YEARLY STATUS REPORT - 2022-2023

Part A	
Data of the Institution	
1.Name of the Institution	Kenway College of Education
• Name of the Head of the institution	Dr Susheela Narang
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	9216810809
• Mobile No:	9216310809
• Registered e-mail ID (Principal)	s2n2703@yahoo.com
• Alternate Email ID	kenwayeducation@yahoo.co.in
• Address	Near Radha Swami Dera
• City/Town	Abohar
• State/UT	Punjab
• Pin Code	152116
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	**Panjab University, Chandigarh**	
• Name of the IQAC Co-ordinator/Director	**Dr Vipul Kumar Narang**	
• Phone No.	**01634225444**	
• Alternate phone No.(IQAC)	**9216810809**	
• Mobile (IQAC)	**7986865496**	
• IQAC e-mail address	**kenwayeducation@yahoo.co.in**	
• Alternate e-mail address (IQAC)	**v2n200@yahoo.com**	
3.Website address	https://kenwayeducation.com/	
• Web-link of the AQAR: (Previous Academic Year)	https://kenwayeducation.com/wp-content/uploads/2024/02/AQR_2021-2022.pdf	
4.Whether Academic Calendar prepared during the year?	**Yes**	
• if yes, whether it is uploaded in the Institutional website Web link:	https://kenwayeducation.com/wp-content/uploads/2024/03/2022-23.pdf	

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**A**	**3.07**	**2011**	**27/03/2011**	**26/03/2016**
Cycle 2	**A**	**3.07**	**2023**	**19/05/2023**	**18/05/2028**

6.Date of Establishment of IQAC **22/10/2009**

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

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

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)
Regular meetings of Internal Quality Assurance Cell (IQAC)
Collection, analysis of Feedback from all stakeholders and action taken for improvement
Academic Administrative Audit (AAA) conducted
Exposure to students about recent developments in the field of education like workshop webinars extension lecture and skill development value added courses.
Achievement of Sustainability Ranking Awards in collaboration with MGNCRE

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 further the academic excellence of the Institute	• **100 percent results in B.Ed. & M.Ed. course. • Orientation programmer regarding courses for latest methods and techniques of teaching • Implementation of latest methodologies and techniques in the TLP**
To encourage and facilitate the students for self study courses offline and Online	**Students motivated for self study courses by providing facilities like • Availability of library • N-LIST • Internet facilities in the college • provision of library after college timings • Guidance from teachers**
To initiate certified Value Added to enhance the employability and professional and social skills of the students	• **Value Added Course on Video Editing via mobile from 25th Feb 2023 to 25th march 2023**
To Improve E-Content Room	• **E- Content Room upgraded**
Curriculum plan & activity calendar	• **Curriculum planners and activity calendars are updated as per the current/ongoing semester on college website by each faculty members.**
Organize Awareness programmes	• **Awareness Campaign on HIV AIDS and Drug Prohibition on 20.09.2022 • Road safety Awareness on 31.03.2023**
Activities to promote Social Entrepreneurship Skills	• **Student Self Help Group for recycle waste • Student Self Help Group for offline Coaching Classes • Student Self Help Group for Tailoring and Stitching • Student Self Help Group for Market Drive**
Activities under G-20 and Mission Life Avtivites	• **Poster Making Competition on The Theme Promotion of**

	Democratic Governance on 20.02.2023 • Declamation Contest on the theme Earth is our family on 22.02.23 • Life pledge for an environmentally conscious lifestyle, Canal cleaning program, Special drive for removal of plastic waste in villages, Special drive for removal of plastic and e-waste management in colleges on 30.05.2023 • Bicycle rallies on Mission LiFE activities. on 3-06-2023
To provide exposure to students about recent developments in the field of education	• Workshop on Implementation of NEP 2020 from 14.9.2022 to 20.9.2022 • Webinar on UGC Guidelines On Transforming B.Ed. Colleges Into Multi Disciplinary Colleges. • Skill Development 3 days Value Added online course on Digital Marketing from 9.01.2023 to 11.01.2023 • Skill Based 3 days Value Added Video Editing Course on 17.01.2023 to 19.01.2023 • Extension Lecture on Writ Jurisdiction of High courts on 9.02.2023 • Webinar on World Cancer Day on 04.02.2023 • Workshop on Herbal Holi colour 5.03.2023 • Art and Craft workshop on 24.03.2023 • Webinar on World Homeopathy Day 10.04.2023
To strengthen professional growth of faculty members by motivating the faculty to attend online webinars, Faculty Development Programmes and conferences	• Faculty members attended online webinars, and FDPs
To nurture creativity innovativeness and competencies among students through specially designed activities	• Poem recitation and Poster making Competition on 14.09.2022 on Hindi Diwas. • Inter college Poster Making and Slogan writing

	competition on World Ozone Day on 16.09.2022 • Mehndi competition by YWS and IQAC Cell on 12.10.2022 • Exhibition on Punjabi Culture on Punjab Day on 1.11.2022 • Speech Competition on Janjatiya Gaurav Diwas on 15.11.2022 • Inter College Rangoli & E- Greeting Card competition on the occasion of Diwali on 22.10.2022\.
Strengthen research capacity of faculty and students	• Interactive sessions on research Paper writing on 18.3.23 organized for students and facul
To strengthen community outreach and students' participation in national priority programmes and sensitize students to social issues	• Quiz Competition by Red Ribbon Club, youth services Fazilka • Visit to Tapovan On 20 March,2023 • Visit to Old Age Home On 21.03.2023 • Blood Donation Camp on 13.02.2023 • NILP Survey From 13.03.2023 to 19.03.2023
To procure more linkages and MOU s with other organizations to facilitate faculty and students exchange and research activities	• New MOU Sign in Pipeline • Faculty exchange with Rayat Bahra college on 20.12.2022 • Faculty exchange with Bankey Bihari college of education on 04.02.2023 • Faculty exchange with Sant Darbara Singh College of Education on 25.02.2023 • Faculty exchange with Guru Ram Das B.E.d College on 25.02.2023 • Faculty exchange with Sant Baba Hari Singh Memorial Khalsa College of Education, Mahilpur on 25.02.2023 • Student Exchange by B.B. College of Pharmacy on 21.03.2023 • Faculty exchange with department of Education, Himachal Pradesh University, shimla on 18.03.2023 • Faculty Exchange with Tantia University on 15.07.2023

Sensitization programmes on Environmental consciousness and sustainability	• Tree plantation on different occasion like World Population Day
To organize placement event for maximum students placements	• Placement event conducted successfully
Seek more participations from the alumni for the development of the institution	• Alumni invited to deliver extension lectures to the students • Alumni Meet on 18.03.2023
Student Support and Progression	• Annual Athletic meet on 6.02.2023 • Beautification of the campus by Red Ribbon club
Activities to promote human values and professional Ethics	• Morning Assembly having different activities like Mantras , Prayer, Great personality , Thought of the day, News, G.k. question • Every Thursday Hawan yagya • N.S.S Camp 1.04.2023 to 7.04.2023 • Hawan Yagya on the commencement of New Year on 3.01.202
Activities to inculcate cultural values among students	• Celebration of cultural festivals like Dusshera, Diwali, Lohri celebrations, Basant Panchami , Punjab Day Guru Nanak Dev Jayanti and Baisakhi. • Visit to salasaar from 6.5.2023 to7.5.2023 • Sukhmani Sahib Paathb on 25.05.2023
Celebration of important national and international days	• Important national and international days like Teacher's Day, International Literacy Day, world ozone Day, Birth Anniversary of Shaheed Bhagat Singh , Gandhi Jayanti, National unity Day, National Education Day, Children's Day , Janjatiya Gaurav Diwas, World Philosophy Day, National Constitution Day AIDS Day Human Rights Day , National Mathematics Day, National Army

	Day, National Youth Day, Prakaram Diwas, National Science Day, Women day , World Theater Day, women's Day, National Technology Day, World Athletic Day, Rabindra Nath Tagore Jyanti, World Red Cross Day, Labour Day

13.Whether the AQAR was placed before statutory body?	**Yes**

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
KENWAY EDUCATIONAL & WELFARE SOCIETY	**06/07/2022**

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2022-2023	**17/02/2024**

15.Multidisciplinary / interdisciplinary

In light with NEP 2020, our college management envisions merging our institution with a sister degree college located on the same campus, following UGC guidelines. We are actively pursuing an institutional strategy that integrates humanities and science with STEM disciplines. The curricula, pedagogies, and practical components of our B.Ed. and M.Ed. programs adhere to the standards set by Panjab University, Chandigarh. With a focus on incorporating 15-17 pedagogies in the B.Ed. program, both undergraduate and postgraduate students gain exposure to diverse disciplines. Internships are integrated across all classes, providing students with practical experience. Additionally, students are introduced to technological innovations in education to enhance teaching, learning, and evaluation methods. Furthermore, we have submitted a proposal to introduce a multidisciplinary course (B.A/B.Sc. B.Ed) to our affiliating body for approval. We also offer value-added courses and one-month community courses in Digital Literacy, Communication Skills, Embroidery & Stitching, and Interior Designing, aimed at fostering entrepreneurial skills among students. B.Ed. students

participate in field surveys of a multidisciplinary nature during their internships, further enriching their learning experience. Through these initiatives, our institution aims to provide comprehensive education and equip students with the skills needed for success in various fields.

