as per latest NAAC guidelines</b>		<b>Yes</b>					
• Upload latest notification of formation of IQAC		<a href="#">View File</a>					

<b>9.No. of IQAC meetings held during the year</b>	<b>5</b>	
<ul style="list-style-type: none"> <li>Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?</li> </ul>	<b>Yes</b>	
<ul style="list-style-type: none"> <li>(Please upload, minutes of meetings and action taken report)</li> </ul>	<a href="#">View File</a>	
<b>10.Whether IQAC received funding from any of the funding agency to support its activities during the year?</b>	<b>No</b>	
<ul style="list-style-type: none"> <li>If yes, mention the amount</li> </ul>		
<b>11.Significant contributions made by IQAC during the current year (maximum five bullets)</b>		
<p>To inculcate the values of patriotism among students an Educational Visit to Kartar Singh Babbar's Native village, to celebrate 75th Azadi ka Mahotsav under program of GNDU, Amritsar for iconic activity for the said event. Another activity Punjabi Maheena Diwas was organised as prescribed by GNDU, Amritsar</p>		
<p>To help students connect what they learn in college with real-life situations, making them more competitive in the job market. IQAC cell of the college organised value added courses for the students of B.Ed and D.El.Ed on Logical Reasoning, model making, Addressing needs of children with special needs and Yoga and meditation</p>		
<p>As Technology and use of digital tools increased due to pandemic so cyber bullying and crime also increased, so to make students aware about cyber crimes an extension lecture was organised. A webinar on lesson planning was also organised. Mental health is important at every stage of life, from childhood and adolescence through adulthood, in this reference a workshop on developing well being was also organised.</p>		
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To provide Value Added Courses to students	To make our students future ready and skilled in addition to regular curriculum value added courses were given viz-a

	viz Logical Reasoning,model making,Addressing needs of children with special needs and Yoga and meditation
To organize Educational Visits	Educational visits were arranged for the students of B.Ed and D.El.Ed to kartar Singh Babbar's native village,old age home(apahaj ashram) and red cross bhawan.

13.Whether the AQAR was placed before statutory body?	No
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- 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
2022-23	14/03/2024

#### 15.Multidisciplinary / interdisciplinary

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. 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,demonstration lessons, school experience programme- actual

practice stage at practising schools and evaluation stage. 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 Logical Reasoning, Addressing the needs of Children with Special Needs, Workshop on Model Making, Yoga and Meditation.

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

The institution preparedness in implementation of Academic Bank of Credits depends upon the guidelines of the affiliated university and Higher Education Department. our college is affiliated to GNDU Amritsar and all the certificates and degrees are provide by our university itself. Our university has registered in a NAD portal for depositing students academic records as per the government directions, through these mechanism students will get benefited for pursuing higher studies that require a credible, authentic and convenient mechanism for access, retrieval and validation of such awards. Our institution is taking initiative to deposit the students earned credit for all the programmes offered in academic bank credit to promote student centricity in higher education across the country through learner-friendly practices and a more inter disciplinary approached higher education.

#### **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 through Value added course like Workshop on Model Making and Yoga and Meditation, 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 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, Baisakhi 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

212

Number of students on roll during the year

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

2.2

150

Number of seats sanctioned during the year

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

2.3

72

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

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

2.4

77

Number of outgoing / final year students during the year:

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

2.5Number of graduating students during the year

77

File Description	Documents
Data Template	<a href="#">View File</a>
2.6	212
Number of students enrolled during the year	
File Description	Documents
Data Template	<a href="#">View File</a>
<b>2.Institution</b>	
4.1	687489
Total expenditure, excluding salary, during the year (INR in Lakhs):	
4.2	38
Total number of computers on campus for academic purposes	
<b>3.Teacher</b>	
5.1	10
Number of full-time teachers during the year:	
File Description	Documents
Data Template	<a href="#">View File</a>
Data Template	No File Uploaded
5.2	15
Number of sanctioned posts for the year:	
<b>Part B</b>	
<b>CURRICULAR ASPECTS</b>	
<b>1.1 - Curriculum Planning</b>	
1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words	

College is affiliated to GNDU, 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.

