



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

KENWAY COLLEGE OF EDUCATION

HANUMANGARH ROAD, NEAR RADHA SWAMI DERA, ABOHAR-152116
152116

www.kenwayeducation.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Kenway College of Education established and recognized by NCTE in 2007 is a premier educational college of Abohar affiliated to Panjab University, Chandigarh and awarded with 'A' Grade in 1st Cycle of NAAC. College is situated in the outskirts of the city that inhabits plot of approximately 7 Acres with lush green landscaped lawns that enhances the college atmosphere to an educational paradise. Kenway College of Education is committed to impart training in the field of education to the satisfaction of the students in particular and their parents and society in general under the governing body " Kenway Educational and Welfare Society ". Kenway College of Education believes in providing the environment where nation builders will be encouraged to achieve excellence in the field of education. Our College realized the importance of need based regional, national and global level studies. It believes in thinking globally and acting locally. It has been working with the motto of "**We teach, they rise to shine**".

The college library is the heart of the institution. Library is partially automated using '**Bibliosoft Library Software**' with seating capacity of 80 used by student teachers and faculty members for referencing, reading and supervised self study. It also serves as a venue for optional papers lectures, mentor and research group meetings. Library provides access to 13785 books, 35 Encyclopedia, 180 journals and regular newspapers, magazines and open e-resources through subscription of **INFLIBNET**.

The college is committed to making students conscious of their social responsibility through outreach programs by NSS, Lions club, Red Cross society etc. These programs enhance student social awareness and sensitivity towards the upliftment of under privileged sections of the society. Various outreach programmes, extension lectures, seminars and workshops are organized by different associations in the college.

At Kenway we appreciate, respect and promote the perspectives, rights and dignity of women and to affirm to these virtues our college has constituted a woman Grievance and Redressed cell and an Anti-Ragging committee.

The college hosted Zonal Youth and Heritage Festival in 2019. The theme of the festival was "Recognize your inner being". The festival was conducted with great success.

Vision

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

MISSION

- To spread Teacher Education Programme in rural area like ours and providing opportunity for higher education.
- To carry out research work, project work, based upon the community and students' needs and problems of the teacher-trainees.
- 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.
- To create awareness regarding the current issues like value system, culture, heritage, scientific temper, environment and human rights.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The college is proud of its highly efficient Ph.D staff. College has always prompted and motivated its staff for research and Staff duly complied. Most of the staff members have accomplished their Ph.D in Education and some of them are pursuing the same. They are real assets of our institutions.
- Bilingual methods of teaching are used in most of the courses as majority of students are first generation learners from low socio economic background.
- Well stocked library with e-resources.
- The college admits students from diverse backgrounds which promotes multicultural ethos on the campus.
- The college has vibrant Research and collaboration committee that encourages research activities among the faculty and students of Kenway College. It is also the nodal agency for developing academic collaborations between Kenway and other institute of higher Education. Our college regularly publish its own research journal THE EDUCATIONAL SPECTRUM Bi-annual Interdisciplinary Peer Reviewed/Refereed. Research Journal Of Kenway College of education, Abohar ISSN 2395-6577.The Research Journal provide adequate opportunities to faculty and students to transform their research skills and enhance their knowledge.
- Our college strives to be creative model of education that is based on culture of eco-friendly practices and making the campus environmentally sustainable.
- Well maintained sports grounds and college lawns.
- In sphere of water conservation our college has built a Rain Water Harvesting system where rainwater is collected from the roof of the institution building and the water is redirected to a borehole which facilitates the water to seep down and restore the ground water.
- The college maintains Pollution free Environment by preserving its acres of green lawns along with plantation of thousands of plants. The overall aroma of the college campus is very soothing and pleasant.
- Sanitary Vending and Incinerator Machines are the additional features of the institution to provide healthy and congenial environment.

Institutional Weakness

- The college being affiliated to college of Panjab university, Chandigarh, it is bound to follow the curriculum devised by the university and Therefore, does not allow for flexibility in curriculum design and delivery. It lacks autonomy in framing curriculum.
- Limited resources in the use of digital technology to enhance teaching-learning in the campus.

Hindrance due to Jammer in B.S.F. Cantonment area.

- Lack of educational awareness among parents.
- Insufficient Number of Research Volumes and Journals in the library
- Soft skill and communication skills of students need to be improved.
- Our college being situated in remote and underprivileged area. Most of our students belong to impoverish background of information/knowledge which disables them to have access to ultra modern, innovative technology.
- Public transportation facilities in the area from their village are not adequate which poses a problem to students from far off places to reach the college.
- Lack of service units like NCC, Scouts & Guide etc. for more organise service training for professionals.

Institutional Opportunity

- Kenway provides ample scope to promote and create a more harmonious and peaceful world through its students who are groomed to be agents of social transformation in keeping with its vision and mission.
- Highly qualified, efficient and committed faculty members who are capable of organizing and conducting high quality seminars, workshops, conferences is an added opportunity to further partner with eminent institutions to carry out certificate programmes ,add on courses etc. this will provide the scope to create more teaching-learning material and contribute to various fields of education.
- With the recent employment trends that require a more highly skilled workforce. Kenway can initiate professional and other vocation courses that meet the current needs of the society.
- KENWAY has a large repertoire of its alumnae who can enhance learning experiences on campus adding relevance to the current programmes offered. This effort will strengthen the social capital of the college with alumnae.
- Kenway has developed its own credibility and established strong bonds with other institutions and universities and strengthen research and innovation.

Institutional Challenge

- It is a challenge to obtain the Grants and Funding for pursuing research projects.
- Kenway caters to a large number of students who hail from the marginalized sections of society. The challenge of meeting their day to day educational and personal needs is an urgent and immediate need.
- To constantly enhance student enrollment.
- To motivate students to develop critical and analytical thinking and to cultivate in them an endeavoring passion to pursue higher education.
- Socially and economically backward students with low aptitude in language and quantitative skills.
- Developing soft skills and communication skills among students.
- There is a limited scope for Teaching and Research at the post graduate level.
- The commercialization of education and change in social values presents a challenge to service motto of the college.
- Pandemic period generated lot of structural dilemmas.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Our institution has established a curriculum committee in collaboration with IQAC and staff members of college to plan and implement curriculum in unique manner. Our College is affiliated to Panjab University, Chandigarh adheres to the curriculum stipulated by it. The IQAC reviews the curriculum through a well-documented process, including strategic planning, university academic calendars, college academic calendars, college handbooks, and feedback systems. Suggestions and comments are requested by faculty members and discussed during the meetings. A summary of curriculum opinions is communicated to the university through faculty members who are members of the Board of Studies and Academic Council. College occasionally hold curriculum review workshops, seminars and conferences. The college is offering two teacher education programmes that are B.Ed and M.Ed. The students at B.Ed and M.Ed. level have open choice to choose optional / elective courses including pedagogy offered by the college. PLOs and CLOs for each programme are clearly stated on the website. By introducing new value-added courses, college provides a platform for talent development. About 450 students registered and completed such courses during last five years. These courses help students build their employability skills, professional abilities, health awareness, technical skills, and personalities. Through involvement in many events and contests connected to various study areas, college gives abundant chances for students to gain and apply information, skills, values, and attitudes to real-life situations. Collaborations with reputed colleges are part of the curriculum enrichment. The college has a well-structured feedback framework that analyses feedback from stakeholders and takes measures based on the findings.

Teaching-learning and Evaluation

The entire admission process is transparent and systematic as per the rules of NCTE, Government of Punjab and Panjab University, Chandigarh. All faculty members are assigned different duties for the smooth conduct of admission procedure. The meritorious students are admitted and reservations are also taken care of during the admission by the institution.

To retain the students with diverse backgrounds the institution provides the facilities like fee concession, bilingual approach by teachers, no gender discrimination in any aspect etc. The faculty members identify, reflect and engage with diverse learners by providing appropriate learning environment that helps to maintain an effective mentoring relationship.

The college resorts to various student-centric pedagogical methods for raising the learning levels of the students. Teachers utilize experiential learning, problem-solving methodologies, role-playing activities, classroom seminars, group discussions, project work, assignment work, field visits and case studies for enriching their students' horizon. They also use various ICT resources such as Google Classroom and other e-platforms in providing variety of learning experiences to the students. In order to be well versed with 21st century skills students are trained to participate in various activities to gain life-time experiences during their internship. College endeavors to professionally enrich their staff members by providing them chance to be a part of various refresher courses, Induction Training Programme, workshops, seminars and symposiums organized by government and non-governmental organizations. Every faculty member is encouraged to use the latest technologies so as to keep themselves updated about the latest trends in their subject. The evaluation system is both scientific and objective. It is both formative and summative in nature. The students of all courses are given a clear idea of evaluation at the beginning of the program itself during orientation course and through academic calendar. All records of attendance, internal and external examination are documented. To achieve stated PLOs and CLOs, Continuous internal assessment and suitable pedagogical approaches are utilized.

College holds full transparency in dissemination of basic details of each and every enrolled student which further helps in boosting enrolment and upgrading the quality of higher education.

Infrastructure and Learning Resources

The core activity of the college is the two-fold process of teaching-learning and the evaluation procedure. College smoothly runs the B.Ed and M.Ed. programme. According to the rules of NCTE and Panjab University, Chandigarh, the entire admission process is **transparent and systematic** to ensure fair and equal access for all. All faculty members are assigned different responsibilities to ensure that the admissions process runs smoothly. The meritorious students are admitted and **reservations** are also taken care of during the admission by the institution. Teachers grow professionally through ample opportunities. Institute adheres to academic calendar of its affiliated i.e. Panjab University, Chandigarh and prepare its own calendar as well for college activities. The students are identified at **entry level**. Student diversity is honored with special emphasis on low achieving and disabled and students needy of physical and emotional support. To retain the students with **diverse backgrounds** the institution provides the facilities like fee concession, **bilingual approach** by teachers, **no gender discrimination** in any aspect etc. The faculty members identify, reflect and engage with diverse learners by providing appropriate learning environment that helps to maintain an effective **mentoring** relationship. Appropriate learning experiences are provided through online and offline teaching, using different methodologies. Teachers utilize experiential learning, problem-solving methodologies, role-playing activities, classroom seminars, group discussions, project work, assignment work, field visits and case studies for enriching their students' horizon. They also use various **ICT resources** such as Google and Zoom platform and providing variety of learning experiences to the students. In order to be well versed with 21st century skills students are trained to participate in various activities to gain life-time experiences during their internship so that social and cultural consciousness can be developed among them. Teaching Learning Process aligns with the stated CLOs and PLOs. 100% students pass more than 70% with first division. The teacher recruitment and promotion follow , Panjab University norms .

Student Support and Progression

The college offers different types of support to enrich its students not only in the form of academic, skills but also in the form of financial matters like fee concession etc. All cell and committees of the institution helps the students in improving their skills to deal very effectively with the growing demands of the teaching profession. Placement cell not only provides job opportunity informations timely but also provide guidance for competitive examinations, career counseling, and directed towards jobs, well suited based on the qualification and aptitude of the students of second year. To identify and groom one's talent Youth Welfare Committee, the important wheel of the college provides a platform. It also organizes talent hunt, youth festivals and many more activities like this. Different associations, houses organize many activities to make the best use of infrastructure for developing various skills and competencies and thereby foster holistic development of students and faculties. Registration of alumni association is in progress still members of alumni association plays an active role in institutional functioning. They act as acatalyst in all activities of the college.

Governance, Leadership and Management

The Management, Principal and the Faculty collectively strive towards building an academically vibrant atmosphere in the college. The college aims to promote academic excellence by maintaining high teaching standards, imparting holistic quality education to students and empowering them with knowledge and skills

with the aim of transforming them into self-reliant and socially committed citizens of the country. **The governance and leadership** of our college entails participative management by the Governing Body, the Principal, the teaching and non-teaching staff and the students. All the stakeholders have a role to play in the building and development of the college. These stakeholders collaborate in a democratic manner in carrying out their responsibilities and in accomplishing the vision and mission of the college. A strategic plan for five years is prepared and academic calendar is prepared in tune with the strategic plan. Annual budget is meticulously prepared using BUST and ERP software which helps to streamline the budget under different heads. College uses MIS to maintain student and office records. Internal and external financial audits are conducted regularly. The institution has the different committees to ensure the execution of all activities such as Grievance Redressal Committee, Admission Committee, Anti-Ragging Committee, Minority Cell, OBC cell, etc. Any progressive policy and plan is thereby deployed after due deliberations at the level of different Committees. A number of Welfare schemes are provided to teaching and non-teaching staff like duty leave, Permission for the Official Assignments to the teachers in India and Abroad, Financial support to the teachers for their professional growth, Provision of seed money to carry out research projects by teachers, Free health services, and Maternity leave. Numerous professional development and academic programmes are organised in the college to extend incessant support to the staff in their professional pursuits. This collaborative effort has taken the college to new heights every year, aspiring for higher competitive goals in leadership, governance, and in its institutional values. The institution tirelessly strives towards fulfilling its vision of becoming a centre for excellence with a mission to provide best academic environment along with sound value system to its students.

Institutional Values and Best Practices

This criterion focuses on the special efforts of an institution's values that influenced its academic excellence. Any innovative practice is a path designed to advance the interest of the students and the institution. Institutions' internal quality assurance systems, best practices and stakeholder relationships make institutions reflect on the quality culture. The focus of this criterion is captured in the following criterion statements and key aspects:

- The institution has a stated energy, waste, water and green cover management policy which is reflected in its commitment towards maintaining a clean, green, plastic and pollution free environment in the campus, keeping in view the sustainable development goals.
- Dry, wet and E-waste is segregated and disposed off appropriately by following the Principle of reduce, reuse and recycle
- Green practices and Energy conservation practices are given highest priority to create eco-friendly rules in the campus.
- 13.200 KVA solar rooftop solar power plant generates sufficient energy for the fulfillment of energy needs of the campus. Open gyms, LED lights, TFT/LCD Monitors, Energy efficient Electrical Appliances are used to minimize its energy consumption.
- Rainwater harvesting pit, underground water storage tanks are enough to cater to the requirements of day scholars .
- The college encourages use of bicycles and e-rickshaw to its staff and students.
- Green Audits are conducted to assess the performance of the institution in green initiatives and to promote environmental consciousness among students.
- Minimum use of plastic bags, tree plantation drives, workshops on best out of waste, use of ceramic and steel utensils and promotion of print little are some initiatives taken.
- Vermi-composting is done to use Biodegradable Waste. Theme based Assemblies, seminars, extension lectures, cleanliness drives, workshops, competitions and interactive sessions are organized to make students Environment .

- Significant days, awareness programs and camps on AIDS, Blood Donation, Social Evils, etc. are organized. It organizes various programs and works with old age homes, NGOs, Orphanages to address the local community and societal needs .
- There is Code of Conduct for students , prospective teachers, teaching , non teaching staff and principal and they work as per the codes prescribed.
- The best practices are evolved every year keeping in view its vision and mission. The college has made consistent efforts towards inculcating the best values and practices . Virtual teaching in covid-19 pandemic and Faculty development programme "NO Lockdown on Creativity and Imagination" are best practices of the institution.
- The distinctiveness of college lies in promoting integrated personality development of students.

Research and Outreach Activities

Our institution encourages to engage in research activities. The research policy of the college aims to develop and promote scientific temper and research aptitude of the learner, The college has completed 12 research projects that have been approved by different non-governmental agencies. In addition, the college administration approves seed money for research and gives financial and material assistance to encourage research among college professors.

Furthermore, the institute supports teachers' professional development by providing study leave with pay. Furthermore, the college administration has a policy of providing incentives in the form of annual raises and income increases upon completion of a PhD degree.

The college has its own journal –'Educational Spectrum'. The college faculty has been enthusiastically publishing research papers and articles in reputed journals and so far there are 67 publications in UGC listed journals having National and international repute.

The institution offers access to the College library in order to encourage staff and students to engage in a variety of research activities. Our college Psychology laboratory is well equipped with latest tests and equipments for exploring the unexplored areas in the research.

By forming groups like the Skill development cell, art and craft club and creative writing club, it is possible to enhance communication, artistic, and creative abilities.

In addition, the institute organizes various outreach activities for community development and participates in government initiatives such as the Swachh Bharat movement, Road Safety awareness, health awareness, tree plantation, environmental awareness and so on in collaboration with the Municipal Corporation, NGOs, Charitable Society, and so on.

NSS unit of the college has also adopted village and has been conducting a number of activities there such as cleanliness drive, plantation, door to door Awareness rallies, Nuked Natak etc.