16. Academic bank of credits (ABC):

The Government of India has introduced ABC, a credit facility under the framework of NEP 2020, aimed at managing the credits earned by students in Higher Education Institutes recognized by UGC. This virtual mechanism is being facilitated through registration on the DigiLocker NAD portal. Additionally, our college is actively encouraging students to participate in online MOOC courses offered by NPTEL and SWAYAM. Furthermore, faculty members are being motivated to engage in FDPs, Refresher Courses, and Workshops to familiarize themselves with the new system and effectively guide students through it.

17. Skill development:

Kenway College of Education has already started its preparation for skill development activity. An Exclusive Skill Development cell has been established and it has organized many online and offline programs on skill development both for students of Kenway College of Education and also for other stakeholders at large. This cell is also offering value added course on skill development like Personality Development, ECO Friendly Products, aesthetic skills, smart room technology, classroom management, and Banking Skills to the students. It also assists students in identifying & developing their academic & career interest, and to set their short term and long term goals through individual counseling and group counseling. Apart from this number of Memorandum of Understanding (MoUs) have been signed to enhance the employability and teaching skills of future teachers.

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

The institute upholds the richness of India's multilingual tradition by incorporating English, Punjabi, and Hindi in the teaching-learning process. Study materials and web links are provided in all three languages to facilitate students' comprehension of the content. Bridge courses and expert sessions are organized to enhance students' receptive skills (listening and reading) as well as productive skills (speaking and writing) in all three languages. Additionally, students are encouraged to attend online courses conducted in their preferred language, and they have the freedom to

choose the medium of instruction that best suits their learning needs.

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

The college has uploaded POs, PLOs, and COs on the college website in order to achieve OBE. The same are shared with students during student induction programme and while teaching in classrooms as well. The accomplishment of PO's, PLO's, and CO's are calculated for all subjects and programmes through the sessional work and house test assessments which are designed by preparing Blue Print's of each assessment using Bloom's Taxonomy.

20.Distance education/online education:

To promote the distance and online education students are motivated in every session for open distance learning in the form of online self-study courses available on SWAYAM, IGNOU, COURSERA etc. The development and use of technology for teaching and learning is an essential feature of the college. In B.Ed. programme the students study ICT skill development paper as a compulsory paper in Semester – 1. Faculty members use E – content ppt and share E-content with the students through LMS and WhatsApp. Besides this, workshops like E-content development (MOOCS), value based course on digital literacy and other such initiatives are regularly undertaken.

Extended Profile

1.Student

2.1   **296**

Number of students on roll during the year

File Description	Documents
Data Template	View File

2.2   **250**

Number of seats sanctioned during the year

File Description	Documents
Data Template	View File

2.3   **88**

Number of seats earmarked for reserved categories as per

GOI/State Government during the year:

File Description	Documents
Data Template	View File

2.4   **193**

Number of outgoing / final year students during the year:

File Description	Documents
Data Template	View File

2.5Number of graduating students during the year   **193**

File Description	Documents
Data Template	View File

2.6   **103**

Number of students enrolled during the year

File Description	Documents
Data Template	View File

2.Institution

4.1   **17509164.20**

Total expenditure, excluding salary, during the year (INR in
Lakhs):

4.2   **37**

Total number of computers on campus for academic purposes

3.Teacher

5.1   **28**

Number of full-time teachers during the year:

Extended Profile

1.Student

2.1 Number of students on roll during the year	**296**

File Description	Documents
Data Template	View File

2.2 Number of seats sanctioned during the year	**250**

File Description	Documents
Data Template	View File

2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	**88**

File Description	Documents
Data Template	View File

2.4 Number of outgoing / final year students during the year:	**193**

File Description	Documents
Data Template	View File

2.5Number of graduating students during the year	**193**

File Description	Documents
Data Template	View File

2.6 Number of students enrolled during the year	**103**

File Description	Documents
Data Template	View File

2.Institution

4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	**17509164.20**
4.2 Total number of computers on campus for academic purposes	**37**

3.Teacher

5.1 Number of full-time teachers during the year:	**28**

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

5.2 Number of sanctioned posts for the year:	**38**

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Planning

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

In our academic institution, affiliated with Panjab University, Chandigarh, we adhere rigorously to the prescribed curriculum established by the University. Although we lack the autonomy to formulate a bespoke curriculum, we actively oversee and highly value input from stakeholders on an annual basis.

To ensure the contextual appropriateness of the curriculum within our locale, we have instituted a specialized body known as the

Curriculum Development Cell (CDC). Comprising administrative personnel and educators, this committee assumes responsibility for strategic planning, meticulous review, revision, and adaptation of the curriculum. It systematically solicits feedback from diverse stakeholders, including employers, educators, students, and alumni, to discern the strengths, weaknesses, and areas necessitating enhancement within the current curriculum.

Throughout the review process, the CDC critically evaluates the curriculum's objectives, content, instructional methodologies, and assessment strategies. Following the comprehensive analysis, the CDC formulates a structured plan for potential revision and adaptation of the curriculum, should alignment with our local requisites be imperative. Subsequently, the findings from the feedback analysis are deliberated upon with the Principal, who, if deemed necessary, may channel the recommendations to the university for further consideration regarding curriculum adjustments.

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

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

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

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

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://kenwayeducation.com/wp-content/uploads/2022/05/Programme-Course-Learning-Outcomes-B.Ed-M.Ed-Course-Kenway.pdf
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	No File Uploaded

1.2 - Academic Flexibility

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

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

`40`

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

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

`03`

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

`03`

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

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

`478`

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

478

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	View File
Course completion certificates	View File
Any other relevant information	No File Uploaded

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

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

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

5

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

5

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

1.3 - Curriculum Enrichment

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

Our institution embraces a curriculum that places equal emphasis on both theoretical knowledge and practical activities. A comprehensive induction program ensures that new entrants gain a cohesive understanding of the various programs offered at the institution. During this program, they are acquainted with Program and Course Learning Outcomes, as well as the institutional culture, rules, and regulations.

Through innovative teaching methods and hands-on experiences, the institution empowers students to acquire knowledge and skills relevant to different levels of school education. In addition to the core curriculum, value-added courses are integrated to equip prospective teachers with a diverse set of essential skills.

Our college provides a platform for students to apply theoretical concepts in real-life through field experiences. Micro and macro teaching practices expose students to both theoretical and practical aspects of teaching skills. The establishment of self-help groups enhances collaboration among students, fostering mutual support.

Following the theoretical foundation, the institution shifts its focus towards the skill and competency development of students

through EPCs subjects. These courses offer opportunities for students to acquire skills and competencies related to various aspects of personality development. Collaborative efforts with peers, teachers, and local bodies are encouraged through the celebration of important days.

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

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

The institution introduces students to the varied aspects of the Indian school system and provides a global and comparative perspective. This is achieved through a combination of theoretical discussions, presentations, field engagement, school internships, and orientation sessions conducted by the teacher in charge. Students delve into the evolution of the Indian school system, exploring topics such as school plant organization, building infrastructure, records management, and other elements of educational administration.

In the course of their field engagement activities within their assigned schools, students carefully observe and compile profiles, scrutinizing admission policies, infrastructure, evaluation criteria, teaching methodologies, and the roles of staff. This hands-on approach allows them to become acquainted with the assessment systems in place, the standards set by various educational boards, and the differences in admission procedures, curriculum delivery, and assessment methodologies.