Feedback is taken from different stakeholders such as students, alumni, community, teachers and experts. Based on the feedback, 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 weight-age of programme before the commencement of the classes. Classroom teaching is supplemented with Seminars, Workshops, Guest lecture, Group discussions, Educational tours and Field trips. 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 door to door surveys, rallies, 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	<a href="#">View File</a>
Plan developed for the academic year	<a href="#">View File</a>
Plans for mid- course correction wherever needed for the academic year	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**1.1.2 - At the institution level, the curriculum**

**B. Any 5 of the above**

**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**

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

**1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers**

**C. Any 2 of the Above**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
URL to the page on website where the PLOs and CLOs are listed	<a href="https://mkce.in/pdf/Program%20outcomes%20B.Ed..pdf">https://mkce.in/pdf/Program%20outcomes%20B.Ed..pdf</a>
Prospectus for the academic year	<a href="#">View File</a>
Report and photographs with caption and date of student induction programmes	<a href="#">View File</a>
Report and photographs with caption and date of teacher orientation programmes	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 1.2 - Academic Flexibility

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

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

26

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

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

4

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

4

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Brochure and Course content along with CLOs of value-added courses	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

93

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

93

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	<a href="#">View File</a>
Course completion certificates	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

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

4

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

4

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

### 1.3 - Curriculum Enrichment

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

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 curricular and cocurricular activities for overall development of the students.

All courses are having theoretical as well as practical aspects integrated to skill based learning. B.Ed. and D.El.Ed.courses are designed to foster professional competencies among the learners. 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 to guide the students.

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

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

perspective

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.

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

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

The 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 curricular and cocurricular activities for overall development

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. 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 to guide the students.

In B.Ed. Sem-I and 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 Herbartian plan, Model based, ICT based, Value based. The PT participate and conduct different activities during the school internship programme.

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

#### 1.4 - Feedback System

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

Two of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Feedback collected and analysed

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

212

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

212

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

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

100

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

100

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

## 2.2 - Honoring Student Diversity

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

The 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.

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 tests targeting 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	<a href="#">View File</a>
Documents showing the performance of students at the entry level	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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	<a href="#">View File</a>
Relevant documents highlighting the activities to address the student diversities	<a href="#">View File</a>
Reports with seal and signature of Principal	<a href="#">View File</a>
Photographs with caption and date, if any	No File Uploaded
Any other relevant information	<a href="#">View File</a>

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

Two of the above

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	<a href="#">View File</a>
Reports with seal and signature of the Principal	<a href="#">View File</a>
Photographs with caption and date	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

17:1

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

13

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

### 2.3 - Teaching- Learning Process

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

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 method fosters 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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

10

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

### 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

42

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

**2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports**

Two of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	<a href="#">View File</a>
Geo-tagged photographs wherever applicable	No File Uploaded
Link of resources used	Nil
Any other relevant information	<a href="#">View File</a>

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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by experts Book reading & discussion on it Discussion on recent policies & regulations Teacher presented seminars for benefit of teachers & students Use of media for various aspects of education Discussions showcasing the linkages of various contexts of education- from local to regional to national to global	Two of the above
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the selected response/s	No File Uploaded
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 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	<a href="#">View File</a>
Documentary evidence in support of the selected response/s	<a href="#">View File</a>
Reports of activities with video graphic support wherever possible	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**2.4.2 - Students go through a set of activities as preparatory to school- based practice**

Six/Seven of the above

teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement

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

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

Two of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Details of the activities carried out during the academic year in respect of each response indicated	<a href="#">View File</a>
Any other relevant information	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 Observation modes for individual and group activities Performance tests Oral assessment Rating Scales**

Four of the above

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

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

Three of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of each response selected	<a href="#">View File</a>
Sample evidence showing the tasks carried out for each of the selected response	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**Three of the above**

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

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

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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

77

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Plan of teacher engagement in school internship	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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)	<a href="#">View File</a>
Two filled in sample observation formats for each of the claimed assessors	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