MOUs have been signed by the college with several education colleges and schools. In accordance with this,

the college organises and participates in a variety of events including faculty, students, and research exchange programmes.

The college has connections with other reputable colleges and schools for internships and student placement.

The college has its own webpage with copyright.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	KENWAY COLLEGE OF EDUCATION
Address	HANUMANGARH ROAD, NEAR RADHA SWAMI DERA, ABOHAR-152116
City	ABOHAR
State	Punjab
Pin	152116
Website	www.kenwayeducation.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Susheela Narang	01634-225444	9216310809	01634-225944	s2n2703@yahoo.com
IQAC / CIQA coordinator	Vipul Narang	1634-225444	9216810809	1634-225944	kenwayeducation@yahoo.co.in

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Chandigarh	Panjab University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC		
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	18-08-2007	168	Permanent Validity

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	HANUMANGARH ROAD,NEAR RADHA SWAMI DERA, ABOHAR-152116	Rural	6.75	5003.92

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/ Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No. of Students Admitted
UG	BEd, Education,	24	Graduation	Hindi, English + Punjabi	200	200
PG	MEd, Education,	24	Graduation	Hindi, English + Punjabi	50	3

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	2				2				34			
Recruited	1	1	0	2	0	2	0	2	16	11	0	27
Yet to Recruit	0				0				7			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				6
Recruited	4	2	0	6
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				2
Recruited	2	0	0	2
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	1	0	0	2	0	2	4	0	10
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	13	6	0	19
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	3	15	0	18
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	0	0	1
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
		0	2	0	

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	34	23	0	0	57
	Female	103	40	0	0	143
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	3	0	0	0	3
	Others	0	0	0	0	0
Certificate / Awareness	Male	1	0	0	0	1
	Female	6	0	0	0	6
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	81	51	5	8
	Female	104	52	6	12
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	2	17	22	13
	Female	0	14	29	31
	Others	0	0	0	0
General	Male	13	12	28	28
	Female	30	44	111	77
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		230	190	201	169

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Kenway College of Education is actively engaged in offering quality teacher education programme. It aims to improve overall, development of human beings- intellectual, aesthetics, social, physical, emotional, moral. The institute offers skill based and value based education. The students who are desirous of pursuing their special interest areas other than chosen discipline like B.Ed., M.Ed. may opt for skill based value added course. Our affiliating university is already running integrated teacher education program recognized by NCTE. Our institute has already submitted proposal for introducing multi disciplinary course (B.A/B.Sc. B.Ed) which has been sent to our affiliating body to consider for approval of the
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	<p>course. Apart from this our college is prepared for inclusion of more discipline to offer integrated education program in future as per NEP policy. To the attainment of the holistic and multidisciplinary education. Dean College Development Council (DCDC) and higher official are preparing system for Multiple Entry and exit in Academic programs. The college has MOU with colleges of different Universities to promote Teacher Education program or to promote specific subject areas of mutual interest in teaching and research.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>Students often face difficulties in obtaining copies of their certificate / mark sheets whenever they lost or destroyed. Maintaining academic award in a digital depository would enable educational Institution, students and employers' online access / retrieval / verification of digitalized academic awards and climate fraudulent practices such as forging certificates and mark sheets. As our college is affiliated to P.U. Chandigarh, and all the certificates and degrees are provide by our university itself. Our university has registered in a NAD portal for depositing students academic records as per the government directions, through these mechanism students will get benefited for pursuing higher studies that require a credible, authentic and convenient mechanism for access, retrieval and validation of such awards. Our institution is taking initiative to deposit the students earned credit for all the programmes offered in academic bank credit to promote student centricity in higher education across the country through learner-friendly practices and a more inter disciplinary approached higher education.</p>
<p>3. Skill development:</p>	<p>Value added courses impart life skill and it is taught to meet our global standard, depending upon the needs of the employers, society and nearby people. A total of 10 skills based/ value added courses offered in last five years. 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</p>

	<p>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.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The promotion of Indian Language is only possible if they are utilized regularly for teaching and learning purpose, our institute organizes the events and competitions like essay writing, elocution, poem writing creative writing in this regional languages , Youth & heritage festival in the regional languages , prizes are distributed for top performing student at , college level, zonal and inter-zonal level. Maximum Opportunities are provided to the students to participate in all these activities to inculcate a sense of national integration, love for art, culture and a civic sense among the student community. The ability to communicate in Indian language will be considered part of qualification criteria for job openings. P.U. is always optimistic for integrating Indian Knowledge system with the contents of teacher education programmes for Indian arts culture and language with a view to preserve the Iconic legacies of Indian heritage & transform them to future generation. Our university has established a center for Heritage Culture Youth Welfare Department. Our institute under the Guidance of IQAC, has organized programs and celebrate different days, Yoga Day, meditation talk on Moral values, daily morning prayers , and Indian and culture oriented activities to integrate Indian knowledge and values among students. Our topper student have earned various medals & awards of university level . Therefore, our college is prepared to take up the Leadership role to reconnect the post glory and assimilate and adopt it in day to day life situation by integrating Indian knowledge system with teacher education programmes.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>As we know that outcome based education is the key element of teacher education curricula designed by P.U University, to enable the students to be able to do what is essential for them at the end of learning. The curriculum planning and evaluation is done according, to the NCTE and P.U. and carefully</p>

	<p>planned all the programmes of study focusing on outcome based education. As a teacher Education Institution, the main focus is to produce teachers that are well trained to meet the demands of the contemporary education system. To fulfill its responsibility, the institution offers opportunities to student teachers to keep their knowledge updated by organizing awareness programmes, workshops, webinars, conferences, experts talk, training regarding instructional strategies, day to day advances in technology and recent innovations. Apart from this the university experts have given training to many other institutions on the importance of outcome based education accordingly. P.U. is prepared to focus on the outcome based education.</p>
<p>6. Distance education/online education:</p>	<p>Kenway college of education has conducted online program even institute does not have distance and online education program. As online education has gained importance in these pandemic days, new trends have taken their way in education to inculcate advance learning techniques. As a result the knowledge and performance of the students will enhance. For a long, it is being observed that incubation of technology through digital presentations has dominated because of the facility of internet which reshaped the current trend of education. The e - learning is vast and unlimited, all the time and places where the learning path & pace is determined by the learner. During the pandemic period, the institute faculty has successfully delivered lectures on the online platform, conducted online test, through virtual meetings. The seminar and project work evaluations were also done in the virtual environment. The online platform is exclusively used to conduct webinars and lectures during Lockdown. The institute has also encouraged to do self learning through MOOC Course under the SWAYAM umbrella. Therefore the faculty intends to encourage the students to do online courses in MOOC's offered nationally/internationally according to their interest through self learning or online tutorial like MOOC to enhance their professional skills and employability skills. They get enough exposure and discussion with professors from various universities. Now our institute is prepared to offer online and distance education programme in future.</p>

Extended Profile

1 Students

1.1

Number of students on roll year-wise during the last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
370	471	474	371	450
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

Number of seats sanctioned year wise during the last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
250	250	250	250	250
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		
Institutional data in prescribed format		View Document		

1.3

Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
88	88	88	88	88
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

Number of outgoing/ final year students who appeared for final examination year wise during the last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
161	197	168	149	189
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

1.5**Number of graduating students year-wise during last five years..**

2020-21	2019-20	2018-19	2017-18	2016-17
161	197	169	171	218
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

1.6**Number of students enrolled(admitted) year-wise during the last five years..**

2020-21	2019-20	2018-19	2017-18	2016-17
211	169	201	190	230
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

2 Teachers**2.1****Number of full time teachers year wise during the last five years..**

2020-21	2019-20	2018-19	2017-18	2016-17
38	38	37	35	28

File Description	Document
Institutional data in prescribed format	View Document
Copy of the appointment orders issued to the tea	View Document

2.2

Number of Sanctioned posts year wise during the last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
38	38	38	38	38

File Description	Document
University letter with respect to sanction of p	View Document
Any other relevant information	View Document

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years (INR in lakhs)..

2020-21	2019-20	2018-19	2017-18	2016-17
66.7	135	102.7	61.8	92

File Description	Document
Audited Income Expenditure statement year wise d	View Document

3.2

Number of Computers in the institution for academic purposes..

Response: 37

File Description	Document
Invoice bills of purchase of computers	View Document
Copy of recent stock registers	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - 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.

Response:

As we know that an effective curriculum as well as its efficient delivery is integral to education and is best suited to enable individuals to live human and productive lives as responsible citizens of the society.

Our institution focuses on three key elements of teaching learning process; curriculum, teacher and learner at the time of planning and implementation of curricular and co-curricular activities. Every year IQAC plans and prepares Academic Calendar of the college keeping in mind the calendar of the university. Our college being affiliated to Panjab University, Chandigarh; strictly follows the curriculum prescribed by our University itself. Although, we do not have autonomy in setting up the curriculum; but the curriculum being taught is constantly under surveillance as suggestions and comments are invited every year from the stakeholders. Before the commencement of the new academic session, orientation meeting and planning to review the curriculum headed by the Principal is done with the help of Curriculum Development Cell and the committee. Senior and experienced faculty members are members of this cell and take proactive steps to enrich the curriculum by figuring out loop holes in it, if any. The meetings are conducted periodically by the Principal of the institution and Members of the cell. It is done to review the curriculum for gap analysis and to discuss the different kinds of issues keeping in mind the local and global needs of the students and the society. The proceedings of the meetings are also recorded and recommendations are made. The same is communicated to the concerned officials of the University along with the recommendation of the meetings through the college faculty who are members of different bodies such as such as Board of Studies and Academic Council of Affiliating Body. Decisions of the University are conveyed to the concerned teachers.

Daily routine performa is maintained by the staff member and the principal does periodic review for the further planning. Curriculum Development Cell also plans for value-added courses as per the needs of the society. As per the revised syllabus, periodic meetings are also held for availability of referral books and various study material for students in the library. In case, available resources are not sufficient for maximal learning outcomes, it is reported to the librarian who ensures a quick follow up of the demand.

Organization of workshop, seminars and conferences by the college is also the part of planning. For this, experts in the field of Education are invited from different colleges. Presentation of papers and participation in seminars, conferences and workshops by the faculty is a regular practice of the college in this context.

The curriculum is transacted using the most recent technologies. Making and delivering ICT-enabled

digital lesson plans is now required in order to build soft skills in the teaching profession. For the same, the ICT lab has been updated. Students are exposed to technology, the most recent PowerPoint presentation approach, online course access, MOOCS, use of smart boards, and the newest teaching methods in the classroom.

File Description	Document
Plans for mid- course correction wherever needed for the last completed academic year	View Document
Plan developed for the last completed academic year	View Document
Details of a. the procedure adopted including periodicity, kinds of activities, b. Communication of decisions to all concerned c. Kinds of issues discussed	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

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 last completed academic year

1. **Faculty of the institution**
2. **Head/Principal of the institution**
3. **Schools including Practice teaching schools**
4. **Employers**
5. **Experts**
6. **Students**
7. **Alumni**

Response: B. Any 4 of the above

File Description	Document
Meeting notice and minutes of the meeting for in-house curriculum planning	View Document
List of persons who participated in the process of in-house curriculum planning	View Document
Data as per Data Template	View Document
A copy of the Programme of Action for in-house curriculum planned and adopted during the last completed academic year	View Document

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

- 1. Website of the Institution**
- 2. Prospectus**
- 3. Student induction programme**
- 4. Orientation programme for teachers**

Response: A. All of the above

File Description	Document
Report and photographs with caption and date of teacher orientation programmes	View Document
Report and photographs with caption and date of student induction programmes	View Document
Prospectus for the last completed academic year	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
URL to the page on website where the PLOs and CLOs are listed	View Document

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

Response: 100

1.2.1.1 Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
38	38	38	38	37

1.2.1.2 Number of optional / elective courses including pedagogy courses programme wise as per the syllabus during the last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
38	38	38	38	37

File Description

Document

Data as per Data Template

[View Document](#)

Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum

[View Document](#)

Academic calendar showing time allotted for optional / electives / pedagogy courses

[View Document](#)

Paste link for additional information

[View Document](#)

1.2.2

Average Number of Value-added courses offered during the last five years

Response: 3.4

1.2.2.1 Number of Value – added courses offered during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
6	2	3	3	3

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

1.2.3

Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years

Response: 49.67

1.2.3.1 Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
335	200	211	167	148

File Description	Document
Upload any additional information	View Document
List of the students enrolled in the value-added course as defined in 1.2.2	View Document
Course completion certificates	View Document

1.2.4

Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through

- 1.Provision in the Time Table**
- 2.Facilities in the Library**
- 3.Computer lab facilities**
- 4.Academic Advice/Guidance**

Response: A. All of the above

File Description	Document
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses	View Document
Document showing teachers' mentoring and assistance to students to avail of self-study courses	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

1.2.5

Percentage of students who have completed self-study courses (online /offline, beyond the curriculum) during the last five years

Response: 0.84

1.2.5.1 Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
4	5	3	3	3

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

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

Response:

A fundamental or coherent understanding of the field of teacher education: Kenway College of Education follows the curriculum provided by the University for B.Ed. and M.Ed. course. It provides equal weightage to theory and school based practical activities. Before the commencement of regular classes, students (new entrants) are given a coherent understanding of different Teacher Education programmes (B.Ed. and M.Ed) running in the institution through induction programme. During this programme, students are oriented towards the objectives and activities of teacher education programmes to be undertaken during the session. New entrants are made aware of Programme and Course Learning Outcomes. Beside this, students are also made aware of culture, rules and regulations of the institution.

Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization: The institution guarantees to enable the students to acquire the knowledge and the skills for different levels of school education through innovative techniques and hands- on experience such as internship, field engagement, field trips etc. Faculty of the college uses different strategies and techniques like demonstrations, seminars, group discussions, PowerPoint presentations for clarity and understanding of each subject prescribed in the curriculum. These strategies further chisel their skills of teaching during internship programme. Not only knowledge of the curriculum as prescribed by the affiliating university is provided but also value- added courses also equip the prospective teacher with skills as per the needs of the schools.

Capability to extrapolate from what one has learnt and apply acquired competencies: Kenway College of Education provide an opportunity to apply and practice theoretical aspects in real life situation through field experience. Learnt knowledge is of no use until it is applied for the welfare of the society. The skill development of the students is done through exposing the students to theoretical as well as practical aspect of teaching skills via micro and macro teaching practice. Acquired knowledge and competency is practiced by the students during school internship and field engagement activities. Students of M.Ed. also apply the acquired competencies in teacher education institutions. Students are given opportunities to apply learnt knowledge to real life situations through participation in team-work activities and various competitions organized at different levels.

Skills/Competencies such as Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.: The institution provides different activities and programmes to develop different type of skills and to inculcate values and attitudes. Once the theory is taught, the full focus is on the skill/competency development of the students through EPCs (Enhancing Professional Capacities) subjects. Besides theoretical knowledge and teaching competencies, students are given opportunities to acquire skills and competencies related to different aspects of personality so that they can navigate the environment. Peer guidance and peer-tutoring helps the students to work in collaboration. Celebration of important events and days also makes them to work in collaboration with peer, teachers and local bodies. Through various seminars, workshops, value- added courses, the college facilitates the development of emotional intelligence, critical thinking, and negotiation and communication skills.

File Description	Document
Photographs indicating the participation of students, if any	View Document
List of activities conducted in support of the above	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document

1.3.2

Institution familiarizes students with the diversities in school system in India as well as in an international and comparative perspective.

Response:

Theoretical discourses and presentations help student teachers to understand concepts, principles, importance and components of educational management at different levels. Awareness of development of school system in India, organisation of school plant, school site, building, infrastructure, school records and registers and maintenance were given through curriculum. Students of all the teacher education programmes running in the institution are familiarized with the diversities in the school system in India by providing theoretical (as mentioned in the syllabus) as well as practical knowledge through curriculum, school internship and field engagement. Students are made aware of functioning of schools through various activities of field engagement programme undertaken in the respective schools. They observe and prepare a profile of the school depicting the functioning of the Board to which the school is affiliated as a part of their Internship in that school. Students of B.Ed and M.Ed. make the profile of the school with stage specific specialization as per their curriculum. Students of PG level are also familiarized with diversities in school system through dissertations.