This multifaceted approach equips students with a comprehensive understanding of diverse student needs, fostering an environment conducive to optimal learning experiences. Through these

initiatives, students are empowered to navigate and contribute effectively to the dynamic landscape of educational systems, both nationally and internationally.

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

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

Kenway College of Education provides a comprehensive learning environment tailored for aspiring teachers. Here, they sharpen up diverse skills essential for a career in teaching. The curriculum blends theoretical knowledge with practical experiences, encompassing areas like lesson planning, classroom management, and effective teaching strategies. Students benefit from immersive internships, gaining exposure to a wide array of teaching methodologies. They are also trained in utilizing audio-visual aids to address the varying needs of students in the classroom. Emphasis is placed on ensuring all learners grasp the material; hence, students are motivated to offer remedial sessions when needed. Furthermore, students actively participate in co-curricular events like morning assemblies and school functions, which offer insights into the holistic educational system. Engaging in art and aesthetic endeavour fosters a deeper appreciation for the teaching profession. Through practices like micro-teaching, feedback sessions, and instructional modeling, students adeptly apply and refine their teaching techniques. Ultimately, Kenway College of Education equips its students with the requisite knowledge, skills, and values, setting them on the path to becoming adept and professional educators.

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

1.4 - Feedback System

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

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

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

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

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

103

2.1.1.1 - Number of students enrolled during the year

103

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

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

30

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

30

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

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

03

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

03

File Description	Documents
Data as per Data Template	View File
Certificate of EWS and Divyangjan	View File
List of students enrolled from EWS and Divyangjan	View File
Any other relevant information	No File Uploaded

2.2 - Honoring Student Diversity

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

Students receive comprehensive counseling upon admission, acquainting them with the course structure, internal assessment methods, curricular and co-curricular activities, institutional regulations, and available facilities. An annual orientation program is organized by the institution for new batches; ensuring students are well-informed at the outset.

Teachers employ entry behavior tests to assess learners' needs upon entry, enabling the identification of diverse learning requirements. Tailored teaching methodologies are then implemented to address these needs, combining traditional approaches with innovative technological tools to enhance accessibility and clarity in learning. Supplementary resources such as tutorials, value-added courses, and enrichment classes are provided as needed for specialized instruction.

Furthermore, teachers recommend relevant books and provide web-links to enrich students' understanding of subjects. M.Ed. students receive guidance in selecting research topics and are directed towards advanced readings to deepen their comprehension in their respective fields.

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

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	**All of the above**

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

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

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

2.2.4 - Student-Mentor ratio for the academic year

1:8

2.2.4.1 - Number of mentors in the Institution

37

File Description	Documents
Data as per Data Template	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

2.3 - Teaching- Learning Process

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

The curriculum and scheme of evaluation proposed by Our College is highly student-centric. Conducive support systems are provided to the faculty for the effective implementation of student-centric learning.

Experiential learning: Students are provided with an opportunity to work in schools during their pre- internship and internship period so as to understand school systems and infrastructure and gain experience of activities, teaching-learning processes and human resource system. of the host institutions. These programs

are structured on the premise that students need to gain experiential learning

Participatory learning: Participatory learning is incorporated into the course through a variety of methods/tools and mechanisms, including field visits, workshops, assignments, quizzes, seminars etc.

Problem-solving approach: The College uses the problem-solving approach to help students in developing their creativity, critical thinking, reasoning skills, logical thinking, ability to make decisions, and scientific attitude. This approach is being effectively used in fields including psychology, computer science and math to improve student learning experiences.

Special lectures/seminars are planned to motivate students to become active agents of information. Students are encouraged to use ICT and E-resources.

Brain storming strategy: During theory classes, the teachers encourage the students to focus on a topic and contribute to the free flow of ideas.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	View File
Any other relevant information	No File Uploaded

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

37

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://kenwayeducation.com/e-content/
Any other relevant information	No File Uploaded

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

296

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

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

File Description	Documents
Data as per Data Template	[View File](#)
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	[View File](#)
Geo-tagged photographs wherever applicable	[View File](#)
Link of resources used	https://kenwayeducation.com/2022/05/13/ict-computer-lab/
Any other relevant information	**No File Uploaded**

2.3.5 - Continual mentoring is provided by teachers for developing professional attributes in students Describe in not more than 100-200 words the nature of mentoring efforts in the institution with respect to working in teams dealing with student diversity conduct of self with colleagues and authorities balancing home and work stress keeping oneself abreast with recent developments in education and life

Our College provides several opportunities for mentor-mentee relationships to cater with students' diversity. To sustain an effective mentoring relationship, faculty members recognise,

reflect on, and connect with different learners. Tutorials are taken by the teachers as per the needs of the learners. During the tutorial sessions, the lecturers identify any gaps and get them filled. The institution also provides a variety of value-added courses for students to further develop their interests and intellectual abilities.

Collaborative group work is integral to our organizational ethos, with teachers facilitating strong bonds among students to encourage healthy interactions. Our college provides diverse academic, cultural, and recreational opportunities, promoting holistic development among student-teachers. Mentors guide mentees in developing essential skills such as time management, presentation, and social skills, alleviating stress and fostering growth.

Mentors also empower mentees to showcase their abilities through seminars, debates, declamations, and symposiums. Embracing modern technology, our students have access to computer labs and the internet, enabling them to stay abreast of current developments in their fields and in education.

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

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

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	View File
Any other relevant information	No File Uploaded

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

The facilities available in the college are being used judiciously to make the teaching learning process focused on creativity, innovativeness, acquisition of life skill and inculcation of values. Students are also encouraged to take full advantage of the various opportunities offered at college, such as Ishita College Roll no. 263 B.Ed. session 2022-2024. She was very talented in different skills like music, classicalvocal but for personal reasons she wasn't confident enough to go forward, very low self esteem and cries on small occasions. After some motivational talks and counselling she showcased her talents in different activities. There was another case Ekam deep Roll no.214 SESSION 2022-2024 , who was frequent short tempered and outbursts anywhere . The teachers regularly monitored her after each session of counseling and encouraged and trained him to participate in different co curricular activities of college like group song ,speech competition , folk song, skill in teaching ,crochet work etc . In addition to this Kenway College of Education has been providing guidance to not only present students but also who have passed out. There are various examples of the students who didn't have much confidence but today are placed in esteem school organizations.

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

2.4 - Competency and Skill Development

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

File Description	Documents
Data as per Data Template	<u>View File</u>
Documentary evidence in support of the selected response/s	<u>View File</u>
Reports of activities with video graphic support wherever possibl	<u>View File</u>
Any other relevant information	**No File Uploaded**

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

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

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

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

2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales	**All of the above**

File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	View File
Documents showing the different activities for evolving indicated assessment tools	View File
Any other relevant information	**No File Uploaded**

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

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	View File
Any other relevant information	**No File Uploaded**

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

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

2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study	All of the above

File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	View File
Any other relevant information	View File

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 college calendar gives temporary dates of commencement of internship programme. Staff meetings are conducted and time table are prepared in detail. Internship programme is planned according to the university syllabus and is selected based on the proximity of the pupil teachers' residence to the school, availability of basic infrastructural facilities and type of school (Government, aided, private, public). Before the commencement of internship, an orientation programme is organized and detailed instructions are given to student-teachers. Students are required to undertake a variety of activities relating to classroom teaching, classroom management, and organization of school-based and community based activities of teaching. Lessons are observed by the teacher

educators at regular intervals and feedback is given to the student teachers based on the feedback received. The task of teacher supervisor is to assess pupil teachers' activities along with the guidance to be offered.

The performance of the students is duly observed by the accompanying teacher in charge, school subject teachers and the peer group. By the end of internship programme, the student teachers are duly certified by the head of the practicing school.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	No File Uploaded

2.4.9 - Number of students attached to each school for internship during the academic year

2.4.9.1 - Number of final year students during the academic year

193

File Description	Documents
Data as per Data Template	[View File](#)
Plan of teacher engagement in school internship	[View File](#)
Any other relevant information	No File Uploaded

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

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

2.4.11 - Institution adopts effective monitoring mechanisms during internship programme. Describe in not more than 100-200 words, the monitoring mechanisms adopted to ensure optimal impact of internship in schools with specific reference to the role of teacher educators, school principal, school teachers and peers.

The observation of practice teaching is a shared responsibility of the college and concerned school.

Role of Teacher Educators: Teacher Educators are sent to each school to coordinate with school principal, school mentors, and internee students. They are in constant contact with the school, visit the school intermittently, and keep the college teachers informed about the performance of interns.