<b>2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness</b>	<b>Three of the above</b>
File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	<a href="#">View File</a>
Five filled in formats for each of the aspects claimed	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>2.5 - Teacher Profile and Quality</b>	
<b>2.5.1 - Number of fulltime teachers against sanctioned posts during the year</b>	
<b>10</b>	
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	<b>No File Uploaded</b>
English translation of sanction letter, if it is in regional language	<b>No File Uploaded</b>
Any other relevant information	<b>No File Uploaded</b>
<b>2.5.2 - Number of fulltime teachers with Ph. D. degree during the year</b>	
<b>4</b>	

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

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

10

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

10

File Description	Documents
Copy of the appointment letters of the fulltime teachers	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Teachers participate in group conversations during tutorial time, and during faculty meetings to stay informed professionally. It is advised for 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	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 2.6 - Evaluation Process

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

The College has to follow the GNDU guidelines for evaluation of both continuous internal evaluation system as well as semester end exams. A clear notion of 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. Observations are provided by the pedagogy teachers in their notebooks for their lesson plans during pre-practice programme. Further, internal assessment on the basis of the two discussion lessons, skill in teaching files and involvement in the conduct of different activities during practice teaching is being provided.

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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal**

Two of the above

**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**

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

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

College's mechanism to deal with examination related grievances is transparent, time bound and efficient. College has an examination coordinator, who prepares the date sheet for Unit Test and House Test as per the University Academic Calendar or SCERT and communicated to the students well in advance. 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 if still unsatisfied 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. In case of Semester End/ Annual examinations, the evaluation is done by the University/DIET in the various marking centres. The students who feel unsatisfied with the result 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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 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. 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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Result sheet for each year received from the Affiliating University	<a href="#">View File</a>
Certified report from the Head of the Institution indicating pass percentage of students program-wise	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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 2.7.4 - Performance of outgoing students in internal assessment

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

205

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

## 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	<a href="#">View File</a>
Sanction letter from the funding agency	No File Uploaded
Any other relevant information	No File Uploaded

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

0

File Description	Documents
Sanction letter from the funding agency	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

Three of the above

<b>for doctoral studies / research projects</b> <b>Granting study leave for research field work</b> <b>Undertaking appraisals of institutional functioning and documentation</b> <b>Facilitating research by providing organizational supports</b> <b>Organizing research circle / internal seminar / interactive session on research</b>	
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Institutional Policy document detailing scheme of incentives	No File Uploaded
Sanction letters of award of incentives	No File Uploaded
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	No File Uploaded
Documentary evidence for each of the claims	No File Uploaded
Any other relevant information	No File Uploaded
<b>3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations</b> <b>Encouragement to novel ideas</b> <b>Official approval and support for innovative try-outs</b> <b>Material and procedural supports</b>	Three of the above

File Description	Documents
Documentary evidences in support of the claims	<a href="#">View File</a>
Details of reports highlighting the claims made by the institution	<a href="#">View File</a>
Reports of innovations tried out and ideas incubated	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

2

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
First page of the article/journals with seal and signature of the Principal	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	<a href="#">View File</a>
• 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	No File Uploaded

### 3.3 - Outreach Activities

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

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

4

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	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

125

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

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

125

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

125

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

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

The conducive environment of MK College of education, Jalandhar helps in promoting innovative skills amongst its students, with creation and dissemination of knowledge as its core objective. College organises extension activities through which students can interact with the intellectual brains and develop critical and creative thinking. For effective creation and transfer of knowledge, activity based learning such as, internships and field visits in teaching practice schools are undertaken. The

institution has signed MOUs and linkages with industry for the purpose. The institution also offers value added and bridge courses to the students to widen their exposure and nourish their talents. Various activities were organized to develop all round personality of our B.Ed and D.El.Ed students.