The students are acquainted with the school system during the induction session conducted before the commencement of internship program. They are asked to closely observe Government as well as Private Elementary and Secondary schools in rural and urban areas. Furthermore, students are made to analyse and study the admission policy, infrastructure facilities, evaluation policy, teaching pedagogical practices and roles and responsibilities of different staff members. They observe and perceive the presence of functional differences among schools, thus, ensuring appropriate expansion of knowledge. During internship programme, students are also made familiar with the assessment system prevailing in the school. Evaluation policy of government and private schools in different areas with respect to different boards is also observed. Norms and standards laid down by different Boards are followed in the schools with immense care and accuracy. The observation and practice of these norms and standards lead the students to understand the diversity in school Education system. Pupil teachers are given good opportunities to imbibe such standards, so as, to cater to the diverse needs of students and to ensure maximum learning amongst the students for their holistic development. Some variations in admission procedure, curriculum transaction, assessment system are there in terms of State Board comparison.

File Description	Document
Documentary evidence in support of the claim	View Document
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View Document

1.3.3

Students derive professionally relevant understandings and consolidate these into professional acumen from the wide range of curricular experiences provided during Teacher Education Programme

Response:

The institution provides an effective and conducive environment to the prospective teachers for the overall development including social, moral, cultural and academic aspects of programme.

The institution not only ensures imparting knowledge but equips the prospective teachers and teacher educators with necessary knowledge and pedagogical skills. The theoretical and practical understanding of teaching as a profession is provided through skill practicing at micro and macro level. Initially students are acquainted with theoretical and practical aspects of micro teaching and its skills. Then, students are provided platform for practicing micro teaching skills during which they practice and master the skills as per their pedagogy curriculum. After, equipping the students with the micro teaching skills, they are sent to schools for their internship programme, as per prescribed syllabus with the objective of maximum professional understanding. During internship programme, interns consolidate the relevant understanding of different subjects for eliciting maximum learning outcomes of students of allotted school.

On the first day of internship in allotted schools, interns receive time table from the school. As per the time table, they plan their lectures and consolidate professionally relevant understanding that they have gained in college through various teaching-learning strategies, activities and functions. Every lecture is supported by number of audio visual aids catering to diversity in the classroom. They prepare variety of lesson plans (Herbertian, Model based, ICT based, Value based and Constructivist Approach Based) and teach accordingly. The interns ensure better understanding of theoretical as well as practical aspects of subject matter of students through various teaching-learning strategies. Cooperative learning approach, peer tutoring and experiential learning are used to embed students with values like cooperation, sharing, responsibility, sympathy and respect towards society at large along with understanding of the concepts. Strategies are decided according to the need of the learner and topic to be taught. They maintain their record accordingly. Interns are also motivated to identify weak students and organize remedial teaching for them. It ensures that weak students can cope up with other students in studies. Thus, teaching practice is a skill improvement as well skill development process with hands- on experience and teaching as a profession. If time or administration of school permit special classes are also arranged for the differently abled students in school. The interns not just teach in schools but they become a part of the total system by participating in different co-curricular activities like morning assemblies, celebration of important days, school functions etc. Interns not only consolidate curricular experiences but also co-curricular experiences, also maintain result records, attendance register, admission, register, stock register etc.

Training and participation in art and aesthetic improved development of aesthetic values and student teachers. Micro teaching demonstration class, criticism classes, feedback link practices and lesson based on model of teaching provide skills, competencies to transect school curriculum that are specific to optional subjects. They do not just perform their duties but develop enviable respect for the teaching profession.

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

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

- 1. Students**
- 2. Teachers**
- 3. Employers**
- 4. Alumni**
- 5. Practice teaching schools/TEI**

Response: A. All of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	View Document
Any other relevant information	View Document

1.4.2

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

Response: B. Feedback collected, analysed and action has been taken

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	View Document
Action taken report of the institution with seal and signature of the Principal	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Average Enrollment percentage of students during the last five years..

Response: 80.08

File Description	Document
Document relating to Sanction of intake from University	View Document
Data as per Data Template	View Document
Approved admission list year-wise/ program-wise	View Document
Approval letter of NCTE for intake for all programs	View Document
Any other relevant information	View Document

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..

Response: 81.59

2.1.2.1 Number of students enrolled from the reserved categories during last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
75	71	62	88	63

File Description	Document
Final admission list published by the HEI	View Document
Data as per Data Template	View Document
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View Document
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	View Document

2.1.3

Percentage of students enrolled from EWS and Divyangjan categories during last five years

Response: 0.7

2.1.3.1 Number of students enrolled from EWS and Divyangjan categories during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
3	2	0	1	1

File Description	Document
List of students enrolled from EWS and Divyangjan	View Document
Data as per Data Template	View Document
Certificate of EWS and Divyangjan	View Document

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..

Response:

Students are counselled at the time of admission. They are familiarized with the course, mode of internal assessment, curricular and co-curricular activities, rules and regulations as well as other facilities

available in the institution. The institution organizes orientation program for the students at the commencement of the new batch every year and it takes every possible measure to understand the needs and requirements of the students before the commencement of the program.

The teachers assess learner by using teacher aptitude test battery **at entry level to identify different learning needs**. After collection of assessment of the test, Specific teaching-learning methodologies are used to discover the different needs of students. The faculty adopts a comprehensive strategy. To make learning more approachable and clear, certain traditional teaching techniques are combined with new technological approaches. **Tutorials, value added courses** and extra classes are organized when students require assistance in a specific subject to offer specialized instruction. Teachers not only encourage them to participate in the class, but also help them with study material and books to render clarity on the subject.

Teachers recommend several books to pupils in order to improve their comprehension of the subject. Different Web-links are also provided to pupil teacher in order to obtain a thorough understanding of the subject. For explanations and discussions, a **bilingual approach** is used to reach out to each and every student and bring them up to speed with the rest of the class. Personal, academic, and **career counseling** is provided on occasion.

The faculty assists M.Ed. students in selecting appropriate research topics and they are suggested advanced readings in the relevant topics to enhance their understanding of the subject. They are encouraged to help and provide support to the weaker students by engaging

In group discussions and presentations. They are given an opportunity for micro teaching in the class as well as making individual presentations. The '**Talent Search Function**' is organized at the start of each session to identify talent in the fields of Art, Drama, Dance Folk, Music, and Folk Art. Students are encouraged to engage in inter -college, intra-college, and **youth festivals(Zonal and Inter Zonal levels)**. Indoor and outdoor games are also encouraged for students. Students who secure academic, cultural, sports achievement are facilitated on annual prize distribution function to motivate them further to excel in their field.

Identification of slow and advanced learners allows for the development of their skills. The faculty pays particular attention to how slow learners are performing. Teachers discuss the performance of slow learners with their parents. Advanced learners are encouraged to upgrade their knowledge and skills through value added courses provided by the college along with special lectures organized by expert resource persons.

The College Library is **partially automated with bibliosoft library software** and provides unlimited access to more than 6000 e-journals and over 100000 e-books through high-quality electronic databases subscribed by **INFLIBNET N-LIST facility** and other e-resources to help the advanced and weaker learners to broaden their horizons.

File Description	Document
The documents showing the performance of students at the entry level	View Document
Documentary evidence in support of the claim	View Document

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

1. **Mentoring / Academic Counselling**
2. **Peer Feedback / Tutoring**
3. **Remedial Learning Engagement**
4. **Learning Enhancement / Enrichment inputs**
5. **Collaborative tasks**
6. **Assistive Devices and Adaptive Structures (for the differently abled)**
7. **Multilingual interactions and inputs**

Response: A. Any 5 or more of the above

File Description	Document
Reports with seal and signature of Principal	View Document
Relevant documents highlighting the activities to address the student diversities	View Document
Photographs with caption and date, if any	View Document
Data as per Data Template	View Document

2.2.3

There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students

Response: Only when students seek support

File Description	Document
Reports with seal and signature of the Principal	View Document
Relevant documents highlighting the activities to address the differential student needs	View Document
Photographs with caption and date	View Document

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 9.74

2.2.4.1 Number of mentors in the Institution

Response: 38

File Description	Document
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document

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

Response:

The curriculum and scheme of evaluation proposed by the Kenway College of Education, Abohar is highly student-centric and it completes all these processes in a time bound manner. Conducive support systems are provided to the faculty for the effective implementation of student-centric learning. The following methods are employed to develop varied skills and competencies.

Experiential learning: The student teachers are given experiential learning by different means

- Field Visit
- Poetry Recitation
- Demonstration of Experiments/Instruments
- Discussions and debates on contemporary issues
- Institutional Visits and study tours

Students are provided with an opportunity to work in schools during their pre- internship (15 days) and internship period (16 weeks) so as to understand school systems and infrastructure and gain experience of on-going activities, classes, exams, PTM's, vision of the school, policies, practices, decision- making system of the school, teaching-learning processes and human resource system etc. of the host institutions. These pre- internship and internship programs are structured on the premise that students need to gain **experiential learning** and **hands-on training** for respective work areas.

Research Project or a Dissertation is a required component of the M.Ed. degree during the last semester. Faculty members are in charge of the pupils. These are opportunities for the students to put what they have learned in the classroom into practice. These activities are built on the principles of **experiential and collaborative learning**

Participatory learning: Participatory learning is incorporated into the courses through a variety of learning methods, tools, and mechanisms, including field-based assignments, field visits, group presentations, hands-on group exercises, workshops, training sessions, home assignments, quizzes, seminars, brainstorming interaction with experts and other stakeholders, and role-play-based learning.

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, physical science, and math to improve student learning experiences.

The institution has engaged into a number of collaborative arrangements/memorandums of understanding (MOUs) with a number of educational institutes to promote joint-projects and academic activities such as seminars, conferences, lectures, and other exchange efforts. These engagements expose students to a broader range of options and provide them with valuable experience.

Special lectures/seminars/conferences are planned to inspire and motivate students to become active agents of information rather than passive recipient. Students are encouraged to use ICT and E-resources.

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

Online mode/ Independent Learning: The college has a partially automated with "bibliosoft library software" version 2016 with internet facility. Inlibnet NLIST facility is provided in the library to facilitate accessing e-resources by students Journal Reflections Seminars/ Workshops/ Paper presentations using digital resources In order to nurture creativity and critical thinking, the students are also encouraged to participate in online inter-collegiate events and competitions

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	View Document

2.3.2

Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years

Response: 21.59

2.3.2.1 Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..

2020-21	2019-20	2018-19	2017-18	2016-17
10	9	8	6	5

File Description

Document

Data as per Data Template

[View Document](#)

2.3.3

Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..

Response: 100

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

Response: 370

File Description

Document

Programme wise list of students using ICT support

[View Document](#)

Landing page of the Gateway to the LMS used

[View Document](#)

Documentary evidence in support of the claim

[View Document](#)

Data as per Data Template

[View Document](#)

2.3.4

ICT support is used by students in various learning situations such as

- 1. Understanding theory courses**
- 2. Practice teaching**
- 3. Internship**
- 4. Out of class room activities**

5. Biomechanical and Kinesiological activities**6. Field sports**

Response: A. Any 4 or more of the above

File Description	Document
Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations	View Document
Geo-tagged photographs wherever applicable	View Document
Data as per Data Template	View Document

2.3.5**Continual mentoring is provided by teachers for developing professional attributes in students****Response:**

Kenway College of Education has a strong mentorship structure in place, with each faculty continually mentoring students on academic, professional, and personal levels. Many students who required aid in personal, academic or professional concerns were effectively mentored, allowing them to better handle their difficulties and emerge from challenging situations graciously.

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, And to empower weak students. Yoga, English Language Communication Skill and ICT are main value added course and students develop skill in those areas. Microteaching sessions are there for sharpening skills.

Working in groups has always been an important aspect of our organisation. Teachers guide and assist their pupils and form the strong bonds necessary for a healthy interaction among team members (team spirit). Students generate fresh ideas to create a wide range of practical models, charts, and instructional aids. They are motivated to construct knowledge on their own. Teachers and students form bonds when they participate in social, cultural, and recreational activities such as community service projects (NSS), youth festivals(zonal and inter-zonal) , tutoring etc.

Our college campus offers a wide range of academic, cultural, and recreational opportunities, which helps in all round development of pupil teachers. Mentors lessen the stress of their mentees by teaching them different skills such as time management, presenting skills, social skills. College also provide free coaching and guidance for various national and state level test such as B.Ed. Entrance Test, UGC-NET, PSTET and CTET.

There is also a provision for instructors to develop their professional skills. Employees are encouraged to

participate in orientation, refresher courses, the Induction Training Programme, workshops, seminars, and symposiums hosted by government and non-governmental organisations. Teachers, in turn, encourage their mentees to deliver seminars and participate in debates, declamations, and symposiums. Every student is encouraged to use updated technology. They have access to the computer lab and the internet, which they may use to stay up to speed on the current developments in their topic as well as in education.

Mentoring through association activities are guided and assisted by the teachers. Every day half an hour is set before class in morning assembly to present; thought of the day, daily news and lecture on moral values (twice a week). Students also trained to plan and execute various creative activities in this time (self reflection activities, general awareness quiz, self introduction in English, brief ideology regarding great personalities ...etc.).

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document

2.3.6

Institution provides exposure to students about recent developments in the field of education through

1. **Special lectures by experts**
2. **'Book reading' & discussion on it**
3. **Discussion on recent policies & regulations**
4. **Teacher presented seminars for benefit of teachers & students**
5. **Use of media for various aspects of education**
6. **Discussions showcasing the linkages of various contexts of education- from local to regional to national to global**

Response: A. Any 5 or more of the above

File Description	Document
Documentary evidence in support of the selected response/s	View Document
Data as per Data Template	View Document

2.3.7

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

Response:

All the facilities available in the college is being used judiciously to make the teaching learning process focused on creativity, innovativeness, rational thinking competency Inculcation, acquisition of life skill and inculcation of values Teaching pedagogies have been altered over time to facilitate innovation, use of ICT enabled devices by the colleges helps in producing efficient teaching learning outcomes. All disciplines in the college have taken initiative to make teaching learning process more live, learner centered, student centered and proactive. There is a provision to full fledged computer lab which provides the student proper access to the internet connectivity. Our teachers follow various innovative teaching method to make teaching learning more interesting. Students are always encouraged to take full advantage of the various opportunities offered at college. For example like, There was a student named Simran college Roll no. 133 B.Ed. 1st Semester, She was very talented in music and art but for personal reasons she wasn't confident enough to go forward, very low self esteem and cries on small occasions. As a mentor, college adviser, and a few other teachers, encouraged her. After some motivational talks and counselling she has not only participating in musical items like Group Song Indian, Group Bhajan of Zonal youth and heritage festival from 9th Dec- 11th Dec, 2021 but she also participated in solo performance like light vocal Ghazal. The results were amazing Group Bhajan got 2nd prize, Group Song Indian got second prize and Simran got individual 2nd prize in Group Bhajan and 3rd prize in light vocal Ghazal. Remarkable Change has been observed in her behaviour. But that had to be done by counseling and other teachers Spend hours trying to get them out of the hole. 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. There are many cases like Vikramjeet Roll no. 394 SESSION 2018-2020 , who was frequent short tempered and outbursts anywhere . The teachers regularly monitored him after each session of counseling and encouraged and trained him to participate in different co curricular activities of college . After that he represented the college in different fields like theater , fine arts items;still life drawing, clay modelling , heritage items; mitti de khidone, Tokri making, yoga, sports and N.S.S camp. He is a true example of nurturing creativity, life skills, empathy and everything.