Role of School Principal: During this internship program, the students are directly under the charge of the Principal of the school and discharge all duties assigned by him/her.. The internship is duly certified by the head of the practicing school after ensuring that each student has completed all the activities. An internship certificate is issued by the concerned school to each pupil teacher.

Role of School Teachers: The pupil teachers are under the supervision of senior teachers of the school who act as mentors. School teachers assign various duties to student teachers like checking of answer scripts, maintenance of attendance register, organization of co-curricular activities, correction of home-work notebooks, maintenance of classroom discipline etc.

Role of Peers: Peers observe lessons delivered by each pupil teacher and provide feedback, which helps the pupil teachers to be aware of their strengths and weaknesses.

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

2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal B. Ed Students / School* Students (* 'Schools' to be read as "TEIs" for PG programmes)	Four of the above

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

2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness	Five of the above

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

2.5 - Teacher Profile and Quality

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

28

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

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

11

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

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

205

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

205

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

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

colleagues and with other institutions on policies and regulations

Teachers keep themselves updated professionally by participating andattending number of professional development programmes organized by various organizations and educational bodies from time to time . After attending these programmes, the institute organizes faculty development programmes through IQAC (Internal Quality Assurance Cell) where teachers get opportunity to share their experiences with fellow colleagues in the form of seminars, workshops and group discussions. Faculty members of the college engage in continuous professional development through participation in a variety of programs such as refresher courses, orientation programs, short-term courses, faculty development programs, seminars, conferences, workshops, and webinars. They also contribute to academic discourse by publishing research articles in peer-reviewed journals, including those listed in UGC-Care. Following these engagements, teachers disseminate acquired knowledge, skills, and information through in-house discussions on education developments and issues, as well as by sharing insights on policies and regulations with colleagues and external institutions.

File Description	Documents
Documentary evidence to support the claim	[View File](#)
Any other relevant information	No File Uploaded

2.6 - Evaluation Process

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

The college follows continuous internal evaluation as prescribed by Panjab University Chandigarh. At the beginning of the semester, faculty members inform students about the various components in the assessment process. Internal evaluation is based on class attendance, class discussion, written assignment, class test, general behavior, group discussion , seminar performance, house test and sessional work. Question paper is prepared by teaching faculty and marks sheet is also prepared. There is complete transparency in the result of house test and list of top 20 students is displayed on notice boards. Internal evaluation for practical subject of B.Ed and M.Ed is monitored by keeping records of practical files, specified practical work such as teaching practice and dissertation work. The performance of the students in

the internals is monitored by the Principal and the necessary feedback is given to the concerned faculty members. The marks in the internal examination are communicated to parents/ guardians and they are advised to note the performance of their wards and take remedial measures if needed.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

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

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

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

The examination unit conducts the examination in a clear and transparent manner. The institution has a Grievance Redressal Cell to deal with examination related grievances. The examination committee resolves any grievances related to internal examinations in timely manner. The house test copies are shown to students by

respective subject teachers after evaluation. The faculty members in charge of various theory papers consolidate the internal marks and students are allowed to check their consolidated internal marks. The university Semester examination is conducted by the examination committee and the norms of university are strictly followed Students who have arrears at the end of the final semester can apply for supplementary examination.

Examination Grievances

The institution has a Grievance Redressal Cell to deal with examination related grievances. Any grievance related to the university question paper like out-of-syllabus, repeated questions, improper split of marks, marks missed, wrong question number during semester exams are addressed to the Principal in turn he/she forwards the same to the university immediately.

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

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

The IQAC (Internal Quality Assurance Cell) focuses on three key elements of the teaching-learning process: curriculum, teacher, and learner during the planning and implementation of both curricular and co-curricular activities. Annually, the IQAC develops its Academic calendar and Extra-mural activities calendar, aligning them with the university's overall calendar of events and activities. This comprehensive schedule encompasses teaching days, examination periods, semester breaks, and vacations, ensuring the smooth and efficient functioning of the college's educational and administrative processes.

The synchronized university and college academic calendars are prominently displayed on the college notice boards and websites for easy access. The Principal conducts meetings with the Teacher-in-charge(s) and the entire staff, including non-teaching staff, to guarantee the seamless execution of scheduled activities. In terms of Continuous Internal Evaluation, teachers devise their teaching schedules, class tests, and assignments based on their

allocated timetables. Multiple assessments are conducted, providing students with opportunities to incorporate feedback from teachers, fostering continuous learning and offering diverse avenues for academic success.

The Academic calendar serves as a testament to the enthusiastic and successful contributions of our students across various domains.

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

2.7 - Student Performance and Learning Outcomes

2.7.1 - The teaching learning process of the institution is aligned with the stated PLOs and CLOs. Describe the way in which institution ensures alignment of stated PLOs and CLOs with the teaching learning process in not more than 100 - 200 words.

Course learning outcomes are according to the Panjab University ,Chandigarh. They are an essential component of the college's vision, mission, and objectives. The institution has effectively stated and disseminated the programme outcomes, program-specific results and course outcomes. The goals of B.Ed. and M.Ed. are to make education more comprehensive, where teachers providing experience and students learn modern life skills such as logical reasoning, problem-solving, cognitive abilities, self-directed learning. Work experience of this nature can be accumulated from real life experiences.

Learning objectives are presented in variety of ways:

At the beginning of academic year, students are briefed about PLOs and CLOs, which are prominently portrayed on college notice boards, college websites, and other platforms. The CLOs and PLOs are shared at alumni gatherings, concerned staff members share them in the classroom. Teacher educators are knowledgeable about the objectives for learning, and stakeholders are informed about the course outcomes of various value added courses.

The college has a set mechanism to ensure that PLOs and CLOs are aligned throughout the semester, with continuous internal

assessments, appropriate teaching methods, participation in literary and cultural programs, classroom activities, community activities, end semester house test and final exams, and informed parents on regular basis.

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

2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	**View File**
Result sheet for each year received from the Affiliating University	**View File**
Certified report from the Head of the Institution indicating pass percentage of students program-wise	**View File**
Any other relevant information	**No File Uploaded**

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

The Institution attempted to implement PLOs and CLOs to monitor and improve the cognitive and professional status of student teachers. The Methods of measuring attainment include direct evaluation through University Examinations, internal and home assignments, class tests, house test and sessional work, minimum attendance of student teachers, minimum pass marks in each paper, Practical, and School Internship, and internal and external assessment.

The external theory examination (Foundation papers, pedagogy papers and elective papers) will be of three hours duration and will be divided into two parts- 40 marks for external written examination and 10 marks for Internal assessment.

The external question paper will have V units with two questions each and the candidate will be required to attempt one question from each of the unit-I to IV.

Unit V will be compulsory with 4 short answer-type questions set from the whole syllabus of the paper.

The external practical will be of 20 marks based on the file work and viva voce to be evaluated by the examiner appointed by the university.

Feedback Evaluation is an important method of measuring attainment POs, PSOs and COs.

Placements and progression of students towards higher studies are also important activities to maximize and monitor learning outcomes.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	[View File](#)
Any other relevant information	**No File Uploaded**

2.7.4 - Performance of outgoing students in internal assessment

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

193

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

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

Our institution has implemented a variety of arrangements to

assess student learning needs.At the time of admission,the principal interacts parents and students to assess their needs and aspirations.Students are notified at the time of admission.The institution organizes an orientation program for students at the beginning of the new batch each year. New students were familiarized with the course,internal assessment methods,and extracurricular activities,rules and regulations as well as other facilities available in the institute.College holds Entry behaviour tests to measure students' intellectual skills at entry level.A variety ofTalent-seeking programs in various fields such as drama,literature and fine arts are organized to discover the hidden talents and hidden abilities of students.value added courses are designed for incoming students to bridge the gap between subjects studied in previous grades and the subjects to be studied in the new grades. Teacher Instructors assess students' learning needs through regular class test and house test.Student achievement is measured by their scores on these tests. Remedial and Enrichment support also provided. During internship,feedback Performa developed by the college is provided to the supervisors for evaluating teaching proficiency of student teachers.