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

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

0

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

1

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

1

File Description	Documents
Data as per Data Template	No File Uploaded
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

2

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copies of the MoU's with institution / industry/ corporate houses	<a href="#">View File</a>
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**

One/Two of the above

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

**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	<a href="#">View File</a>
Geo-tagged photographs	No File Uploaded
Link to relevant page on the Institutional website	<a href="https://mkce.in/infra.php">https://mkce.in/infra.php</a>
Any other relevant information	No File Uploaded

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

lakhs)

17830/-

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	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. 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. 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.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	<a href="#">View File</a>
Web-link to library facilities, if available	<a href="https://mkce.in/infra.php">https://mkce.in/infra.php</a>
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	<a href="#">View File</a>
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	<a href="#">View File</a>
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)**

17830/-

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

**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****91**

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	<a href="https://mkce.in/">https://mkce.in/</a>
Any other relevant information	No File Uploaded

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

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

One of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Any other relevant information	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	<a href="#">View File</a>
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	<a href="#">View File</a>
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	<a href="#">View File</a>
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	<a href="#">View File</a>
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	<a href="#">View File</a>
Link to videos of the e-content development facilities	Nil
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)**

687489/-

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	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

The college authorities pay great attention to maintaining the classrooms and ensure uninterrupted teaching-learning activities. All the faculties are free to submit their requirements to the principal regarding repairing and maintaining the classroom furniture, and other equipments etc. All the electricity and water-related maintenances are managed through the government water supply and electricity department. All the buildings related maintenances are. 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. Need based up gradation of software and hardware and maintenance of ICT facilities is done by the institution from time to time. Maintenance of campus Wi-Fi connection lies with service provider. All the other available resources and infrastructure are maintained on daily basis by ministerial staff and attendants. Sports grounds are maintained by College Gardeners (Malis) under the supervision of the College Sports Department. Sports Room and Play Grounds of the institution is being looked after by the Physical Education teachers. All the sports materials and equipment are stored in a sports room.

File Description	Documents
Appropriate link(s) on the institutional website	<a href="https://mkce.in/">https://mkce.in/</a>
Any other relevant information	No File Uploaded

STUDENT SUPPORT AND PROGRESSION	
5.1 - Student Support	
<b>5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning</b>	Five fo the above
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	<a href="#">View File</a>
Sample feedback sheets from the students participating in each of the initiative	No File Uploaded
Photographs with date and caption for each initiative	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>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</b>	Seven/Eight of the above
File Description	Documents
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	No File Uploaded
<b>5.1.3 - The Institution has a transparent</b>	C. Any 2 of the above

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

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

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

**Three of the above**

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

## 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
8	63

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

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

3

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

24

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports of the events along with the photographs with captions and dates	<a href="#">View File</a>
Copy of circular / brochure indicating such kind of events	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 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.

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

**5.4.2 - Alumni has an active role in the regular institutional functioning such as Motivating the freshly enrolled students Involvement in the in-house curriculum**

One/Two of the above

**development Organization of various activities other than class room activities  
Support to curriculum delivery Student mentoring Financial contribution Placement advice and support**

File Description	Documents
Documentary evidence for the selected claim	No File Uploaded
Income Expenditure statement highlighting the alumni contribution	No File Uploaded
Report of alumni participation in institutional functioning for the academic year	<a href="#">View File</a>
Any other relevant information.	<a href="#">View File</a>

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

0

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

## GOVERNANCE, LEADERSHIP AND MANAGEMENT

### 6.1 - Institutional Vision and Leadership

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

Vision and Mission of the institution reflects the distinctive characteristics of the institution. To make the vision a reality, the college focuses on helping students build their competencies and hone their professional abilities. It enhances the teaching-learning process, ICT skills, human values, research & innovation, and functional relationships with all the stakeholders in order to promote the overall growth of the individual and society. The Management, Principal and the faculty together play an important role in implementing the vision and mission of the college and to that end play a proactive part in decision-making process. Various clubs and committees are constituted for the day-to-day functioning of the college and for overall management of the various operations of the college such as, admission, academic coordination, conduct of examinations, encouraging cultural activities, implementation of healthy practices in the campus and inculcation of the spirit of national integrity and social responsibility.