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

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

- 1.Organizing Learning (lesson plan)**
- 2.Developing Teaching Competencies**

- 3. Assessment of Learning**
- 4. Technology Use and Integration**
- 5. Organizing Field Visits**
- 6. Conducting Outreach/ Out of Classroom Activities**
- 7. Community Engagement**
- 8. Facilitating Inclusive Education**
- 9. Preparing Individualized Educational Plan (IEP)**

Response: A. Any 8 or more of the above

File Description	Document
Reports of activities with video graphic support wherever possible	View Document
Documentary evidence in support of the selected response/s	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

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

- 1. Formulating learning objectives**
- 2. Content mapping**
- 3. Lesson planning/ Individualized Education Plans (IEP)**
- 4. Identifying varied student abilities**
- 5. Dealing with student diversity in classrooms**
- 6. Visualising differential learning activities according to student needs**
- 7. Addressing inclusiveness**
- 8. Assessing student learning**
- 9. Mobilizing relevant and varied learning resources**
- 10. Evolving ICT based learning situations**
- 11. Exposure to Braille /Indian languages /Community engagement**

Response: A. Any 8 or more of the above

File Description	Document
Reports and photographs / videos of the activities	View Document
Documentary evidence in support of each selected activity	View Document
Data as per Data Template	View Document
Attendance sheets of the workshops/activities with seal and signature of the Principal	View Document
Any other relevant information	View Document

2.4.3

Competency of effective communication is developed in students through several activities such as

- 1. Workshop sessions for effective communication**
- 2. Simulated sessions for practicing communication in different situations**
- 3. Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’**
- 4. Classroom teaching learning situations along with teacher and peer feedback**

Response: C. Any 2 of the above

File Description	Document
Details of the activities carried out during last completed academic year in respect of each response indicated	View Document
Data as per Data Template	View Document

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

- 1. Teacher made written tests essentially based on subject content**
- 2. Observation modes for individual and group activities**
- 3. Performance tests**
- 4. Oral assessment**
- 5. Rating Scales**

Response: A. All of the above

File Description	Document
Samples prepared by students for each indicated assessment tool	View Document
Documents showing the different activities for evolving indicated assessment tools	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.5

Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of

- 1. Preparation of lesson plans**
- 2. Developing assessment tools for both online and offline learning**
- 3. Effective use of social media/learning apps/adaptive devices for learning**
- 4. Identifying and selecting/ developing online learning resources**
- 5. Evolving learning sequences (learning activities) for online as well as face to face situations**

Response: A. All of the above

File Description	Document
Sample evidence showing the tasks carried out for each of the selected response	View Document
Documentary evidence in respect of each response selected	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.6

Students develop competence to organize academic, cultural, sports and community related events through

- 1.Planning and scheduling academic, cultural and sports events in school**
- 2.Planning and execution of community related events**
- 3.Building teams and helping them to participate**

4. Involvement in preparatory arrangements**5. Executing/conducting the event****Response:** A. All of the above

File Description	Document
Report of the events organized	View Document
Photographs with caption and date wherever possible	View Document
Documentary evidence showing the activities carried out for each of the selected response	View Document
Data as per Data Template	View Document

2.4.7**A variety of assignments given and assessed for theory courses through**

- 1. Library work**
- 2. Field exploration**
- 3. Hands-on activity**
- 4. Preparation of term paper**
- 5. Identifying and using the different sources for study**

Response: B. Any 3 of the above

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

2.4.8**Internship programme is systematically planned with necessary preparedness..****Response:**

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 systematically planned according to the university syllabus. The practicing schools are selected on the basis of the proximity of the pupil teachers' residence to the school, availability of basic infrastructural facilities and type of school (Government, aided, private,

public). After the consent of school, the teacher in-charges of internship programme with the consent of head of the institution visit and meet with the school principals. The school teachers are requested by the faculty members for allotment of syllabus. The lists of pupil teachers are sent to the assigned school of teaching practice. The students are allotted schools keeping in mind the medium of instruction, accommodating capacity and subject wise requirement of the schools.

Before the commencement of internship, an orientation programme for one week is organised and detailed instructions are given to student-teachers. During Internship, the student-teachers are required to undertake a variety of activities relating to classroom teaching, classroom management, and organisation of school-based and community based activities of teaching. The student-teachers are required to develop a repertoire of understandings, competencies, and skills.

Lessons are observed by the teacher educators at regular intervals and our teacher educators verify whether the students rectify the correction given in the previous observation. All the lessons are observed by the mentor-teachers. Necessary instructions are given to the student teachers based on the feedback received.

The task of teacher supervisor is to assess the pupil teachers' activities along with the guidance to be offered. The teacher supervisor evaluates the copies of the pupil teachers from time to time. The performance of the students is duly observed by the accompanying teacher in charge, school subject teachers and the peer group. The remarks are not recorded in a ritual manner but they are suggestive in nature for the further polishing of teaching skills of the prospective teachers. By the end of internship programme it is duly certified by the head of the practicing school.

While planning internship programme the institutions takes care of providing exposure of variety of schools to interns. Student teachers perform various internship activities in schools with systematic supervisory support and feedback from faculty as per university prescribed curriculum.

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

2.4.9

Average number of students attached to each school for internship during the last completed academic year

Response: 6.44

2.4.9.1 Number of schools selected for internship during the last completed academic year

Response: 25

File Description	Document
Plan of teacher engagement in school internship	View Document
Internship certificates for students from different host schools	View Document
Data as per Data Template	View Document
Copy of the schedule of work of internees in each school	View Document
Any other relevant information	View Document

2.4.10

Nature of internee engagement during internship consists of

- 1. Classroom teaching**
- 2. Mentoring**
- 3. Time-table preparation**
- 4. Student counseling**
- 5. PTA meetings**
- 6. Assessment of student learning – home assignments & tests**
- 7. Organizing academic and cultural events**
- 8. Maintaining documents**
- 9. Administrative responsibilities- experience/exposure**
- 10. Preparation of progress reports**

Response: A. Any 8 or more of the above

File Description	Document
School-wise internship reports showing student engagement in activities claimed	View Document
Sample copies for each of selected activities claimed	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

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

the classes taken by each pupil teacher are observed in different modes. The observation can be done by following means like peer observation, subject teacher in-charge observation, mentor teacher observation, feedback by students and teachers etc.

Role of Teacher Educators: For monitoring purposes, at least one teacher educator is sent to each school. According to strength of pupil teachers it may be more than one. Teacher educator/s is the one who coordinates with school principal, school mentors and the internee students. The teacher is in constant touch with the school, visits the school intermittently. The school mentors also keep the college teachers informed about the performance of interns. Moreover, one or sometimes two students are made leaders of the group who also keep tab of time table adjustments or other aspects like any challenges they face in the school, they also keep the TEI's teachers informed.

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. School Principal on his/her part instruct their subject teachers whose classes are being taken by the interns to sit in the class while the intern is taking it so as to monitor and aid the intern in case, she faces any issues. They observe the class and give their feedback for better teaching learning process and also for the professional growth of interns. In addition to this college teacher and the school teachers along with their staff helps the intern to plan and organise curricular and co-curricular activities for the students. 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. The classroom performance is observed and evaluated by the mentors and suitable feedback and corrective measures are suggested to them. 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. Hence he/she can improve him/herself. During internship programme peer groups collectively performs various assigned duties of co-curricular events for its successful completion.

File Description	Document
Documentary evidence in support of the response	View Document

2.4.12

Performance of students during internship is assessed by the institution in terms of observations of different persons such as

1. Self
2. Peers (fellow interns)
3. Teachers / School* Teachers
4. Principal / School* Principal

5.B.Ed Students / School* Students

(* 'Schools' to be read as "TEIs" for PG programmes)

Response: A. All of the above

File Description	Document
Two filled in sample observation formats for each of the claimed assessors	View Document
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View Document

2.4.13

Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include

- 1. Effectiveness in class room teaching**
- 2. Competency acquired in evaluation process in schools**
- 3. Involvement in various activities of schools**
- 4. Regularity, initiative and commitment**
- 5. Extent of job readiness**

Response: C. Any 3 of the above

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	View Document
Five filled in formats for each of the aspects claimed	View Document

2.5 Teacher Profile and Quality**2.5.1**

Percentage of fulltime teachers against sanctioned posts during the last five years

Response: 92.63

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View Document
Data as per Data Template	View Document

2.5.2**Percentage of fulltime teachers with Ph. D. degree during the last five years****Response:** 34.09**2.5.2.1 Number of full time teachers in the institution with Ph.D. degree during last five years**

Response: 12

File Description	Document
Data as per Data Template	View Document
Certificates of Doctoral Degree (Ph.D) of the faculty	View Document
Certificates of Doctoral Degree (Ph.D) of the faculty	View Document

2.5.3**Average teaching experience of full time teachers for the last completed academic year.****Response:** 6.55**2.5.3.1 Total number of years of teaching experience of full-time teachers for the last completed academic year**

Response: 249

File Description	Document
Copy of the appointment letters of the fulltime teachers	View Document
Copy of the appointment letters of the fulltime teachers	View Document

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

- **In house discussions on current developments and issues in education**
- **Sharing information with colleagues and with other institutions on policies and regulations**

Response:

Kenway College of Education allows the faculty members to attend orientation, refresher courses, the Induction Training Programme, workshops, seminars, and symposiums hosted by government and non-governmental organisations. Following these programmes, the institution offers faculty development programmes through IQAC (Internal Quality Assurance Cell) in the form of seminars, where professors may exchange their experiences with their colleagues. Staff members are also permitted to act as resource persons in seminars, workshops, and other events at the university, colleges, and schools, and they also participate in college activities as resource persons. Staff members are encouraged by the Principal to deliver papers in national, international, and state-level conferences and workshops. For this reason, teachers can avail duty leave. The administration provides support and encourages book writing and article writing, are also encouraged to publish their articles in reputed Journals. They write chapters for edited books and research papers as well. Institution also publishes research journal namely “The Educational Spectrum”, which is joint effort of all the staff of college. The usage of cutting-edge technology is encouraged for all academic members. They have access to the computer lab and the internet, which they may use to stay informed about the most recent developments in their field and in education. Faculty members are allowed to do academic tasks including assessment, paper setting, invigilation of exams, etc. Each year, the Panjab University assigns a few of our faculty members to serve on several special duties like co-ordinator of skill in teaching, syllabus revision, flying squad during the university exams, external examiner for viva-voce and member of selection panel, Board of Studies, Academic council etc. The institute promotes the staff to improve their qualifications for professional or career growth. The faculty members are free to take advantage of the chance to pursue higher education through FDP (Faculty Development Programme). The institution felicitates the faculty member when they get an honour. The institution's management honours the performance of the teacher educator by giving awards each year. In meetings and through the public address system, the finest performance is also recognised. The principal also encourages staff members to pursue PhD and apply for NET examinations. All these kind of facilities and exposure provided to them helps the teachers to grow professionally and keep themselves updated with the new education trends. Apart from this one of the faculty members has an experience of Senate and Syndic of affiliated university itself.

File Description	Document
Documentary evidence to support the claims	View Document
Any other relevant information	View Document

2.6 Evaluation Process**2.6.1**

Continuous Internal Evaluation(CIE) of student learning is in place in the institution

Response:

Being affiliated to Panjab University Chandigarh, the college follows **continuous internal evaluation** as prescribed by the university which is monitored by keeping the records of the performance of each student in the each activity. **At the beginning of the semester**, faculty members inform the students about the various components in the assessment process during the semester through **orientation**.

There is internal evaluation in each of the theory paper as well as teaching papers which is based on class attendance, class discussion, written assignment, class test, general behavior, group discussion , seminar performance, house test and sessional work . The internal assessment test schedules are prepared as per the university and communicated to the students well in advance. The internal assessment criteria of Panjab University is followed for the distribution of marks in each subject. Question paper is prepared by teaching faculty regarding their subjects as per the pattern of university. Question paper pattern and the answers scripts are evaluated by concerned subject faculty and also marks sheet is prepared.

In teaching practice we are getting **opinion of concerned teaching practice school**, about students' sincerity, punctuality, obedience. There is complete transparency in the result of house test . The score of house test and **list of top 20 students** is displayed on the notice boards for the students and they can come and discuss with the teachers how to improve in the final exams. There is also a **provision for makeup and mercy test** for students to improve their progress . Internal evaluation for practical subject of **B.Ed and M.Ed** is monitored by keeping the records of practical files, specified practical work such as teaching practice and dissertation work. Teachers maintain all the record of academic, co curricular and extracurricular activities of the students and assessed internally on the basis of their performance. The performance of the students in the internals is also monitored by the Principal and the necessary feedback is given to the concerned faculty members. The marks in the internal examination are **communicated to the parents/ guardians** and they are advised to note the performance of their wards and take remedial measures if needed

File Description	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View Document
Any other relevant information	View Document

2.6.2

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

- 1.Display of internal assessment marks before the term end examination**
- 2.Timely feedback on individual/group performance**
- 3.Provision of improvement opportunities**
- 4.Access to tutorial/remedial support**
- 5.Provision of answering bilingually**

Response: A. Any 4 or more of the above

File Description	Document
Documentary evidence for remedial support provided	View Document
Details of provisions for improvement and bi-lingual answering	View Document
Copy of university regulation on internal evaluation for teacher education	View Document
Annual Institutional plan of action for internal evaluation	View Document

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

The examination committee also resolves any grievances related to internal examinations in timely manner. Grievance may be there due to typing error in question, incomplete question, question being mould, out of syllabus and error in distributions of marks. If any such grievance is reported at the examination hall then appropriate action is taken by the Examination-in-charge. The grievance is at first verified with the respective subject teachers. The house test copies are shown to students by respective subject teachers after evaluation. So any grievance related to marks by the student is immediately clarified by the subject teacher and rectified if necessary. After this The faculty members in charge of various theory papers consolidate the internal marks which comprise of all the tests, assignments done by the students throughout the Semester. The students are permitted to check their consolidated internal marks and if they have any grievance related to it, they can solve it with the help of the faculty.

The university Semester examination is conducted by the examination committee the norms of university are strictly followed by the college. If the students have any grievance related to their question paper and marks, they can approach the Controller of Examinations for suitable remedy. Students can apply for re-evaluation if they have grievance regarding evaluation. Students who have arrears at the end of the final semester can apply for supplementary examination so that they need not waste one academic year for completing the programme.

Grievances during covid -19 pandemic

Students'grievances

- To provide link of e-content and pdfs
- To sanitize classrooms due to during covid -19.

Action taken

- Chairperson decided and recommended all subject in-charges to provide link of e-content and pdfs of study materials in whatsapp group for the preparation of 3rd semester examinations
- Decided and recommended sanitization of classrooms, library, halls and labs and sanitization dispensers are installed in different areas of campus and also instruct the students to follow rules and regulations during covid -19.

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	View Document
Any other relevant information	View Document

2.6.4**The Institution adheres to academic calendar for the conduct of Internal Evaluation****Response:**

Our institution focuses on 3 key elements of teaching learning process; curriculum, teacher and learner at the time of planning and implementation of curricular and co curricular activities . Every year IQAC plans and prepares Academic Calendar of the college issued by the University at the beginning of the academic year. It clearly delineates a schedule for teaching(working days), examination, semester break and vacations, that is strictly followed by the college to ensure smooth and efficient functioning of its teaching and administrative processes. Within the same framework, the college also prepares its own **Academic calendar and Extra mural activities calendar** of events and activities before the commencement of the Academic Session and the same is communicated to all. For transparency of functioning, both the University and the college academic calendars are placed on the college notice board and websites All information is reinforced during orientation of new students at the beginning of academic session. The Principal also conducts meetings with the Teacher-in-charge(s), and entire Staff including non-teaching to ensure smooth implementation of the activities as scheduled. For the purpose of conducting Continuous Internal Evaluation, teachers prepare their schedule of teaching, class tests and assignments in accordance with their allotted time table keeping the academic calendar and planned co-curricular activities of the college in mind. The students are informed well in advance about the deadline for assignment submissions, dates for class tests and presentations, as well as their final internal assessment marks. Criteria for assessment is also shared with the students. They are encouraged to seek guidance from teachers during the designated tutorial slots or the latter's free time. Multiple assessments are taken, with the aim of allowing the students to incorporate suggestions offered by the teacher, thereby making learning a continuum and creating various opportunities for the students to succeed. The

institution's approach is re-oriented to suit the learner's pace, ensuring the mitigation of any pressure on the students. Academic calendar bears testament to the diverse arenas in which our students enthusiastically contribute and excel.

File Description	Document
Any other relevant information	View Document
Academic calendar of the Institution with seal and signature of the Principal	View Document
Link for additional information	View Document

2.7 Student Performance and Learning Outcomes

2.7.1

The teaching learning process of the institution are aligned with the stated PLOs and CLOs.

Response:

course learning outcomes are according to the Panjab University ,chandigarh for which the college is affiliated. 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 the B.Ed. and M.Ed. programmes** aim to make education more comprehensive. Teachers, whose primary goal is not just the learning of knowledge but also the provision of experience for the students, application of this learned information through training practice. Work experience of this nature can be accumulated from real life experiences. In addition, students will learn a variety of modern life skills, including logical reasoning, problem-solving, cognitive abilities, self-directed learning, etc.

The learning objectives are presented in a variety of ways:

At the beginning of academic year during orientation programme students are briefed about *PLOs and CLOs* . which are additionally prominently portrayed on college notice boards, college websites, and other seminars and conferences platform. The CLOs and the PLOs are frequently shared at alumni gatherings, and concerned staff members share them in the classroom. Teacher educators also knowledgeable about the objectives for learning for each subject they are teaching. A number of stakeholders, especially the parents, are informed about the course outcomes of various value added courses being run by the institution from time to time, so that they can persuade their wards towards skill-oriented and value-based courses.