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

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

https://kenwayeducation.com/wp-content/uploads/2024/04/SSS-2022-23.pdf

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

02

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

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

0.16

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

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

File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	View File
Sanction letters of award of incentives	View File
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View File
Documentary evidence for each of the claims	View File
Any other relevant information	No File Uploaded

3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports	**All of the above**

File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	View File
Reports of innovations tried out and ideas incubated	View File
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

11

File Description	Documents
Data as per Data Template	View File
First page of the article/journals with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the journals in which articles are published	View File
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

01

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

3.3 - Outreach Activities

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

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

16

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

296

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

296

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

296

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

Our college actively engages in Extension Activities and Outreach Programs within the local community, aimed at fostering holistic development alongside academic excellence among our students. Collaborating with both governmental and non-governmental agencies, various college associations fulfill their social responsibilities by addressing the needs of the nearby areas.

Initiatives such as tree plantation drives and cleanliness campaigns serve to underscore the importance of environmental conservation and promote health and hygiene within society. Additionally, special morning assemblies and celebrations of significant days and weeks, such as Women's Day, World AIDS Day, World Environment Day, Human Rights Day, Mother's Day, Republic Day, Independence Day, and Voters' Day, are organized to raise awareness and sensitize students to various social issues.

These outreach endeavors not only benefit local communities but also contribute to the overall development of our students. By instilling a sense of civic duty, social responsibility, and a spirit of service, these activities foster a feeling of universal brotherhood among students, enhancing their personality and character. Furthermore, such programs serve as a platform for promoting national integrity, communal harmony, and the constructive utilization of students' potential

File Description	Documents
Relevant documentary evidence for the claim	<u>View File</u>
Report of each outreach activity signed by the Principal	<u>View File</u>
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

8

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

3.4 - Collaboration and Linkages

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

15

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

15

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

3.4.2 - Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the academic year

11

File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	View File
Any other relevant information	View File

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	**Five/Six of the above**

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

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

The institution boasts cutting-edge infrastructure and facilities that align perfectly with the requirements for teaching and learning across its current course offerings. It has 18 rooms including 10 classrooms, 4 ICT enabled (viz Computer cum Language Lab, Seminar Hall, Multipurpose Hall, Educational Technology Lab), Psychology Lab cum Research Room, Library, Guidance and Counseling cum Grievance Redressal Room, Art & Craft with Music Resource Room, E-Content Development Studio etc. The campus is covered with WI-FI facility. The E-Library is enriched to meet the requirement of the all stakeholders with the memberships of INFLIBNET and OPAC facilities. Computer lab has 25 computers connected with 100 Mbps bandwidth for the students to carry out teaching learning. The college has well maintained playgrounds and equipments for Basketball, Badminton, Volleyball, Kho-Kho, Table Tennis, different Board Games, Shot Put, Discus Throw, and Skipping Rope etc. There is an indoor and outdoor/open gym in the college campus. Yoga activities are also conducted in college grounds and multipurpose hall. Hence the college is equipped with modern and functional workspace and creates an excellent atmosphere for teaching and learning.

File Description	Documents
List of physical facilities available for teaching learning	[View File](#)
Geo-tagged photographs	[View File](#)
Any other relevant information	**No File Uploaded**

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

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

5

File Description	Documents
Data as per Data Template	[View File](#)
Geo-tagged photographs	[View File](#)
Link to relevant page on the Institutional website	https://kenwayeducation.com/2022/05/13/ict-computer-lab/
Any other relevant information	**No File Uploaded**

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

1027985

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

The library, along with its reading room, accommodates up to 80

users and is partially automated, incorporating subsystems such as LAN connectivity and WiFi. It houses a diverse collection of resources, including books, journals, photocopying facilities, newspapers, e-resources, and previous years' question papers. Utilizing the BiblioSoft Library Software Version Type – 2016, an Open Source Integrated Library Management System, the library provides access to over 6000 e-Journals and 100,000 e-Books through premium electronic databases subscribed to by INFLIBNET.

Equipped with four computers, one dedicated to students, another for faculty, one for the issue counter, and one for accessing the Online Public Access Catalog (OPAC), the library is ICT-enabled and offers a rich array of quality books, journals, and e-resources. The collection comprises 13,785 books, 35 encyclopedias, journals, regular newspapers, magazines, and a reference section. Additionally, the library operates a Book Bank, allowing economically deprived students to borrow books for the entire semester.

Library Advisory Committee consisting of the Principal, Librarian, two faculty members, representative students, and a library attendant engages in discussions regarding issues such as material collection upgrades, technical matters related to computers, library software, and internet services.

File Description	Documents
Bill for augmentation of library signed by the Principal	[View File](#)
Web-link to library facilities, if available	https://kenwayeducation.com/2022/05/13/library-facilities/
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

The college library serves as a gateway to the world of knowledge for aspiring teachers, offering an extensive range of books to stimulate their minds and foster reading habits. All students and teachers have unrestricted access to the library's facilities, and the librarian is dedicated to providing assistance whenever needed. The library provides free Internet access with high-speed broadband and Wi-Fi, essential for students and faculty engaged in research, writing research papers, and other scholarly activities.

Additionally, to ensure the availability of e-resources in open access, the college library has subscribed to the "National Library and Information Services Infrastructure for Scholarly Content (N-LIST)" Project (ID 8168) by the INFLIBNET Centre, an initiative of MHRD. This project, executed in collaboration with the e-shodhsindhu consortium, grants access to over 6000 e-Journals and 100,000 e-Books. Furthermore, the college has subscribed to the services of e-Shodhganga, digital repositories of Indian e-theses and e-dissertations established by the INFLIBNET Centre. All faculty members and M.Ed students have been registered and individual login IDs and passwords have been provided them to facilitate access to the subscribed E-Resources from the N-LIST platform.

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

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

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

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

0.98

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

4.2.5 - Per day usage of library by teachers and students during the academic year

4.2.5.1 - Number of teachers and students using library for Month one (not less than 20 working days) during the academic year

632

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	https://kenwayeducation.com/wp-content/uploads/2022/12/4.2.5-Logbook-entries-of-Library-user-for-month-of-September.pdf
Any other relevant information	**No File Uploaded**

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

as gifts to College

File Description	Documents
Data as per Data Template	[View File](#)
Any other relevant information	**No File Uploaded**

4.3 - ICT Infrastructure

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

Our institution prides itself on its cutting-edge ICT infrastructure. We have established a comprehensive Local Area Network that spans across the computer lab, offices, labs, library, classrooms, and other college areas. This network, operating at a speed of 100 Mbps via fiber connectivity, ensures efficient connectivity. Wi-Fi routers strategically placed across the campus ensure uninterrupted access for a variety of academic and administrative activities.

The college boasts a well-equipped computer laboratory comprising 25 computers, a seminar hall, and an assembly cum multipurpose hall. This facility is outfitted with the latest technology, including computers, server systems, laptops, LCD projectors, digital cameras, printers, scanners, faxes, and LCD screens. These resources contribute to an enriched learning experience. Periodic training sessions, workshops, webinars, and video conferencing sessions are organized to enhance the educational environment.

In line with technological advancements, we consistently upgrade and update various facilities, the college website, and infrastructure at regular intervals. This commitment ensures that the entire campus remains fully ICT-enabled for a multitude of purposes. Moreover, our library, which is partially automated and equipped with internet connectivity, allows students to access e-resources through INFLIBNET (N-LIST).

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

4.3.2 - Student – Computer ratio during the academic year

2:1

File Description	Documents
Data as per data template	View File
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View File
Any other relevant information	No File Uploaded

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:	D. 50 MBPS - 250MBPS

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

4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit	Five or more of the above

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	https://kenwayeducation.com/wp-content/uploads/2023/04/ECONTENT.pdf
List the equipment purchased for claimed facilities along with the relevant bills	View File
Link to the e-content developed by the faculty of the institution	https://kenwayeducation.com/e-content/
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)

43.07

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

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

The college has a well-established framework in place for overseeing the upkeep and use of physical, academic, and support facilities. To ensure the smooth operation of this system, the Internal Quality Assurance Cell (IQAC) forms various cells and committees annually, such as the Developmental Committee, Purchase Committee, and Library Committee. These entities consistently assess and monitor the needs for maintaining physical, academic, and support facilities.

Regular physical inspections of consumable and non-consumable

materials are conducted during stock verifications by these committees. Additionally, the college actively encourages input from students and faculty members regarding infrastructure maintenance, receiving suggestions and demands. The Developmental and Maintenance Committee takes charge of tasks related to building maintenance, repairs, and construction, overseeing general cleanliness, and managing support facilities like safe drinking water, waste disposal, washrooms, and replacement of fire extinguishers, electrical work, plumbing, power supply, generators, and water tanks.