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

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

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, scholarships to students, leaves and vacation of teaching and non teaching team members , conduction of various events etc are activities in which management plays its decisive role. A proper channel is followed to get approval from management. Events like Convocation is organised in collective manner. Members of managemt hold regular meetings with heads of the institutions to egt 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	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

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. Admission of students is done purely as per the instructions of affiliating bodies.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 6.2 - Strategy Development and Deployment

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

The 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. 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. As far as the strategic/perspective plan of the college is concerned, it is planned in a way so that the college can develop and strive towards success in a systematic and balanced manner. 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.

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

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

bodies.

M.K College of Education, Shahpur, Jalandhar has a well-defined organizational structure. The College is managed by CT Educational Society. The administrative structure and functioning of the college is transparent and highly participative. Admission of students, fees submission, scholarships, salary imbursement is done in transparency. Library stock is updated time to time. Budgets and finances are allocated on different areas as per need is done. Different committees are constituted for quality administration.. 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	<a href="https://mkce.in/">https://mkce.in/</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

<b>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</b>	<b>Five/Six of the above</b>
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Screen shots of user interfaces of each module	<b>No File Uploaded</b>
Annual e-governance report	<b>No File Uploaded</b>
Geo-tagged photographs	<b>No File Uploaded</b>
Any other relevant information	<a href="#">View File</a>
<b>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.</b>	
<b>Democratic work environment is implemented in our institute. Various cells and committees are formed for smooth functioning of the college. 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.</b>	
File Description	Documents
Minutes of the meeting with seal and signature of the Principal	<a href="#">View File</a>
Action taken report with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>
<b>6.3 - Faculty Empowerment Strategies</b>	
<b>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</b>	
<b>Welfare policies are in existence and effectively implemented for</b>	

both teaching and non-teaching staff in the college. Wi-Fi facility is provided in the college as internet has become as indispensable of the institution. ET and 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. Gymnasium facility is also provided for their physical well being. 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	<a href="#">View File</a>
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

1

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Institutional Policy document on providing financial support to teachers	No File Uploaded
E-copy of letter/s indicating financial assistance to teachers	No File Uploaded
Certificate of participation for the claim	<a href="#">View File</a>
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.

3

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
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	<a href="#">View File</a>
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. The College has adopted performance appraisal system for teaching and non-teaching staff the feedback system has been adopted to judge the performance of teaching and non-teaching staff. the feedback has been collected for Teaching and Non-Teaching staff and analyzed by principal. reward and motivation for better functioning is considered feedback system improves the quality of teaching and nonteaching staff the management approaches are very sympathetic on their performance and motivation to the teacher as well as non-teaching staff. the quality initiative for teaching and non-teaching staff is a regular process for teaching and learning. It helps to maintain the upliftment and strengthening of capabilities for teacher and other staff . The college is competent to apply this quality initiatives. 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	<a href="#">View File</a>
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.	<a href="#">View File</a>
List of audit objections and their compliance with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

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

0

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

There is no fund mobilization from any other source except than tuition fee. Tuition fee is the only source of fund generation or mobilization for the college. The fund is fully and finally utilized which are mentioned in Audit report. 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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed

significantly for institutionalizing the quality assurance strategies Describe the process adopted by the institution for quality assurance through IQAC or any other mechanism in not more than 100 - 200 words

In MK College of Education IQAC was established in 2010. IQAC has played distinctive role by channelizing all the college activities towards academic excellence. Plan of actions are chalked out by the IQAC in the beginning of the academic year towards quality enhancement and outcome achieved by the end of the academic year. The teaching-learning improvements are done by gathering feedback from stakeholders such as students, parents, staff and alumni. This helps in getting a fair and accurate assessment of the institution's performance, particularly in the classroom. It also, help teachers to improve their methods of instruction and interactions with students, a detailed analysis of the feedback is conducted and relayed to them. Peer tutoring practice is also followed. Unit tests and house exams are used as appropriate assessment techniques to ensure that the teaching-learning process is efficient. Advanced and slow learners are identified and appropriately instructions are given to them. PTM's are held to share students performance with parents. In order to support underachievers in getting excellent grades and facilitate meritorious students in obtaining places at the university level, provision of remedial classes, doubt clearing sessions are held and provision of enrichment material is a regular feature in the college.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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, syllabus coverage report is taken from faculty time to time. 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. Coaching for CTET and PSTET is provided to students.