The college has a set mechanism in place to ensure that **stated PLOs and CLOs** are aligned throughout the semester by course teachers in the following ways:

- **continuous internal assessments** are performed regularly and student grades are recorded, helping to predict their academic progress.

- **Appropriate teaching methods** are used to achieve effective learning outcomes.
- **Participation in various literary and cultural programs**, competitive activities such as debates, idioms, essay writing contests, quizzes, test.
- **Participation in various classroom activities** such as group discussions and seminars and also in extracurricular activities such as morning assembly and NSS Camps, tree planting campaigns, awareness camps. etc.
- **Participation in community activities** such as the visits to orphanages, blood donation camp, old age home , Aids Awareness rally
- **End semester house test and final exams** also help ensure the concordance of stated results.
- **Parents are informed on regular basis** about the academic performance of their children.
- **Placement record, feedback from alumni** regarding their job and excellence in various competitive exams ensures the alignment of stated PLOs and CLOs.

File Description	Document
Documentary evidence in support of the claim	View Document
Link for additional information	View Document

2.7.2

Average pass percentage of students during the last five years

Response: 100

2.7.2.1 Total number of students who passed the university examination during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
161	197	168	149	189

File Description	Document
Result sheet for each year received from the Affiliating University	View Document
Data as per Data Template	View Document
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	View Document
Any additional information	View Document

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

Response:

The Institution attempted to implement in the spirit of **PLOs and CLOs specified in criteria I**, The progressive attainment of cognitive and professional status of student teachers were monitored, documented and used further for improvement in many ways by the college.

The Methods of measuring

attainment:

Evaluation Process: The programme outcomes and Programme Specific outcomes are assessed with the help of course outcomes of the relevant programme through direct evaluation process. It is provided through University semester Examinations, internal and home assignments, class tests, house test and sessional work. Throughout the year the faculty records the performance of each student on each programme.

1. **Minimum attendance** of student teachers shall be **80%** for all course work and practicum, **and 90%** for school internship.
2. Minimum pass marks are 40% in each paper, Practical, and School Internship in each semester, however, the promotion from semester I to II and from III to IV shall be as per Panjab University policy for semester courses. Pass marks will be 40% in Aggregate.
3. Students under university examination are evaluated for 75% of total marks and institution for 25% marks as internal assessment.

Internal and External Assessment: Internal assignments are given to the students which are mostly aligned with Programme Outcomes of the respective subject. External Assessment is evaluated by external experts for the Practical examinations, appointed by the University through Viva-Voce and practical files.

- The external theory examination (Foundation papers, pedagogy papers and elective papers) will be of Three hours duration.
- The Paper with 50 marks are divided into two parts- 40 marks for external written examination and 10 marks for Internal assessment.
- External question paper will have V units. Unit- I, II, III, IV will have two questions each and the candidate will be required to attempt one question from each of the unit-I to IV.
- Each question carries 8 marks. Unit V will be compulsory with 4 short answer-type questions set from the whole syllabus of the paper. Each question will be of 2 marks. Therefore the total marks will be $(4 \times 8 + 2 \times 4 = 40)$.
- For EPC papers, 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: The Institution collects feedback from students, Alumni, Employers and Parents which is an important method of measuring attainment POs, PSOs and COs.

Internships: Students are polished in school internships, projects and fieldwork, etc. This helps them to

obtain necessary skills and practical experience in their chosen discipline.

Placements: One of the most important Programme Outcomes of students is the employability of students . The college has a vibrant Placement Cell, which caters to the demands of school and colleges for different post.

Higher Studies: Another parameter to measure attainment of POs, PSOs and COs is through progression of students towards higher studies .

The college conducts various activities on a regular basis to maximize and monitor learnings outcomes.

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

2.7.4

Performance of outgoing students in internal assessment

Response: 100

2.7.4.1 Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year

Response: 161

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	View Document
Data as per Data template	View Document
Any other relevant information	View Document

2.7.5

Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to.

Response:

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 aptitude tests to measure students' intellectual skills at entry level. A variety of talent-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. Those who score below 70% are provided extra assistance to improve their performance. college organize tutoring for weak students in subjects to improve skills and skill. Based on classroom testing and internal testing, slow learners are identified and they provide remedial education. Students receive reading materials. many articles homework and assignments assigned to them. Finally, the rest exams are held to check knowledge acquired in class. Faculty staff coordinate with parents of slow learning students to meet their needs. Peer tutoring is also available to meet the learning needs of these students. The mentor-mentor interaction keeps faculty in constant contact with students, helping them academic and personal issues and stimulate the general development of the student's personality. During internship, **feedback Performa** developed by the college is provided to the supervisors for evaluating teaching proficiency of student teachers. Peer group also encourage observing lessons and making constructive suggestions. They are rated on basis of various activities performed during the internship i.e. record keeping, action research, organize extracurricular activities, etc.

File Description	Document
Documentary evidence in respect to claim	View Document
Any additional information	View Document

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 3.93

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

Average number of research projects funded by government and/ or non-government agencies during the last five years

Response: 2.8

3.1.1.1 Number of research projects funded by government and non- government agencies during the last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
2	3	4	3	2

File Description

Document

Sanction letter from the funding agency

[View Document](#)

Data as per Data Template

[View Document](#)

Any other relevant information

[View Document](#)

3.1.2

Average grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)

Response: 0.27

3.1.2.1 Total grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
0.085	.12	.155	.11	0.85

File Description	Document
Sanction letter from the funding agency	View Document
Income expenditure statements highlighting the research grants received, duly certified by the auditor	View Document
Any additional information	View Document

3.1.3

In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:

- 1. Seed money for doctoral studies / research projects**
- 2. Granting study leave for research field work**
- 3. Undertaking appraisals of institutional functioning and documentation**
- 4. Facilitating research by providing organizational supports**
- 5. Organizing research circle / internal seminar / interactive session on research**

Response: A. Any 4 or more of the above

File Description	Document
Sanction letters of award of incentives	View Document
Institutional policy document detailing scheme of incentives	View Document
Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View Document
Documentary proof for each of the claims	View Document
Data as per Data Template	View Document

3.1.4

Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include

- 1. Participative efforts (brain storming, think tank, etc.) to identify possible and needed innovations**

2. Encouragement to novel ideas
3. Official approval and support for innovative try-outs
4. Material and procedural supports

Response: B. Any 3 of the above

File Description	Document
Reports of innovations tried out and ideas incubated	View Document
Documentary evidences in support of the claims for each effort	View Document
Details of reports highlighting the claims made by the institution	View Document
Copyrights or patents filed	View Document
Any additional information	View Document

3.2 Research Publications

3.2.1

Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years

Response: 2.19

3.2.1.1 Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1	19	18	21	18

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

3.2.2

Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years

Response: 1.59

3.2.2.1 Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
6	2	3	43	2

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	View Document
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 year-wise	View Document
Data as per Data Template	View Document
Any additional information	View Document

3.3 Outreach Activities**3.3.1**

Average number of outreach activities organized by the institution during the last five years..

Response: 7.8

3.3.1.1 Total number of outreach activities organized by the institution during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
12	9	9	5	4

File Description	Document
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View Document
Data as per Data Template	View Document

3.3.2

Percentage of students participating in outreach activities organized by the institution during the last five years

Response: 67.09

3.3.2.1 Number of students participating in outreach activities organized by the institution during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
335	303	406	214	175

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

3.3.3

Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years

Response: 100

3.3.3.1 Number of students participated in activities as part of national priority programmes during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
370	471	474	371	450

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

3.3.4

Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development

Response:

The College has made its noteworthy contribution to the society and environment by making a participation to promote College-Neighborhood-Community network. Major emphasis is given on student engagement, service orientation and holistic development of students contributing to good citizenship. NSS unit and a team of committed faculty members engage students in the community development programmes. Rural India has been facing uncleanliness, unhygienic, malnutrition conditions and the most important problem is open defecation. Lack of awareness is noted among the villagers about such problems like health, cleanliness and diseases. Our NSS unit works for solving such social problems. Through this unit, the college undertakes various extension activities in the neighborhood community. NSS organizes a residential seven day camp in nearby adopted village and several activities were carried out by NSS volunteers addressing social issues which include cleanliness , tree plantation ,water conservation, Eradication of superstition, Beti Bacho Beti Padhao, Nukkad Natak, Environmental awareness, Women empowerment, National Integrity, Aids awareness, Blood donation camp, Health check up camp, Veterinary guidance ,Farmers meet, Awareness about farmer's suicide etc.

The NSS unit of the college organizes various extension activities also such as tree plantation, Road safety awareness, Save fuel save country programme, Swachhta Abhiyan ,National equality awareness. Other than NSS, the various departments of the college is conscious about its responsibilities for shaping students into responsible citizens of the country by making students aware of social issues through various programmes like Environmental Awareness, Personal Health and Hygiene, Diet awareness, Road Safety, Tree Plantation, Soil and Water Testing, Plastic eradication, No vehicle day, , Voters awareness, Door to Door Survey, Awareness Raily, Blood group detection ,Health check -up camps, Blood donation camps, Dental checkup camp, etc.

All these mentioned activities have positive impact on the students and it developed student community relationship, leadership skill and self confidence of students. It also helped in cultivating hidden personality of students and created awareness among students.

File Description	Document
Report of each outreach activity signed by the Principal	View Document
Any other relevant information	View Document

3.3.5

Number of awards and honours received for outreach activities from government/ recognized agency during the last five years

Response: 0

3.3.4.1 Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document
Appropriate certificates from the awarding agency	View Document
Any additional information	View Document

3.4 Collaboration and Linkages**3.4.1**

Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years

Response: 19.4

3.4.1.1 Number of linkages for faculty exchange, student exchange, research etc. during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
29	10	21	19	18

File Description	Document
Report of each linkage along with videos/ photographs	View Document
List of teachers/students benefited by linkage exchange and research	View Document
Data as per Data Template	View Document
Any additional information	View Document

3.4.2

Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years

Response: 1

3.4.2.1 Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years

Response: 1

File Description	Document
Data as per Data Template	View Document
Copies of the MoUs with institution / industry/ corporate houses	View Document
Any additional information	View Document

3.4.3

Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes

- 1. Local community base activities**
- 2. Practice teaching /internship in schools**
- 3. Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education**
- 4. Discern ways to strengthen school based practice through joint discussions and planning**
- 5. Join hands with schools in identifying areas for innovative practice**
- 6. Rehabilitation Clinics**
- 7. Linkages with general colleges**

Response: A. All of the above

File Description	Document
Report of each activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document

Criterion 4 - 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

Response:

The college is constructed on a 7 acre plot with well-maintained infrastructure, having adequate number of classrooms, laboratories, library and other facilities for the execution of teaching-learning process.

Classrooms are very spacious with proper ventilation and light. The classrooms are furnished with comfortable furniture, green board, flannel board and can accommodate at least 50 students. The classrooms are utilized for lectures, mentor group meetings, micro teaching, simulated teaching, seminar cum paper presentation, association activities, conduction of written and practical examinations etc.

Computer cum Language Lab having 26 computers with internet connectivity to develop ICT and communication skills among the student teachers.

Educational Technology Room and e-content development Studio is equipped with ICT equipment such as projectors – Overhead Projector, slide projectors, LCD projectors, projection screen, tripod, public address system in adequate numbers and Vlogging Accessories Kit including Tripod, Shotgun Mic, and 360 LED Selfie Light etc. are used for the sake of the students.

Science and Math Room is equipped with the science apparatus, specimens, chart and models and other teaching learning material of math and science and is utilized to conduct practical demonstrations.

Psychology Lab is equipped with more than 90 Psychological tests/ tools and apparatus which are used for research purpose and conducting various experiments. The psychology Lab also serves as research room and curricular room to arrange M.Ed classes.

Library is partially automated using Bibliosoft Library Software with seating capacity of 80 (40 in main area and 40 in reading room) used by student teachers and faculty members for referencing, reading and supervised self study. It also serves as a venue for optional papers lectures, mentor and research group meetings. Library provides access to 13785 books, 35 Encyclopedia, 180 journals and regular newspapers, magazines and open e-resources through subscription of N-List.

Art and Craft cum Music Resource Centre is used for musical rehearsals different art and craft activities, as well as to store and display of items prepared.

Multi-Purpose and Seminar Hall (an ICT enabled) are utilized for organizing Special Lectures, Conferences and Seminars, Morning Assembly, Celebration of Special Days, Festivals, Alumni Meets, Conduction of Examinations and other co-curricular activities.

Sports Resource Room is equipped with sports paraphernalia. The college provides adequate space, sporting equipment and infrastructural facilities for sports to conduct indoor and outdoor games for students. The college has well maintained playgrounds for Basketball, Volley Ball, Cricket ground & Kho-Kho, and for indoor games college provides material and equipment like carom board, chess, skipping rope and table tennis, Badminton Court etc. Indoor - Outdoor open gym and Yoga activities are the additional features of the sports paraphernalia.

SUPW Resource Room is used for storing practice teaching kits, instructional aids (Charts Models etc.) and utilized to maintain the requisite records of Internal Assessment related activities as specified by the university.

Sanitary Vending and Incinerator Machines are the additional features of the institution to provide healthy and congenial environment.

Hence the college is equipped with modern and functional workspace and creates an excellent atmosphere for teaching and learning.

File Description	Document
List of physical facilities available for teaching learning	View Document
Geo tagged photographs	View Document
Any additional information	View Document

4.1.2

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

Response: 28.57

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

Response: 4

4.1.2.2 Number of Classrooms and seminar hall(s) in the institution

Response: 14

File Description	Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Link to relevant page on the Institutional website	View Document

4.1.3

Percentage of expenditure excluding salary for infrastructure augmentation during the last five years

Response: 22.06

4.1.3.1 Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
2.48	50.82	14.23	5.92	27.61

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View Document
Data as per Data Template	View Document

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

Response:

Name of ILSM Software: -BiblioSoft Library Software

Version Type – 2016

The total area of the library is 40*25=1000 sq. ft. and Reading Room 25*25=625 sq. ft with the seating capacity of 80. The working hours of the library are 9.30 AM to 3.30 PM on all working days, before and during examination, during vacation except Sundays and gazette holidays. College Library uses BiblioSoft Library Software Version Type – 2016 which is an Open Source Integrated Library Management System. The college library has a collection of text books, reference books, periodicals, thesis, dissertations, e-resources (NLIST) for student teachers as well as faculty. There is subject wise arrangement of books in stack area. Newspapers, Journals and Magazines are kept in the periodical section. For online access of e- resources, the library has a computer section with internet facility. The library also has a circulation and maintenance section for issuing and returning books. The reference section of the library comprises a large collection of Reference Books, NPE Documents, Encyclopedias,

and Dictionaries. Library resources are used to augment the teaching- learning process by purchasing of new journals, books, newspapers, and books for Book Bank.

N-LIST : The college library has subscribed to the Project entitled "National Library and Information Services Infrastructure for Scholarly Content (N-LIST)", provided by INFLIBNET Centre, an initiative of MHRD. Through this, we have registered all the staff, scholars, and departments and have obtained and provided the individual login ID and password to access the subscribed E-Resources remotely from the N-LIST platform.

The library provides access to more than 6000 e-Journals and 100000 e-Books through high-quality electronic databases subscribed to by INFLIBNET. 4 computers are available in the library, of which 1 is for students, 1 for faculty, 1 for Issue counter, 1 to access OPAC. Library is ICT-enabled with quality books, journals and e-resources. The library has the provision of UPS for backup to library systems in case of power failure. Library provides access to 13785 books, 35 Encyclopedia, journals and regular newspapers and magazines along with reference section books. The library has a Book Bank for lending books to economically deprived students for the entire semester. The library also stocks relevant resources for students appearing for competitive examinations conducted by agencies such as CSIR/UGC-NET, etc. Previous years' question papers of all courses are made available to students for reference in the library as well as on the library website.

Library advisory Committee comprising of the Principal, Librarian, two faculty members, representative students and library attendant is formed by the college to discuss various issues of the library support like upgrading of material collection such as purchase of new books, technical issues related to computers, library software, internet services, photocopy facility etc. The technology cell of the college takes care of the technological maintenance including media/ computer services.