Electronic devices such as projectors, computers, printers, photocopiers, air conditioners, etc., undergo regular servicing and are reused. The maintenance of various facilities like the canteen, Xerox shop, and stationery is handled by their respective service providers.

File Description	Documents
Appropriate link(s) on the institutional website	https://kenwayeducation.com/wp-content/uploads/2022/05/system-an-procedures-1.pdf
Any other relevant information	No File Uploaded

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

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

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

Seven/Eight of the above

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

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

A. All of the above

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

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

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

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
21	195

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

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

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

25

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

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

28

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

5.3 - Student Participation and Activities

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

College offers a wide range of opportunities for students to lead and engage in both academic and extracurricular activities through its 9 associations and 10 houses, all under the careful supervision of faculty members. From the very beginning, the college has put in place a detailed system for student associations/councils. Each association and house is organized with a president, vice-president, secretary, and sports secretary at the helm. The members of these houses are tasked with ensuring activities such as morning assembly, campus cleanliness and maintenance, and the execution of academic schedules according to the session plans run smoothly. A variety of activities, including extension lectures, seminars/conferences/workshops at both national and international levels, competitions between institutions, and events within the institution itself, are managed by the members of these associations. The primary goal of these groups is to enlighten student teachers about societal issues and integrate them into mainstream discussions. Members of the student associations meet regularly to discuss all college-related topics, working in collaboration with their peers. Furthermore, student representatives are included in all decision-making bodies, regularly attending meetings and voicing their opinions. They are invited to offer suggestions for improving the educational process, and their feedback is seriously considered.

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

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

13

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

5.4 - Alumni Engagement

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

Response: The College is committed to nurturing its familial bond through consistent communication, college engagements, and convivial gatherings. An active Alumni Association has been established by the institution since 2008 and registered in Feb 2023; It is customary for the association to organize an annual Alumni Meet where members enthusiastically participate in various college activities. Each year sees a noteworthy addition of new alumni members. The association convenes periodically to brainstorm ways to enhance the academic milieu of the institution and exchange perspectives on higher education opportunities and career prospects. Over the years, alumni of the institution have made significant contributions, both financially and through other means, towards its growth and development. Alumni holding esteemed positions such as principals and coordinators play a pivotal role in facilitating student placements. They are invited to the institution for events such as Teachers' Day, the annual function, discussions on teaching skills, final skill-in-teaching lessons and orientation sessions. During these occasions, they provide valuable feedback to enhance the teaching and performance capabilities of interns and share personal experiences from their professional roles to better serve in real-world educational environments.

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

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

Five/Six of the above

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

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

1

File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View File
Any other relevant information	**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 Kenway Alumni Association regularly holds meetings where alumni members are encouraged to share their insights for the advancement of the college, focusing on improving both its academic and administrative aspects. Following these meetings, the Association updates the principal with a summary of the discussions and suggestions that have emerged. These suggestions are subsequently reviewed in the staff meetings for potential integration into the college's operations. The college consistently involves distinguished alumni in various events such as talent shows, seminars, student mentoring, celebrations and placement advices and support and many more activities, aiming to honour their past contributions and to benefit from their experiences for the college's betterment and pursuit of excellence. This practice has fostered a strong relationship and network between the institution and its alumni, including former faculty members. As a result, the Alumni Association plays a crucial role in all seminars, workshops, conferences, and webinars organized by the college.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	**No File Uploaded**

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

Vision: To impart the highest level of training to future teachers to keep pace with modernization and globalization by adopting different innovative techniques in Teaching - Learning Process.

Mission:

1. To spread Teacher Education Programme in rural area like

ours and providing opportunity for higher education.

2. To carry out research work, project work, based upon the community and students ' needs and problems of the teacher trainees.

3. To aware and encourage the teacher trainees for their active participation in all the activities as well as in seminars, workshops and research related programmes for their all round development.

4. To create awareness regarding the current issues like value system, culture, heritage, scientific temper, environment and human rights.

The institution adheres to a democratic and participatory governance model, engaging all stakeholders and institute members in the implementation of institutional policies. It upholds quality education and excellence across academics and administration, fostering the holistic growth of students. Faculty members actively engage in institutional committees and professional organizations, playing a pivotal role in decision-making to realize strategic objectives. Demonstrating leadership qualities, faculty members contribute to the seamless execution of academic and administrative functions.

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

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

200 words

Kenway College of Education practices decentralization and participative management keeping in mind the vision and mission of the college, and democratic traditions. The administration of the institution is decentralized. The reflection of decentralization can be seen in the extensive delegation of the authority. Decisions are taken by the teachers in consultation with principal regarding preparation of year plan, purchase of equipment for the respective labs, seminars, extension lectures to be planned for their own subjects and evaluation procedure to be followed. All administrative functions such as admission, examination, curricular and co-curricular activities involve consultation with the members of various committees such as library, examination, purchase, placement committees etc. Student representatives are elected from every class and they put forth the demands and problems of the students before the principal of the college. The coordinators and teacher in-charges of various committees like , Admission Committee, Examination Committee,Library Committee, Discipline Committee, Antiragging Committee, Career Counselling Committee,lumni Coordination Committee, Internship and Skill in Teaching Committee, Fee concession and Financial Aid Committee, Women Cell and Committee of Sexual Harassment etc. conduct meetings as and when required for the

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

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

The institution maintains financial transparency through regular internal and external audits, with internal audits conducted quarterly or half-yearly and external audits performed annually. The auditors visit the college at regular intervals; they verify all financial transactions with the supporting documents and approval of proper authority for each financial transaction.

Transparency is also followed in academic activities of the

college. The co-ordinators and teacher in-charges of various courses and classes ensure proper accountability on academic issues viz. syllabus, time-table, students' attendance, and examination etc. All the guidelines issued by Panjab University, Chandigarh to ensure academic transparency are followed by the college.

Administrative operations are conducted with utmost fairness and transparency. Every transaction involving purchases and accounts is meticulously recorded and uploaded onto the Busy Software platform. Records pertaining to student admissions, examinations, purchases, accounts, and inventory are diligently maintained on Busy Software, ensuring timely updates.

The admission process is merit-based and transparent, relying on both academic merit and entrance tests administered by the affiliating university. This approach guarantees fairness and equal opportunities for all prospective students.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	View File
Any other relevant information	No File Uploaded

6.2 - Strategy Development and Deployment

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

The college is committed to achieving its comprehensive goals outlined in its perspective plans, which are centered around delivering high-quality higher education and fostering research initiatives, while also cultivating skill-oriented human resources. These plans are meticulously crafted to address various core themes crucial to the institution's progress.

One Activity successfully implemented based on strategic plan:

Kenway College of Education, Abohar in collaboration with M.G.N.C.R.E, Department of Higher Education, Ministry of Education, GOI organized " Karigiri Se Karobari" under the aegis of Social Entrepreneurship, Swacchta & Rural Engagement Cell, set up a Eco Friendly Bazaar of eco-friendly items On 6th & 7th March, 2023 in the premises of the college.Student Self- Help Groups

(SSHG) of the college set-up stalls of different kinds like handicraft items, wax and gel candles, Eco-dustbins, food corner, herbal colors for Holi, Lassi stall, Mehndi stalls and games in the fun zone.There was a lot of enthusiasm and excitement among all Faculty and other students of the college actively participated in the eco friendly Bazaar .

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://kenwayeducation.com/2022/08/01/strategic-plan/
Documentary evidence in support of the claim	View File
Any other relevant information	**No File Uploaded**

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

The organizational structure of the college facilitates its smooth functioning. The administration of the institution is decentralized, duties and responsibilities are assigned to the faculty members and other support staff as per their skills, abilities, interest, talent and experience.Our Governing Body reviews and evaluates theacademic progress, administrative processes and co-curricular and extension activities of the College. Different committees are constituted for quality administration. The Academic Committee reviews the academic and administrative functioning of the College. The Finance Committee approves proposals for the development of infrastructure and scholarships, prizes and certificates on the recommendations of the Academic Committee. All rules and regulations are stated in the service manual drafted by the Governing Council. The Principal is responsible for the College functions and growth including administrative, academic, co-curricular, extra-curricular and extension programme. IQAC of the college is involved in developing a quality system for the improvement of academic and administrative performance of the College. The College calendar is prepared for various academic and non academic events. List of holidays, dates of House Test and University Examination, numerous college events like morning assemblies and competitions are also mentioned there. Staff members have been designated as Coordinators or members of various committees and cells. Students are involved as active members of the committees and cells.