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

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

7

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

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

Three of the above

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

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

**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

4 Library up gradation during the year 2022-23.

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

## INSTITUTIONAL VALUES AND BEST PRACTICES

### 7.1 - Institutional Values and Social Responsibilities

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

Energy conservation is the practice to reduce the consumption of power by using energy saving measures and strategies. Abrupt consumption of energy at large scale is also contributing in rapid climate change leading to unsafe environment. So it is high time to take measures of conservation of energy to fulfill our needs and avoid its wastage This can be achieved by its more efficacious use by involving the actual users .

Steps to be taken in this direction are : \* To minimize the wastage of energy. \* To explore the alternate source of energy. \* To use energy as per the needs. College has adopted Energy conservation policy with focus on above objectives. Towards these aims, the college is using LED bulbs,solar energy facility as alternate source of energy and sensitizing the students, teachers and supporting staff for saving the energy resources by avoiding its wastage.

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

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

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. 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. 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. The old newspapers and other paper waste produced in the College campus is disposed of by selling it to scrap dealers for recycling.

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

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

Two of the above

File Description	Documents
Documentary evidence in support of each selected response	<a href="#">View File</a>
Geo-tagged photographs	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**

Three of the above

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

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

**7.1.6 - Institution is committed to encourage green practices that include Encouraging use**

Three of the above

**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**

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	<a href="#">View File</a>
Circulars and relevant policy papers for the claims made	<a href="#">View File</a>
Snap shots and documents related to exclusive software packages used for paperless office	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	<a href="#">View File</a>
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 emphatic towards social, environmental and community problem. Time to time the institution ignites sensitivity towards society and environment by various activities like Visit Orphanage Home, 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. The students also got aware about the different types of children and their special needs. A value added course on and "Addressing the needs of children with special needs" 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 courses.

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

**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	<a href="#">View File</a>
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 PRACTICE

#### CT HALF MARATHON

On March 12, 2023, CT Group of Institutions hosted the CT Half Marathon, a flagship event that drew participants from across the region to showcase their endurance and commitment to fitness. The marathon route spanned from CT Group of Institutions in Shahpur to CT Group of Institutions in Maqsudan, covering a distance of half a marathon.

The CT Half Marathon was not just a race; it was a celebration of health, wellness, and community spirit. Through this flagship program, CT Group of Institutions reaffirmed its commitment to promoting a culture of fitness and well-being among its students and the wider community.

### BEST PRACTICE

Value added Course: Addressing the needs of Children with Special Needs

**Program Learning Outcome**

The program aims to enable the pre service teachers to learn practice yoga and meditation in their daily lives.

**Course Learning Outcomes:**

Learners will be able to

1. Identify the signs and symptoms of specific learning disability
2. Chalk out the remedial strategies for children with ADHD
3. Apply the remedial strategies for teaching children with intellectual disabilities
4. Explore the signs and symptoms of children with physical impairments

**BEST PRACTICE**

Value added Course: Logical reasoning

**Program Learning Outcome**

The program aims to equip the pre service teachers with the essential skills and techniques necessary for effective logical thinking.

**Course Learning Outcomes:**

Learners will be able to

1. Analyze the importance of logical reasoning in everyday life.
2. Solve the question of number and alphabet series
3. Use the logics to answer blood relations

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

**7.3 - Institutional Distinctiveness**

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

Our efforts to be distinctive must be in harmony with our vision, priority and thrust area. Our institution always celebrates different activities and important days and different events. MK College of Education is committed to provide quality education to students. The institutional goal is to provide holistic education to prospective teachers and to achieve this goal the objectives of the institution envisage values oriented education, develop critical capacities, enhance skills and competencies, preserve socio-cultural heritage, bring peace and harmony to acquaint student teachers with the impact of globalization on education. In order to carry on and to regulate varied institutional functions, different committees, houses and clubs perform their assigned work. The college encourages a gamut of extra-curricular activities at inter college and intra college levels for the overall development of the students. Prospective teachers are given ample opportunity to participate in co curricular activities.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>