File Description	Document
Bill for augmentation of library signed by the Principal	View Document
Web-link to library facilities	View Document

4.2.2

Institution has remote access to library resources which students and teachers use frequently

Response:

The library of the college serves as gateway to the world of knowledge for prospective teachers by offering a wide spectrum of books to ignite their minds and cultivate reading habits. Students and teachers who needed are allowed to use all facilities provided by library at any time, librarian provides all possible help to students as well as to teachers. The library offers free Internet access with high speed broadband, Wi-Fi facilities which are required by students, and faculty for conducting research, writing research papers, other research oriented activities, etc. To made availability of e-resources in open access .the college library has subscribed to the Project entitled "National Library and Information Services

Infrastructure for Scholarly Content (N-LIST) under ID 8168", provided by INFLIBNET Centre, an initiative of MHRD which is jointly executed by e-shodhsindhu consortium which provides access to more than 6000 e-Journals and 100000 e-Books. The college has also subscribed services of e-Shodhganga, which are digital repositories of Indian e-theses and e-dissertations set-up by the INFLIBNET Centre, Through this, we have registered all the faculty members, M.Ed students and have obtained and provided the individual login ID and Password to access the subscribed E Resources remotely from the N-LIST platform.

File Description	Document
Details of users and details of visits/downloads	View Document
Landing page of the remote access webpage	View Document

4.2.3

Institution has subscription for e-resources and has membership/ registration for the following

- 1.e-journals
- 2.e-Shodh Sindhu
- 3.Shodhganga
- 4.e-books
- 5.Databases

Response: B. Any 3 of the above

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

4.2.4

Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)

Response: 0.78

4.2.3.1 Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
0.36	1.21	1.80	0.35	0.17

File Description	Document
Income Expenditure statements highlighting the expenditure on books, journals, e- resources with seal and signature of both the Principal and Chartered Accountant	View Document
Data as per Data Template	View Document

4.2.5

Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 5.34

4.2.5.1 Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year

Response: 328

4.2.5.2 Number of teachers and students using library for Month 2 (not less than 20 working days) during the last completed academic year

Response: 556

4.2.5.3 Number of teachers and students using library for Month 3 (not less than 20 working days) during the last completed academic year

Response: 454

4.2.5.4 Number of teachers and students using library for Month 4 (not less than 20 working days) during the last completed academic year.

Response: 504

4.2.5.5 Number of teachers and students using library for Month 5 (not less than 20 working days) during the last completed academic year.

Response: 335

File Description	Document
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 last completed academic year with seal and signature of both the librarian and principal	View Document
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	View Document

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

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

Response: B. Any 3 of the above

File Description	Document
Data as per Data Template	View Document

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

In order to cope with the age of modern technology, Our Institution does not lag behind in possessing ICT facilities. To cater the demands and updated facilities for the students ICT infrastructure are in constant change and modification not in terms of hardware but in terms of software also. The institution has computer cum language laboratory with requisite numbers of computer, partially automated library, advanced equipped educational technology room and an ICT enabled seminar hall, multi-purpose hall with a LCD projector and screen. The college is in possession of twenty five (25) desktops in its computer cum language lab. The desktops are running on windows 7, windows 7 pro, windows 10 and windows 10 pro operating systems. At present, the college has a broadband connection, and this facility is accessed in our day to day work. **All the desktops are supported by a 100 mbps LAN and a 2500-user capacity Wi-fi system. Even all teachers are connected with broadband/ Wi-Fi facilities.**

To make the learning process more effective various innovative methods are used by the teachers. This includes giving group assignments and having power point presentations, where students can discuss and explore their knowledge together. Constant guidance is provided to the students and at the very same time, they are encouraged to restrain their digital surfing in accordance with the syllabi or any other related arena. In general, computing and internet facilities are available to all teachers and students on the campus. **The College has employed a full time IT consultant for maintenance and support of the ICT infrastructure.**

An ICT enabled educational technology room, seminar hall with smart board, wall mounted LCD projector and multipurpose hall with portable LCD projector and screen is used for conducting classes for the students, seminars, and various co-curricular activities. The educational technology cum e-content development studio room possesses other ICT equipment such as **printers, photocopiers, projectors** – Overhead Projector, slide projectors, LCD projectors, projection screen, public address system in adequate numbers and tripod, ring light etc are used for the sake of the students. The College Library and provides unlimited access to more than 6000 e-journals and over 100000 e-books through high-quality electronic databases subscribed to by INFLIBNET N-LIST.

File Description	Document
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	View Document

4.3.2

Student – Computer ratio for last completed academic year

Response: 10

File Description	Document
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View Document
Data as per Data Template	View Document
Link for additional information	View Document

4.3.3

Internet bandwidth available in the institution

Response: 100

4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS

Response: 100

File Description	Document
Receipt for connection indicating bandwidth	View Document
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	View Document

4.3.4

Facilities for e-content development are available in the institution such as

- 1. Studio / Live studio**
- 2. Content distribution system**
- 3. Lecture Capturing System (LCS)**
- 4. Teleprompter**
- 5. Editing and graphic unit**

Response: B. Any 4 of the above

File Description	Document
List the equipment purchased for claimed facilities along with the relevant bills	View Document
Data as per Data Template	View Document
Link to videos of the e-content development facilities	View Document
Link to the e-content developed by the faculty of the institution	View Document

4.4 Maintenance of Campus and Infrastructure

4.4.1

Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)

Response: 36.73

4.4.1.1 Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
24.35	56.31	46.70	24.00	16.95

File Description	Document
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View Document
Data as per Data Template	View Document

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

Response:

The college has an established system for maintenance and utilization of physical, academic and support facilities. For the smooth functioning of the system, various cells and committees like Developmental Committee, Purchase Committee, and Library Committee, etc. formed every year by the IQAC which constantly monitor and evaluate the requirement for maintaining physical, academic and support facilities. It is also a common practice to receive suggestions and demands from students and faculty members regarding infrastructure maintenance. The developmental and maintenance committee looks after the maintenance, repair, and construction work related to the building, general cleanliness, support facilities like safe drinking water, waste management, washrooms, replacement of fire extinguishers, electric work, plumbing, power supply, generators, gas line and water tank etc. All the electronic gadgets like projectors, computers, printers, photocopiers, air conditioners etc. are regularly serviced and reused.

Labs: The institution provides science lab, psychology lab, maths lab, computer lab, educational technology lab facilities to all the students of the college. The users of these labs pay immense attention while accessing the facilities and handle it with good care. All the concerned in charges take care of the labs. Stock registers are maintained timely of each lab.

Computer Lab has adequate number of computers with required component configuration and also loaded with latest antivirus software. Need based up gradation of software and hardware and maintenance of ICT facilities is done by the institution from time to time. Maintenance of campus Wi-Fi connection lies with service provider.

Library has an advisory committee, which meets at regular intervals to discuss various issues related to library facilities, services, and activities. The committee works towards improving the overall library infrastructure and resources to make it user friendly. The college library subscribed to N- LIST programme of INFLIBNET. Every year, in the beginning of the session list of books in various subjects required by the faculty members, is invited. After that books are purchased by following proper procedure.

Sports Room and Play Grounds of the institution is being looked after by the Physical Education teachers. All the sports materials and equipment are stored in a sports room. Students are allowed to use the sports materials only after signing in the issue-cum-return register. There are different four playgrounds inside the campus where students practiced their track and field activities and different indoor-outdoor games like badminton, volleyball, cricket, basketball, etc.

Classrooms: The college authorities pay great attention to maintaining the classrooms and ensure uninterrupted teaching-learning activities. All the faculties are free to submit their requirements to the principal regarding repairing and maintaining the classroom furniture, and other equipments etc.

Lawns: There are five beautiful lawns in the institution. A team of efficient and experienced gardeners maintains these lawns under the supervision of developmental and maintenance committee of the college. Planting of seasonal trees is carried in the college garden regularly.

File Description	Document
Appropriate link(s) on the institutional website	View Document

Criterion 5 - 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:

1. Career and Personal Counseling
2. Skill enhancement in academic, technical and organizational aspects
3. Communicating with persons of different disabilities: Braille, Sign language and Speech training
4. Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two
5. E-content development
6. Online assessment of learning

Response: A. All of the above

File Description	Document
Sample feedback sheets from the students participating in each of the initiative	View Document
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View Document
Photographs with date and caption for each initiative	View Document
Data as per Data Template	View Document

5.1.2

Available student support facilities in the institution are:

1. Vehicle Parking
2. Common rooms separately for boys and girls
3. Recreational facility
4. First aid and medical aid
5. Transport
6. Book bank
7. Safe drinking water
8. Hostel
9. Canteen
10. Toilets for girls

Response: B. Any 7 of the above

File Description	Document
Geo-tagged photographs	View Document

5.1.3

The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as

- 1. Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies**
- 2. Details of members of grievance redressal committees are available on the institutional website**
- 3. Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students**
- 4. Provision for students to submit grievances online/offline**
- 5. Grievance redressal committee meets on a regular basis**
- 6. Students' grievances are addressed within 7 days of receiving the complaint**

Response: B. Any 5 of the above

File Description	Document
Samples of grievance submitted offline	View Document
Institutional guidelines for students' grievance redressal	View Document
Data as per Data Template for the applicable options	View Document
Composition of the student grievance redressal committee including sexual harassment and ragging	View Document

5.1.4

Institution provides additional support to needy students in several ways such as:

- 1. Monetary help from external sources such as banks**
- 2. Outside accommodation on reasonable rent on shared or individual basis**
- 3. Dean student welfare is appointed and takes care of student welfare**
- 4. Placement Officer is appointed and takes care of the Placement Cell**

5. Concession in tuition fees/hostel fees**6. Group insurance (Health/Accident)****Response:** B. Any 3 or 4 of the above

File Description	Document
Upload any additional information	View Document
Report of the Placement Cell	View Document
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View Document
Data as per Data template	View Document

5.2 Student Progression**5.2.1****Percentage of placement of students as teachers/teacher educators****Response:** 6.88**5.2.1.1 Number of students of the institution placed as teachers/teacher educators during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
17	09	21	9	7

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Appointment letters of 10% graduates for each year	View Document
Annual reports of Placement Cell for five years	View Document

5.2.2**Percentage of student progression to higher education during the last completed academic year****Response:** 39.13

5.2.2.1 Number of outgoing students progressing from Bachelor to PG.

Response: 61

5.2.2.2 Number of outgoing students progressing from PG to M.Phil.

Response: 00

5.2.2.3 Number of outgoing students progressing from PG / M.Phil to Ph.D.

Response: 02

File Description	Document
Upload any additional information	View Document
Documentary evidence in support of the claim	View Document
Details of graduating students and their progression to higher education with seal and signature of the principal	View Document
Data as per Data Template	View Document

5.2.3

Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)

Response: 6.22

5.2.3.1 Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
27	6	18	5	1

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Copy of certificates for qualifying in the state/national examination	View Document

5.3 Student Participation and Activities

5.3.1

Student council is active and plays a proactive role in the institutional functioning

Response:

We are firm believer that overall growth of students is possible only when we give students platform to express themselves in their areas of interest other than academic front. Thus our institute provides ample opportunities to organize and participate in curricular and co curricular activities through 9 associations and 10 houses continuously monitored by faculty members. An elaborated mechanism of student associations/ councils has been established in the college from the very first session. Each association/houses comprises president, vice-president, secretary, sports secretary and treasurer. The members of houses ensure the smooth conduction of activities like morning assembly, cleanliness and maintenance of infrastructure and looks after the routine of the academic activity and its implementation as per the session plan. Various curricular and co-curricular activities like special/extension lectures by experts, national and international level seminars/conferences/workshops, inter-institutional competitions and intra-institutional events etc are organized by different association members. The main purpose of these associations is to make student teachers aware regarding social conditions and ways to blend them with the main stream. The student association members have frequent meetings on all matters regarding college and they work along with the rest of the students. Student's representatives are encouraged to give suggestions regarding up gradation of the teaching-learning process and their feedback is taken in to account. Apart from these the participation of students is done in the following Decision Making Bodies.

1. Academics
2. College Events
3. Examination
4. Monitoring the Students' Fee & Fee Concessions
5. Research
6. Cultural Activities
7. Picnic/ Tour
8. Development and Maintenance Committee
9. Maintenance of Register of proceedings
10. Maintenance of Dairy of College Activities and Visitor Book
11. Library Committee
12. Refreshment
13. IQAC
14. Grievance Redressed Cell
15. Placement Cell
16. Sports Committee
17. University Correspondence
18. Publicity & Public Relation
19. Discipline
20. NSS & Buddy Program
21. Divinity
22. Field Engagement Program
23. College Website
24. E- Governance

- 25. Innovations
- 26. Curriculum Development Cell
- 27. Internal Complaint Cell
- 28. Energy Conservation Cell
- 29. Waste Management Cell

All the decision making bodies have student representative. Representatives attend meetings regularly and have their opinions. Their opinions/suggestions are executed through proper channel, in best interest of the institution. Funds are provided as per the needs.

File Description	Document
List of students represented on different bodies of the Institution signed by the Principal	View Document
Documentary evidence for alumni role in institution functioning and for student welfare	View Document
Copy of constitution of student council signed by the Principal	View Document

5.3.2

Average number of sports and cultural events organized at the institution during the last five years

Response: 12

5.3.2.1 Number of sports and cultural events organized at the institution during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
3	17	16	14	10

File Description	Document
Reports of the events along with the photographs with captions and dates	View Document
Data as per Data Template	View Document
Copy of circular / brochure indicating such kind of events	View Document

5.4 Alumni Engagement

5.4.1

Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution.

Response:

Our institution is devoted to cherishing the relationship with its family members by constant touch-ups, college interactions, and friendly get-togethers. A non-registered but functional till date Alumni Association has been established by the institution since 2008. It is regular practice of the association to conduct Alumni Meet every year where the members of the college gather together offering their vibrant participation in all spheres of college activities. A remarkable addition of new alumni members is a common practice every year. It meets periodically to discuss the ways and means to improve the academic environment of the institution as well as to exchange views on the scope of higher education and employment opportunities. The alumni members, who are working on various prestigious designations such as principals, coordinators etc. are helping in the placement of our students in different schools. These members are invited to the institution on various occasions like teachers' day, annual function, and orientation day to motivate students, share their personal experiences during their professional capacities. They are also frequently invited during final discussion of skill in teaching for external supervision. During this event, they provide excellent feedback to improve interns' teaching abilities to serve better in real school environment. Their efforts are suitably recognized and acknowledged. Alumni of the institution contribute both financially and non-financially over the years in growth and development of the institution. Due to covid19 an online alumni meet was arranged. This meet created nostalgic feelings and establishing ties among the alumni. Thus, rejuvenation of ties was rekindled and ignited. Following are the significant contributions of alumni association.

1. To arrange placement and absorption of employable students as well as extending full support for the same.
2. To arrange and collect funds for the development of the college.
3. To maintain the updated and current information of all Alumni.
4. To encourage, foster and promote close relations among the alumni themselves.
5. To enable the alumni to participate in activities that would contribute to the general development of the college.
6. To arrange get together of the alumni and social/cultural functions of the alumni.
7. To let the alumni acknowledge their gratitude to their Alma Mater.

File Description	Document
Details of office bearers and members of alumni association	View Document

5.4.2

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

1. **Motivating the freshly enrolled students**

2. **Involvement in the in-house curriculum development**
3. **Organization of various activities other than class room activities**
4. **Support to curriculum delivery**
5. **Student mentoring**
6. **Financial contribution**
7. **Placement advice and support**

Response: B. Any 4 or 5 of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	View Document
Income Expenditure statement highlighting the alumni contribution	View Document
Documentary evidence for the selected claim	View Document

5.4.3

Number of meetings of Alumni Association held during the last five years

Response: 5

5.4.3.1 Number of meetings of Alumni Association held during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	1	1	1

File Description	Document
Data as per Data Template	View Document
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View Document

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.

Response:

Alumni members are actively involved in the various aspects of improving quality in the institution. Successful alumni are invited to motivate the student teachers. **An alumni representative is selected member of all statutory bodies.** They are informed about the seminars and workshops for professional development. The Alumni supports the institution whenever required specially during the time of visits of various Apex bodies, Accreditation organizations etc.. They continuously motivate, nurture special talents by providing a common platform for professional interest such as sharing of knowledge and experiences of their teaching. Many alumni teachers from different schools had volunteered their support in providing their valuable time to be judges for various co-scholastic activities such as Dance, Music, General Knowledge, Essay Writing, Debate, etc. At times the best of the students with required qualifications are given opportunity to teach in the co-operating institutions, further with good performance they are recruited for faculty positions in this college. Students are accommodated in nearby practicing schools during internships where many of our alumnae serve as Heads of Institution and Academic Faculty. Annual Youth Festival preparatory rehearsals were always attended by alumni members for constructive feedback and to ascertain level of preparedness. Mr. Ramesh Chander Ms. Amandeep Kaur and Mr. Honey Utreja mentored the youth festival preparations. There is a consistent effort to organize meetings and activities like seminars and webinars for promoting dissemination of knowledge where alumni have been actively involved. They provided not only academic guidance to the new students, but also participated in commemorative functions like fresher parties and farewells. On certain important occasions, some of the prestigious alumni have also graced the college as Chief Guests. It is this kind of reciprocal relationship of faith in each other that has kept a lively interaction between college authorities and the alumni.