File Description	Documents
Link to organogram on the institutional website	https://kenwayeducation.com/wp-content/uploads/2022/05/organogram-1-2.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

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

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.

The institution has established several committees to ensure the smooth and effective operation of college activities. These specialized committees are tasked with deliberating, devising action plans, and executing them. They play a pivotal role in the day-to-day functioning of the institution. These committees include the Cultural Committee, IQAC Committee, Anti-Ragging Committee, Admission Committee, Library Committee, Women's Anti-Harassment Cell, Examination Committee, and others.

Activity organised by Eco friendly Club

Kenway College of Education, Abohar in collaboration with

M.G.N.C.R.E, Department of Higher Education, Ministry of Education, GOI organized " Karigiri Se Karobari" under the aegis of Social Entrepreneurship, Swacchta & Rural Engagement Cell, set up a Eco Friendly Bazaar of eco-friendly items On 6th & 7th March, 2023 in the premises of the college .Student Self- Help Groups (SSHG) of the college set-up stalls of different kinds like handicraft items, wax and gel candles, Eco-dustbins, food corner, herbal colors for Holi, Lassi stall, Mehndi stalls and games in the fun zone.There was a lot of enthusiasm and excitement among all Faculty and other students of the college actively participated in the eco friendly Bazaar .On this occasion, all the staff and college students have supported the students by purchasing goods from the market and appreciated them for their skills

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

6.3 - Faculty Empowerment Strategies

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

Yes, the institution has welfare measures for both teaching and non-teaching staff. The welfare major available for Teachind and Non Teaching staff as per university norms are following.

- Trainings are provided for both Teaching and Non-Teaching staff for various workshops / FDP/Seminars/ Conferences like legal rights, consumer rights, road safety, insurance, health and fitness, post office schemes etc.
- Medical checkups of teaching and non- teaching staff on discounted rate by Kenway College management committee
- Duty leave is provided for attending Workshops, Orientation course, refreshers courses , Conferences
- Staff achieving State and International award are felicitated by the institution
- Research facilities are available for teachers pursuing their Ph.D.

- **Fee Concession is provided for wards of the staff studying in the college.'**
- **Staff can avail vacation leave, 10 days of Casual leave, Medical leave, and Sick leave.**
- **Ladies teaching and non-teaching staff can avail maternal leave for 3 months.**
- **Festival bonus for non teaching staff.**
- **Salary-in-advance can be availed by staff in need.**
- **Laptop facility and Data Card Facility to teachers based on their role and position.**
- **Staff is allowed to use college ICT facilities for their research work.**
- **Free Uniforms are provided to housekeeping Staff.**
- **With pay leave facility for attend Pre-Ph D coursework**

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

11

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

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

11

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

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

6

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

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

The institution has established a robust Performance Appraisal System, encompassing various aspects for both teaching and non-teaching staff. Teaching staff are required to annually submit a self-appraisal report along with supporting documentation. Evaluation criteria for faculty include qualifications, research and academic performance, participation in training and workshops, contributions to co-curricular activities, publications, and student feedback. The Head of the institution, along with the Management, assesses each faculty member's performance and submits a score sheet to the management.

Non-teaching staff are evaluated based on qualities such as character, departmental abilities, work ethic, discipline, interpersonal skills, drafting proficiency, and technical abilities. Their performance is initially evaluated by the head of the institute before being reviewed by management.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	View File
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal or /and external financial audit regularly Describe the process of internal and external financial audits along with the mechanism for settling audit objections, if any, during the year in not more than 100 - 200 words

The institution has a mechanism for internal and external audit. We have our own internal audit mechanism where internal audit is an on-going continuous process in addition to the external auditors to verify and certify the entire Income and Expenditure and the Capital Expenditure of the Institution every year. Qualified Internal Auditors from external resources have been permanently appointed and a team of staff under them does a thorough check and verification of all transactions that are carried out in eachfinancial year.The Annual financial audit of the college is carried out by a duly qualified Chartered Accountant whose appointment is approved by the governing body. He conducts periodical visits to the college and examines all books of records and financial statements.The college boasts of a robust and transparent financial management system. We have well laid down rules and processes for sanctioning expenditure and submission of expense summary for all college activities.Committees/societies/ departments forward their yearly budget and activity proposal for approval from the concerned departments and the Governing body of the College.

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

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

0.16

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

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

The institution and its faculty are dedicated to mobilizing funds, actively encouraging faculty members to seek funding opportunities for various activities. The Internal Quality Assurance Cell (IQAC) diligently explores funding schemes offered by agencies such as UGC, MHRD, NCTE, ICSSR, DCDC among others.Financial resources are sourced from a diverse range of stakeholders, including government bodies, NGOs, UGC, local supporters, alumni, and public representatives.Both teaching and administrative staff, along with current alumni, are engaged in resource mobilization efforts for the college.While tuition fees from students remain a primary source of funding, all mentioned stakeholders actively engage with the community, appealing to philanthropists, industrialists, and other potential donors to support the institution's initiatives.

Optimal Utilization of Resources: The College keeps its infrastructure updated from time to time. It hasprepared its policies for effective implementation and optimal utilisation of resources. The funds are allocated by the college management for the maintenance of the laboratories and classrooms. The received funds are collected and used through the Cheque, RTGS or NEFT mode. As per the priority and advice of committees the funds are utilised for infrastructural development and beautification, ICT device and upgradation, student development and necessary equipment for the skill based courses. Each and every single rupee received, is spent using proper channels, such as quotations, e trending, discussion with consent of committees and Cheque or on-line payment system.

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

6.5 - Internal Quality Assurance System

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

In the pursuance for quality assurance, quality up-gradation, assessment and accreditation, and institutionalization the college established the Internal Quality Assurance Cell on 22/10/2009. IQAC prepares perspective plan of development for the college and execute it in a strategic way every year. It makes efforts to institutionalise number of quality assurance strategies such as digitization of academic and administration facilities, gender equality, strengthening extension activities etc. The IQAC is consistently working on to promote the quality culture in its all spheres of the college activities by channelized efforts towards promoting holistic academic excellence. The IQAC monitors the implementation of vision and mission of the college. IQAC prepares perspective plan of development for the college and execute it in a strategic plan of every year. The IQAC discusses with academic council and heads of different committees, cells and societies at the beginning of each academic session to coordinate work allotments of teachers so that teachers with specialized skills are utilized for duties so as to benefit students. It takes constant effort from the IQAC's end to motivate teachers to constantly update their teaching methodologies and skills with the changing times.The IQAC takes initiatives to organize Faculty development programmes and Faculty enrichment Programmes for the teachers to acquaint themselves with latest ICT tools, teaching strategies and research.

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

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

The IQAC of the college has implemented a comprehensive framework to continuously evaluate and enhance the effectiveness of the teaching-learning process, operational structures, and methodologies within the institution. Prior to each academic year, it ensures that classrooms have ample space, laboratories are equipped with quality instruments, the library is stocked with appropriate knowledge resources, and ICT facilities are available in classrooms, labs, and the library. Faculty engagement in syllabus revision workshops ensures their readiness to deliver effective instruction.Course scheduling considers various factors such as the nature of courses (compulsory/elective/add-on/remedial) to optimize timetables. The IQAC prioritizes faculty training and retraining workshops to diversify teaching methodologies, fostering innovation in daily instructional practices. Moreover, guest lectures by renowned faculty from institutes with MoUs enrich the learning experience by exposing students to cutting-edge knowledge.Students are actively engaged as stakeholders in the review process through semesterly feedback mechanisms, providing valuable insights into the teaching-learning dynamic. Furthermore, the institution fosters parental involvement by organizing meetings where parents, teachers, and students discuss academic progress and concerns. The course wise analysis of results of the university exams is also taken as one of the reflections of the attainment of course outcomes

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

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

58

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

6.5.4 - Institution engages in several quality initiatives such as Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements Timely 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	Four of the above

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

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

Institution keeps track of the incremental improvements since the previous accreditations in academic and administrative domains due to quality initiatives

- **E-Content and ICT enabled practices were developed to have a repository of resources for students and teachers.**
- **Strengthened Teaching-Learning process through LMS and other digital platforms.**
- **ICT facilities were strengthened.**
- **Latest books on Research and innovations in teaching were added in the library.**
- **Innovative methods for teaching were used**
- **Online feedback system was used.**
- **Value added courses on 1)Video Editing via Mobile 2)Basic Tailoring & Stitching 3) Yoga and Meditation**
- **Decentralization of authority, providing opportunities to demonstrate leadership skills.**

- **Upgradation of college website.**
- **College campus with Wi-fi, 24/7 security and free medical facility.**
- **Frequent upgradation of IT facilities.**
- **Fee concession and scholarships schemes.**
- **Strengthened Alumni association's role in college affairs.**
- **Academic and Administrative Audit by internal committee.**

File Description	Documents
Relevant documentary evidence in support of the claim	[View File](#)
Any other relevant information	**No File Uploaded**

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

Energy conservation and its wise usage has always been a motto of Energy Conservation Cell This year also "Energy Conservation Cell" resolves its energy conservation policy with different actions taken time to time.