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

Criterion 6 - 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

Response:

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:

- To spread Teacher Education Programme in rural area like ours and providing opportunity for higher education.
- To carry out research work, project work, based upon the community and students ' needs and problems of the teacher trainees.
- 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.
- To create awareness regarding the current issues like value system, culture, heritage, scientific temper, environment and human rights.

To operationalize the vision and mission of the college the governing body provides all the necessary support to manage, supervise and administer the college affairs. With the able guidance of the Governing Body, the Principal takes decisions and delegates responsibilities to faculty and staff for effective and efficient functioning of the college to realize its set goals.

The Coordinators and Teacher incharges of various committee and cells along with the students and non teaching staff work in tandem and play an important role in determining the institution policies, perspective plans and implementing the same.

The vision and mission of the college is in focus while planning college and society activities. Faculty and students are encouraged to organize and join respectively short term courses aimed at capacity building, employability and imbibing human values.

Various cells and committees comprising of faculty members are constitutional every year to look after the day to day functioning and decision making in the college, some of these committee are Academic committee, Admission Committee, Examination Committee etc.

The IQAC assists the Principal in formulating policies to ensure the college is imparting quality education and procedures are established for transparent and smooth administration in the preparation of

perspective plan, IQAC of college has taken initiative to obtain inputs from all stakeholders viz, the management, Principal, the faculty, the administrative staff, students of the college, the Alumni Association of the college, the parents and the peer colleagues. Stakeholders' expectations, management policies, goals and objectives and the vision and the mission statement of our college and quality policy of the college are also considered as a base for formulation of the perspective plan.

Staff Committee and different cells also contribute to give direction to teaching learning process to achieve the vision and mission of the college. College functioning is guided and supported by the Governing Body and the Principal in planning and conducting events to help students hone their skills and identify their strengths and exposing students to use of latest educational technology making them interested and involved in learning multiple skills to enhance their teaching skills and employment prospects. The development of student into process of integrated personality is our joint responsibility. Procedures are reviewed from time to time to provide opportunities to faculty and staff to upgrade their professional skills.

File Description	Document
Vision and Mission statements of the institution	View Document
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

6.1.2

Institution practices decentralization and participative management

Response:

Faculty members of Kenway College of Education have active involvement in driving change and realizing the institution's mission and values. Students' Faculty and staffs are encouraged to participate in management process of the college. A particular reflection of this practice may be seen in the extensive delegation of authority to the Principal then to Coordinators and teachers in-charge of the various cells and in the college. The following committees and cells are operational in the institution to implement various activities:

Academic Committee

Research Committee

Admission Committee

Anti - Ragging cell

Library Committee

Examination Committee

College Discipline Committee

Sports Committee

College events committee

Finance development

Internal Quality Assurance Committee

Cultural Committee

Youth welfare committee

SC / ST / OBC and Minority Committee

Grievance Redressed Cell

Green Audit

Academic Audit

Energy Conservation Cell

Guidance & Councelling Cell

The ways in which coordinators and teachers in-charge of different cells and committees participate in the Management Process is as follow:

The Principal of the college oversees the activities of various committees and cells

Academic committee is empowered to make adjustments in the routine, and to allot teaching assignments and evaluation duties.

Academic committee /Research Committee often takes the lead in planning seminars , workshops , career counseling sessions , remedial measures , and inter - college exercises .

Academic committee is at liberty to introduce creative and innovative measures for the benefit of the students. Cultural Committee/Youth Welfare Committee organizes all the functions and morning assemblies in the college. Examination committee prepares date sheet and conducts two house tests in a semester and prepares internal assessment of students.

IQAC does the planning and evaluation for quality assurance in the college and organizes meetings periodically, throughout the year.

File Description	Document
Relevant documents to indicate decentralization and participative management	View Document
Any additional information	View Document

6.1.3

The institution maintains transparency in its financial, academic, administrative and other functions

Response:

Annual budget is meticulously prepared in Busy Software which helps to streamline. The budget under different heads such as college account & so on. Institution conducts internal and external financial audits regularly at the end of financial year. 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. They plan and perform procedure to obtain the reasonable assurance about whether the financial statements are free from material misstatements. Based on such audit, they issue audit report to the college for True and Fair view on the financial statements. Such financial statements will be signed and approved by the Auditor and Management. Based on the audited financial statements, auditors issue “Audit Report”

Transparency is also followed in academic functioning of the college. All the guidelines given by PU and UGC are followed. Before the commencement of the session, college academic calendar is prepared and all the academic and non academic activities are scheduled before hand. It is circulated to all faculty members. Time tables and work load are also prepared and circulated too. Greater use of technology is encouraged to enhance teaching-learning process Periodical tests and house tests are scheduled regularly to assess the progress of the students. At least two house examinations are conducted before the students appear in the final examination conducted by the university. There is an Examination coordinator who takes the responsibility of submitting the student applications for the exams, prepares date sheet , manages seating arrangement , maintains the record of absentees and also prepares the accounts question papers . The examination coordinator works with examination committee of the institution to complete the examination process smoothly.

The results of students are also uploaded on college website. The Principal is responsible for overall administration and academic functioning of the institution in keeping with policies of the management as well as the mandatory regulations.

All the Administrative activities are also fair and transparent. Every activity related to purchase and accounts is uploaded on Busy Software. All the records of students’ admission work, examination work, purchase, accounts and inventory are maintained on Busy Software. All these records are uploaded time

to time. Admission process is fair and based upon merit and entrance test taken by affiliating university.

Library is partially automated e.g. records are maintained online for issuing and returning of books. The process of book selection, purchase and accessioning the same after purchase is done by the librarian of our college.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	View Document
Any additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

The institutional Strategic plan is effectively deployed

The extensive goals of Perspective Plans are associated with Kenway College of Education, Abohar that is committed to providing quality higher education and research, skill-oriented human resources and the plan is accordingly focused on different core themes. As far as the strategic/perspective plan of the college is concerned, it is planned in a way so that the college can develop and strive towards success in a systematic and balanced manner. Improving the academic and support facilities for the students is one of the measures recognized by the Perspective Plan. The college strives to go ahead with this perspective plan helping as a roadmap for student's achievement and college's growth and development.

One Activity successfully implemented based on strategic plan:

Keeping the present scenario of Inclusive Education across the globe a **International conference** was organized by IQAC of Kenway college of education **on 11th and 12 March on the theme of "Inclusive education: Realities, Issues and Challenges"** and also published a book with ISS of various keynote addresses. Research papers and articles accepted for presentation in the conference. key note speaker was **Prof. Margaret McCulloch, School of Education, University of Glasgow, U.K., and Resource persons were Prof. Margery McMahon, University of Glasgow, Prof. Raj K. Gupta, Department of Education, P.U. Chandigarh and Dr Shyamala Dalvi, University of Mumbai.** More than 150 participants from various universities, colleges and academic institution participated in this International conference. This International Conference had been a useful platform for reflecting on and discussing inclusive education from different perspectives and involving all relevant stakeholders. The conference's core issues included: how to cope with differences: how to support learners, teachers and families: how to benefit from differences in education: how to implement the right measures: and how best to invest. At the same time this conference provided a platform for the field experts and representative to define

perspectives supporting mechanism for the employment and challenges forced by teachers in inclusive setting or the changes needed in teaching system. The international Conference was a grand success in term of sensitizing the audience with "Inclusive education: Realities, Issues and Challenges".

Inclusive Education has been a matter of great concern to society. Recently, Rights of The Persons with Disability has been enacted for equality and equity for the disabled. The deliberations in this conference lead to better understanding of the issues concerned. This International Conference was a great exposure/experience to the students being in rural area. Our Institute act as a support system in motivating students as well as organising, nurturing and furthering any special talent in them which in tune with the vision and mission of the college displayed in the website.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link to the page leading to Strategic Plan and deployment documents	View Document

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.

Response:

Response:

Policies: College has well defined policies related with different running programs. The college governing body grants approval and ratification of various policy decisions of the college. It approves budgets for administrative, academic and research programmes and activities. Governing body also institutes scholarships, endowments, fellowships to make regulations for various co-curricular and extra-curricular activities. The Principal of the college has the power to construct committees and cells according to the needs of the institution. The college has different committees and cells like academic, cultural, examination, finance and development, research & e-governance, divinity and extension activities etc. which make their policy by periodic meetings with principal. Regular meetings are held in order to maintain continuous communication between staff and principal. All the meetings and decisions taken are monitored by the IQAC, which through its course, the principal to build an environment of academic excellence in the college.

Administrative Setup:

Kenway College of Education, Abohar has a well-defined organizational structure. The College is managed by Kenway Educational & Welfare Society. Our Governing Body reviews and evaluates the

academic 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.

Service rules:

The college is affiliated to Panjab University, Chandigarh so it follows all the rules and academic calendar of the university in running different programmes in the college. All staff is oriented about the Administrative and Service Manual available in the institution. Faculties are educated about conditions of service, roles and responsibilities, discharge of duties, increments, kinds of leave, code of conduct, incentive for attending Faculty Development Program, incentive for achieving academic excellence and others.

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

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link to Organogram of the Institution website	View Document

6.2.3

Implementation of e-governance are in the following areas of operation

- 1.Planning and Development
- 2.Administration
- 3.Finance and Accounts
- 4.Student Admission and Support
- 5.Examination System

6. Biometric / digital attendance for staff**7. Biometric / digital attendance for students**

Response: A. Any 6 or more of the above

File Description	Document
Screen shots of user interfaces of each module	View Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Annual e-governance report	View Document

6.2.4

Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions / decisions.

Response:

The institution has constituted various committees for successful and productive functioning of college activities. These well-defined committees are responsible to discuss, decide plans of action and implement them. The institution conducts its day to day working through these committees Cultural Committee, IQAC Committee, Anti-Ragging Committee, Admission Committee, Library Committee, Women Anti Harassment Cell, Examination Committee etc.

The Cultural Committee of the college holds various meetings of Teaching and Non-teaching staff for organising several programmes.

The college successfully conducted zonal youth festival during the academic year (2019-20). Kenway college of Education, Abohar was hosting Punjab University Zonal Youth Festival Zone-C from 22.10.2019 to 24.10.2019 in College Campus. A series of meetings of teaching and non-teaching staff was convened and it resolved the outlines of the programmes to be organised in the year 2019-20. The Principal obtained the approval for the resolutions and the consent for the organisation of programmes from the Management. This mega cultural extravaganza was organised by Kenway college of Education, Abohar. More than 600 students artists of 21 different colleges affiliated to Panjab University, Chandigarh participated in this festival. Our college bagged runner up trophy of the zonal youth heritage festival of zone -c. our college left no stone unturned for the success of zonal youth Heritage festival. Passion of all the participants and their teachers in charges were highly praised by everyone. Several other programmes were organized to celebrate the memorable occasion in the college. A committee was constituted under the guidance of the Principal at the institutional level to chalk out and execute the programmes.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	View Document
Any additional information	View Document
Action taken report with seal and signature of the Principal	View Document

6.3 Faculty Empowerment Strategies

6.3.1

Effective implementation of welfare measures for teaching and non-teaching staff is in place

Response:

Yes, the institution has welfare measures for both teaching and non-teaching staff. The welfare major available for Teaching 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
- Yoga camps are organised from time to time
- Duty leave is provided for attending Workshops, Orientation course, refreshers courses , Conferences
- Staff achieving State and International award are felicitated by the institution
- Increments upto Rs 2000 per month on award of Ph.D and considerable increment is given to faculty completing NET
- Research facilities are available for teachers pursuing their Ph.D.
- Fee Concession is provided for wards of the staff studying in the college.
- Employees Provident Fund / CPF for teaching and non-teaching staff. Management contributes equal share for Employees provident Fund.
- Staff can avail vacation leave, 10 days of Casual leave, Earned 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	Document
List of welfare measures provided by the institution with seal and signature of the Principal	View Document
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	View Document
Any additional information	View Document

6.3.2

Percentage of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the last five years

Response: 10.23

6.3.2.1 Number of teachers provided with financial support to attend seminar / conferences / workshops and towards membership fees of professional bodies during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
2	3	2	7	4

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

6.3.3

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

Response: 22

6.3.3.1 Total number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
5	6	4	4	3

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

6.3.4

Percentage 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

Response: 19.32

6.3.4.1 Total 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 during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
6	3	0	0	25

File Description	Document
Data as per Data Template	View Document
Copy of Course completion certificates	View Document

6.3.5

The institution has a performance appraisal system for teaching and non-teaching staff

Response:

Institution has Performance Appraisal System for teaching and non-teaching staff which strictly follows the UGC regulations for the Appointment of Teachers and other Academic Staff in the institution. For the Maintenance of Standards, amendments are made therein from time to time, for teaching and nonteaching staff. The performance of each employee is assessed annually after completion of one year of service. The objective is not only to objectively evaluate the performance as per established norms, but also to identify potential aspects for improvement that can eventually lead to further progress and growth of the employee. The performance of each faculty member is assessed according to the Performance. The principal engages with faculty through regular staff meeting Interactions and access the work of faculty. This form of mutual interactions on a regular basis is important for their own classes. Comparison of University results with college result gives a fair idea to the principal and concerned faculty about the academic performance of the college.

Performance Based Appraisal System (PBAS). Increments and Promotions are completely based upon the Performances. The performance of teaching staff is assessed on the following bases: their academic qualification , research experience and training ,worked on research projects or carried out, publications : published papers in journals , book publications , chapter published in books, paper presentation: in seminars , conferences, symposia workshops, workshops attended, teaching and evaluation experience, total teaching experience, courses taught ,duration .Evaluation experience includes: paper setting, invigilation, evaluation ,practical exam ,viva-voce and centre suptd. Other than that, extension work and membership of professional bodies or societies are also recorded.

The institution also undertakes a wide range of activities besides academics, for which faculty members are assigned additional duties and responsibilities, which are mostly voluntary. The Institution accords appropriate weightage to these contributions in their overall assessment. The filled by the Faculty Member is checked and verified by the Head of the institution and faculty members whose promotions are due are recommended by the institutional head based on this Proforma. On the other hand, all non-teaching staff is also assessed through annual confidential reports and annual performance appraisal.

The various parameters for non teaching staff members are assessed under different categories i.e. Character and Habits, Departmental Abilities, Capacity to do hard work, Discipline, Reliability, Relations/Co-operation with superiors, subordinates, colleagues, students and public, Power of Drafting , efficient organisation of documents and technical abilities . Their overall assessment is based on the above mentioned parameters. Their performance is first assessed by the head of the institute and then forwarded to the management. Their increments and promotions are also completely based upon their performance appraisal system. On excellent performance, all employees are granted promotions and financial up-gradation. The Performance Appraisal System significantly helps in the evaluation of the performance of employees, in motivating them, analyzing their strengths and weaknesses and ensuring better performance.

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	View Document
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

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 Auditor ensures that the Accounts branch of the college maintains the books in strict compliance with the guidelines of CAG.

The whole process of auditing involves a careful scrutiny of the balance sheet of the college along with receipts and payments of the respective year. Any query, questions or objections raised by auditors are promptly dealt and addressed. Proper record of all expenses is maintained by the Accounts Department and is audited by the internal auditor on regular basis. The internal audit is the part of the institution and carried out on quarterly basis by the independent chartered accountant appointed by the management of the institution. The internal audit unit verifies the supporting documents involving examination of vouchers, bill payments, quotations and approval from the Management.

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.

Permission is secured from the principal for all upcoming expenses which is submitted to the accounts branch for release of funds. Emphasis is placed upon e-payment wherever feasible. After the event documentary evidence in the form of invoice, vouchers or receipt duly compiled in the form of an expense statement is submitted.

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	Document
Report of Auditors of last five years signed by the Principal	View Document
List of audit objections and their compliance with seal and signature of the Principal	View Document
Any additional information	View Document

6.4.2

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

Response: 0.64

6.4.2.1 Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
1.05	0.79	0.46	0.45	0.45

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

6.4.3

Institutional strategies for mobilization of funds and the optimal utilization of resources are in place.