Policy Statement

"The Energy Conservation Cell is committed to implementing and promoting policies by its more efficacious use by involving the actual users i.e. the staff and the students in this practice.

ACTION TAKEN

- **Well-designed building to maximize the use of natural light and ventilation.**
- **Cost-effective LED lights are monitored and ensured.**
- **High wattage conventional CRT monitors have been replaced by TFT/low power LCD monitors in all the laboratories and offices.**
- **outdoor games were preferred.**
- **'Save Energy' stickers are pasted on relevant places to sensitize the users on the need of saving electricity.**
- **Open gym used by both students and staff.**

- **Condition and working of Energy-efficient Appliances with Timers and Energy Star Ratings like Split AC instead of Window AC, 4-Star Rated Refrigerator and Microwave, etc. are checked on a regular basis to make sure the maximum consumption of power without leakage.**
- **Floor-wise master switches .**

- **Solar energy and Biogas plant used as alternate source of energy .**

File Description	Documents
Institution's energy policy document	[View File](#)
Any other relevant information	[View File](#)

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

The institution's "Waste management Cell" resolves its 'Waste Management Policy'

Policy Statement

Kenway College of Education adopt the principles of the "MAXIMUM SUSTAINABLE WASTE MANAGEMENT" in the delivery of its waste management services.

Implementation Procedure The Institution takes initiative for the management of wastes which is generated within its campus.

Solid waste management

The college has implemented a solid waste management system which involves segregation of wet, dry, paper and green waste. Solid Waste Segregation is done by hand sorting. The dry waste which includes paper, cardboard, plastics, scrap materials is separated from others. Organic and green wastes like the leftover food, peels, scrapings from fruits etc are also collected in bins separately and used as manure for gardening purpose. Plastic and paper waste is comparatively less. our Institution reuse the papers (one-sided) for off the record work of the college. Waste Paper boxes have been placed at appropriate places in the labs, staff rooms and Administrative room of the Institution.

E-waste Management

The College segregates old computers, batteries and wires and dispose them at regular intervals. As these are handed over to the authorized agency Sairam Computer Solutions.

Vermi- composting to use biodegradable waste collected from the campus.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	**No File Uploaded**

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

File Description	Documents
Documentary evidence in support of each selected response	[View File](#)
Geo-tagged photographs	[View File](#)
Income Expenditure statement highlighting the specific components	[View File](#)
Any other relevant information	**No File Uploaded**

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

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

7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment Describe the efforts of the institution towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words

By enforcing the Prime Minister's "Swachh Bharat Mission", Kenway College of education is

always committed to maintaining clean college environment sets a good example to students, teachers &other staffs.

Cleanness in Campus:

- Provide Door mats in each class.
- Keep trash bins in each working station and class.
- Removal of the broken, waste and unusable material.

Sanitation:

- Personal hygiene
- Safe drinking water
- Toilet/human excreta disposal
- Disposal of waste water
- Solid waste management
- Environmental sanitation

Green Cover

Entire campus has 5 well maintained lush green gardens having approximately 1250 trees

and plants. Every year 'Tree plantation' is carried out to increase green cover. We are endorsing and enforcing measures to make the College a carbon negative campus using the following:

- **Tapping Solar Energy**
- **Rainwater Harvesting**
- **Utilizing Natural Light**

Pollution Free Healthy Environment

- **Use of own ceramic cups**
- **E-waste management**
- **Use of LED bulbs in college**
- **Limited use of plastic in campus**
- **Use of dust proof chalks in classrooms**
- **Minimum use of Photocopy/Printing**

File Description	Documents
Documents and/or photographs in support of the claim	[View File](#)
Any other relevant information	**No File Uploaded**

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

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

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

1.1154

File Description	Documents
Data as per Data Template	View File
Income Expenditure statement on green initiatives, energy and waste management	View File
Any other relevant information	**No File Uploaded**

7.1.8 - Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges. Describe institution's efforts showcasing the way it leverages local environment, locational knowledge and resources, community practices and challenges in not more than 100 - 200 words

Kenway 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 conducting various activities as follows Thus, these activities strengthen the institution's system, students learn through hands-on activities and team work, and achieve success in their career.

Year

Number of initiatives to address locational advantages and disadvantages

Number of initiatives taken to engage with and contribute to local community

Date & Duration of the initiative

Name of the initiative

2022

1

1

03-06-22

World Bicycle day for health awareness,

2022

1

1

29-07-2022

Tree plantation on haryali amavasya,

2022

1

1

11-08-2022

Rakhi ka tayohar-sainik bhaiyo ke sang,

2022

1

1

12-08-2022

Street Play

2023

1

1

03-3-23

Road Safety Awareness

2023

1

1

20 -3-2023

Visit to Tapovan

2023

1

1

21-03-2023

Visit to Old Age Home

2023

1

1

24-03-23

Art and Craft workshop

2023

1

1

1-4-2023

World Theater Day

2023

1

1

17-04-2023

Oath Taking Ceremony

2023

1

1

22-04-23

World Earth Day

2023

1

1

29-5-2023 to

5-06-2023

Mission LiFE activities.

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

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

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

Eco friendly bazaar established and operating in campus

Kenway College of Education, Abohar, implemented the "Eco-Friendly Bazaar" in collaboration with M.G.N.C.R.E, promoting sustainable practices. The event showcased student-led stalls featuring eco-friendly products, emphasizing reusable packaging, local trade, and community engagement. Despite challenges like time constraints and higher costs, the initiative garnered a positive response. Faculty and students actively participated, supporting the cause. The Student Self-Help Groups earned Rs 6950. The success highlights the institution's commitment to environmental consciousness, requiring financial, technical, and collaborative support for future endeavors.

Sustainability Ranking Award

Kenway College of Education, Abohar, achieved an exemplary "A+" grade in the National Rural Institutions Sustainability Grading (NRISG) 2022-23, a pioneering initiative by the Mahatma Gandhi National Council of Rural Education (MGNCRE) under the Ministry of Higher Education, Govt. of India. Recognized for sustainable practices in waste management, green cover management, energy

management, surface water harvesting, and rainwater harvesting, the college set a district record in Fazilka. This achievement not only improved infrastructure but also showcased environmental conservation efforts. Despite environmental challenges, the college's success was evidenced by the prestigious certificate received. This accomplishment required financial and technical support along with collaborative teamwork.

File Description	Documents
Photos related to two best practices of the Institution	[View File](#)
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

INSTITUTIONAL DISTINCTIVENESS 2022-2023

Recognizing its privileged position as a premier institute of Teacher Education, Kenway's institutional distinctiveness lies in its ability to seamlessly integrate its vision, mission, Academic programme and Support services. That is defined by its dedication to academic excellence, holistic development, and social responsibility. Its vibrant convocation ceremonies serve as emblematic occasions, honoring academic achievements and fostering a sense of community. Additionally, the institution's recent re-accreditation with an 'A' Grade by NAAC underscores its commitment to quality education, positioning Kenway as a leader in the educational landscape. This prestigious recognition not only validates its academic standards but also distinguishes it from other institutions. Moreover, our holistic approach to education ensures that students receive a well-rounded experience, nurturing not just their intellectual growth but also their personal and societal responsibilities. Through its clear vision and mission-driven approach, our institution cultivates a thriving educational community that prepares individuals to excel in an ever-changing world. Overall, Kenway's institutional distinctiveness is characterized by its memorable convocation ceremonies and prestigious NAAC Grade A accreditation, marking it as a beacon of academic excellence and social impact.

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