Response:

The institution and faculty take efforts for mobilization of funds. The institution encourages faculty of the college to generate funds for the different activities. The IQAC explores funding schemes of various agencies like UGC, MHRD, ICSSR, CDC, NHRC etc. The Institution and faculty apply for various projects and developmental schemes announced by these funding agencies.

The college mobilises funds for its regular activities from various agencies. The college generates financial resources through its stake holders, government, NGOs, UGC, local well-wishers, alumni students and public representatives.

The management committee helps us to mobilize more and more funds to create a well-furnished and healthy campus for the students. The IQAC committee always looks for the new measure for mobilising funds and it has developed systematic procedures for their optimal utilisation. The college has tried to generate funds in the form of money and material objects. The college has very transparent mechanism of auditing and a specific committee for utilising this grant and resources

The teaching and administrative staff and existing alumni contribute to mobilise the resources for college. Students' tuition fees is the primary sources of funds, but all the above mentioned stakeholders actively reach out in the community and appeal to the philanthropists, industrialists and other donors

Optimal Utilization of Resources: The College keeps its infrastructure updated from time to time. It has prepared 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, Cash, 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, discussion with consent of committees and Cheque or on- line payment system.

Optimal Utilisation of Resources:

Institution Budget: Every year annual budget is prepared well in advance as per the needs and requirements of the college. It incorporates budgets of academic department, research activities, computer lab, psychology lab, Library and sports. As per budget the Principal proceeds with the planned activities.

Purchase Committee: The committee considers requirements from all the departments, invites quotations, prepares comparative statements, negotiates with suppliers and then purchase order is placed. The purchase procedure is scrupulously monitored by committee. The institution focuses on maximum utilisation of resources.

Accounts and Audit: All funds mobilised are properly accounted for in the account books. The audited utilisation statement of accounts is submitted to the funding agencies for specific grants. Every year the institution conducts external and internal financial audits by appointing statutory auditor in the annual general meeting.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View Document
Any additional information	View Document

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

Response:

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. As soon as the IQAC was established in the college in 2009, the process of quality enhancement and sustenance was begun through different strategies. 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. It has been trying to institutionalise number of quality assurance strategies such as digitization of academic and administration facilities, gender equality, strengthening extension activities etc. Since then IQAC has become instrumental in suggesting a number of quality improvement measures in the college. During the assessment period the IQAC was successful in implementing and introducing several curricular, co-curricular and extra- curricular activities.

From 2009 onwards, IQAC was constituted with the following goals

- Communication of information on the various quality parameters of higher education Development of quality benchmarks for the various academic and administrative activities of the institution
- Documentation of the various activities leading to quality improvement.
- Obtaining, analyzing and action taken on feedback responses from students, parents, and alumni on quality-related institutional processes Preparation of the Annual Quality Assurance Report (AQAR) to be submitted to NAAC based on the quality parameters.

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

- Feedback from Students, Parents, Employers, Alumni, Principals and Teacher Educators
- Improved teaching-learning and evaluation process
- Effective delivery of curriculum and enhanced usage of ICT tools
- Organising Seminars/Workshops/Conferences and Endowment lecture series
- Recognizing and felicitating distinguished alumni
- Organizing staff training programmes.
- Academic Audit and Green Audit.
- Clean and Green Campus

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View Document
Any additional information	View Document

6.5.2

The institution reviews its teaching-learning process periodically through IQAC or any other mechanism

Response:

The IQAC of the college has devised several mechanisms to review the effectiveness of the **teaching learning process, structures and methodologies of operations** in the institution and strived hard for its reforms.

Adequate space in **classrooms, quality instruments and equipment in laboratories, appropriate knowledge resources in the library and ICT facilities** in classrooms, labs and the library are ensured before the commencement of every academic year.

A good number of faculty participation in **syllabus revision workshops** enhances the preparedness for effective teaching learning in the classrooms.

Scheduling of courses in the timetable is done by keeping in view various factors such as the nature of courses like **compulsory/elective/add-on/remedial** etc. on one hand and schedules of **co curricular and extracurricular** activities on the other.

The IQAC is also keen on **teachers' training and retraining workshops** organised to diversify the teaching methodologies used by the teachers in their day to day teaching practices.

The most commonly used methods are **projects, internship, field visits and ICT based teaching including LMS like Google Classroom**. For further enhancement, many faculty members prepare specialized tools such as workbooks, **practical handbooks, blogs**, etc. Guest lectures by eminent faculty from institutes with MoU are also arranged for providing exposure to the frontiers of knowledge.

Designing and conduct of free of charge or affordable need based **add-on courses** is also a regular practice to bridge the gap between the university curricula and the market demands.

Students as stakeholders are also included in reviewing the teaching learning process by getting **feedback** from them in prescribed format once in each semester.

In addition, the college calls **parents' meetings**. The parents are invited to the college for a discussion with the teachers in the presence of the students. During such meetings, the **teachers share with the parents their observations** about the **studies and behavioural patterns** of the student. Taking inputs from the parents on the teaching learning process in the institution, necessary reforms are initiated by the

IQAC. The course wise **analysis of results** of the university exams is also taken as one of the reflections of the attainment of course outcomes.

As a quality measure, **academic audit** is also conducted by college and reports to be sent to management committee. IQAC takes review of the activities carried out by **different committees** periodically and suggests changes, if any, so that the effectiveness of teaching learning process shall enhance.

The success of this effort is seen in form of number students getting **university ranks, and other research competitions**, placement in organisations within and beyond state and high rate of progression along with **higher percentage** of result. Some quality-enhanced measures taken by college are:

- High Performing students are paired with the low performing students to achieve desired learning outcomes
- Participation in various Co-curricular activities.
- ICT usage in teaching-learning process.
- Tutorial Sessions for high Achievers.
- Remedial Classes.
- Coaching for NET/SET, CTET,PTET Examination.

File Description	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View Document

6.5.3

Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years.

Response: 16.2

6.5.3.1 Number of quality initiatives taken by IQAC or any other mechanism for promoting quality during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
16	19	14	15	17

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

6.5.4

Institution engages in several quality initiatives such as

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

Response: A. Any 4 or more of the above

File Description	Document
Feedback analysis report	View Document
e-Copies of the accreditations and certifications	View Document
Data as per Data Template	View Document
Consolidated report of Academic Administrative Audit (AAA)	View Document
Link to the minutes of the meeting of IQAC	View Document
Link to Annual Quality Assurance Reports (AQAR) of IQAC	View Document

6.5.5

Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives

Response:

ACADEMIC INITIATIVES

Research has been strengthened to a great extent in the last fast five years.

The "**seed money**" has been generated by the institution to carry out research projects. In the last five years, total of 4 projects have been carried out by the faculty by utilizing seed money from the college.

The college has vibrant Research and collaboration committee that encourages research activities among the faculty and students of Kenway College. Our college regularly publishes its own research journal THE EDUCATIONAL SPECTRUM Bi-annual Interdisciplinary Peer Reviewed/Refereed. Research Journal Of Kenway College of education, Abohar ISSN 2395-6577.

Enhanced Formal Linkages

A total of 9 MOUS has been signed and a number of activities have been conducted in collaboration with signing parties. For details kindly follow the link given below on the website.

The library has been upgraded and more equipped

The College library is fully automated. It uses Bibliosoft Software, which is an Open Source Integrated Library Management System. It has a full catalog module enabling library staff to capture complete details of all the library items and to help the library users. The users can have access to e-resources (e-journals from many reputed publishers and thousands of e-books) through NLIST programme of INFLIBNET, the membership of which is renewed on annual basis by the college library. The Institution has increased number of subscription for e-resources and has membership/ registration for the e resources, e- books, e-journals (For documentary evidence please refer to 4.2.3 upload)

The users (staff and students) themselves can check the complete records of their respective circulation (issue and return) of books over a span of time with the help of user name and password provided to them by the library staff. The college library provides indexing of periodicals service, which is helpful for the students who are doing research at any level. It saves the time of users. • All the stakeholders and research scholars from different universities and colleges from different states can have access to check the titles of M.Ed. dissertations available in the college library from the college website. • All the stakeholders and research scholars from different universities and colleges from different states can have physical access to M.Ed. dissertations and a large variety of text books, reference books and books related to competitive examinations like UGC-NET, CTET etc. available in the college library.

Cleanness in Campus:

1. Provide **Door mats** in each class.
2. Keep **trash bins** in each working station and class.
3. Removal of the broken, waste and unusable material.
4. **Encourage** students and teachers to keep things away immediately after use.

5. Cleanliness activities as part of **community service under NSS scheme.**

Some more highlights of the quality initiatives taken by the institution

- Smart board for effective teaching learning environment is installed
- Value added courses have been introduced by the college.
- College website has been redesigned

Administrative Initiatives

- Training sessions regarding new policies initiated by management from time to time.
- Computer Training for Non- teaching staff
- Yoga training for stress management
- Soft skill training Staff are encouraged to attend workshops and training program

File Description	Document
Relevant documentary evidence in support of the claim	View Document

Criterion 7 - 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

Response:

The institution's "**Energy Conservation Cell**" resolves its energy conservation policy with different actions taken time to time.

Policy Statement

Energy conservation is the practice to reduce the consumption of power by using energy saving measures and strategies. This can be achieved by its more efficacious use by involving the actual users i.e. the staff and the students in this practice.

ACTION TAKEN

- our college has **Well-designed building** to maximize the use of **natural light and ventilation**.
- **Sensitization** of staff and students to **turn off lights /fans** when not in use.
- Air conditioners are used only when necessary.
- Used modern more **cost-effective LED lights**.
- High wattage conventional CRT monitors have been replaced by **TFT/low power LCD monitors** in all the laboratories and offices.
- **outdoor games**
- **open gym facility for** both students and staff.
- used **Energy-efficient Appliances with Timers and Energy Star Ratings** which consume less energy like Split AC instead of Window AC, 4-Star Rated Refrigerator and Microwave, etc.
- Floor-wise **master switches** for each room to shut down power of entire room when not in use.

Use of alternate sources of energy for meeting its power requirements

SOLAR ENERGY

Kenway college of Education, Abohar takes effective steps on harnessing solar energy. Use of Solar is one of the easy ways to cut down electricity costs at institutions. In our area, we receive around 330 days of sunshine a year. Compared to the rest of the other areas, we are in the driver's seat to utilize a large portion of the sun's energy. A 13.200 KVA solar PV power plant is implemented on Roof **Top Solar PV System** and also in the **ground area**. This Solar power has been utilized for powering the entire building. The geo-tagged images, of the 10KVA and 3.200KVA Solar PV are provided in the link. The electricity generated through this plant is first sent to Government Electricity power house then the institution consumes the power sent by the Grid according to its consumption.

BIOGAS PLANT

Kenway college of education has a biogas plant, Biogas is a mixture of gases, primarily consisting of methane, carbon dioxide and hydrogen sulphide, produced from raw materials such as agricultural waste, manure, municipal waste, plant material, sewage, green waste and food waste. It is a renewable energy source.

Use of LED bulbs / power efficient equipment

Kenway college of education has a policy of employing LED lights throughout the campus. The Institute initiates the implementation of replacing all the lights with LEDs. The entire campus is lit by LED lights. Initiatives were taken to bring awareness on the use of energy efficiency among the students. Sign boards are placed on the campus and awareness programs are also conducted to impart the importance of energy efficiency and energy conservation among students. Apart from this it also has another alternate backup facility through UPS for computing.

File Description	Document
Institution energy policy document	View Document
Any additional information	View Document

7.1.2

Institution has a stated policy and procedure for implementation of waste management

Response:

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. This can be achieved by its more efficacious use by involving the actual users i.e. the staff and the students in this practice

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 wastes like the leftover food, peels, scrapings from fruits etc are also collected in bins separately.

a) Food waste management:

The food waste generated from the college kitchen and canteen is collected, decomposed and used as manure to be used for gardening purpose b) **Plastic and Paper waste management**

Plastic and paper waste is comparatively less. The plastic waste generated is sold to external agencies. 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.

c) Garden waste management

Garden waste in the form of leaf litter is decomposed and used as manure.

E-waste Management

The College segregates old computers, batteries and wires and dispose them at regular intervals. The electronic devices have varying proportions of glass and metals. As these are handed over to the authorized agency **Sairam Computer Solutions** they sort and separate the materials and prepare them for sale as usable raw materials. In addition our institution donates computers of lesser configuration that can be used for beginners to the school run by the same management.

Biomedical waste management& Hazardous chemicals and radioactive waste management

Due to the nature of the courses taught, no biomedical waste material & Hazardous chemicals and radioactive waste is produced in the institute.

Vermi- composting to use biodegradable waste collected from the campus

ACTIVITIES RELATED TO WASTE MANAGEMENT

- Cleanliness Drive by NSS unit of the college
- Environmental Awareness Drive against stubble burning
- Workshop on Best Out of Waste
- International Webinar on "VATAVARAN WHICH VIGAAD LAYI JIMMEDAAR KAUN"?

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document

7.1.3

Institution waste management practices include

1. Segregation of waste
2. E-waste management
3. Vermi-compost
4. Bio gas plants
5. Sewage Treatment Plant

Response: A. Any 4 or more of the above

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

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

Response: A. All of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geotagged photographs	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document

7.1.5

Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment

Response:

By enforcing the Prime Minister's "Swachh Bharat Mission", Kenway College of education is always committed to maintaining a clean college environment sets a good example to students, teachers & other staffs. It encourages learners to take pride in their college, which makes them less likely to drop litter and as such they will potentially make a bigger effort to maintain their environment. Cleanliness is incredibly important when it comes to cutting down on the spread of diseases in the college and means that staff and students are able to enjoy a comfortable learning environment. It also improves hygiene levels and can help to reduce the spread of sickness.

Cleanness in Campus:

1. Provide **Door mats** in each class.
2. Keep **trash bins** in each working station and class.
3. Removal of the broken, waste and unusable material.
4. **Encourage** students and teachers to keep things away immediately after use.
5. Cleanliness activities as part of **community service under NSS scheme**.

Sanitation:

1. Personal hygiene
2. Safe **drinking** water
3. Toilet/human excreta disposal
4. Disposal of **waste water**
5. Solid waste management
6. Environmental **sanitation**
7. use of sanitary napkin incinerator for eco friendly disposal

Green Cover

Entire campus has Five well maintained lush green gardens having **approximately 1200 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:

1. Tapping Solar Energy

The arid zone of Fazilka district has an abundant supply of natural solar energy. We therefore have solar plants and create sustainable energy for the requirement of the campus.

2. Rainwater Harvesting

In another step towards the preservation of the intricate water table in the college, building have been made compatible for rain water harvesting. We are positive that the rain water harvesting method employed by us will be the guiding light for others.

3. Utilizing Natural Light

The building architecture of college is designed in such a manner that permits the free flow of air and allows natural light to cover all the corners of the building. The ample natural light therefore avoids the usage of the lights in the corridors and rooms.

Pollution Free Healthy Environment

1. **Use of own ceramic cups** at college by teachers in order to avoid using disposable cups to maintain hygiene and reduce environmental waste .

3. **E-waste** management

4. Use of **LED bulbs** in college

5. Conducting **Green audit**

6. **Dustbins** on the Premises

7. Waste control in entire campus

8. **Limited use of plastic** in campus

9. Use of **dust proof** chalks in classrooms

10. **Minimum** use of Photocopy/Printing

12. Software for paperles office

File Description	Document
Documents and/or photographs in support of the claim	View Document
Any additional information	View Document

7.1.6

Institution is committed to encourage green practices that include:

- 1. Encouraging use of bicycles / E-vehicles**
- 2. Create pedestrian friendly roads in the campus**
- 3. Develop plastic-free campus**
- 4. Move towards paperless office**
- 5. Green landscaping with trees and plants**

Response: A. All of the above

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

7.1.7

Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

Response: 3.76

7.1.7.1 Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
0.47	7.67	7.27	1.17	0.628

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

7.1.8

Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges.

Response:

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 various activities like Visit Orphanage Home, N.S.S Camp, Blood Donation, Visit Old age home, Punjab University Zonal Youth Heritage Festival Zone-C, Remedial programme for children with special needs and children with intellectual disability, Awareness programme on Covid-19, Helping hands programme, swatch and saaf Abhiyaan community work, Aids Awareness Rally . Thus, these activities strengthen the institution's system, students learn through hands-on activities and team work, and achieve success in their career. Following activities that Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges:-

Year	Number of initiatives address locational advantages and disadvantages	Number of initiatives taken engage with and contribute to local community	Date & Duration of the initiative	Name of the initiative	Issues addressed	Number of participating students & staff
2021	1	1	19-06-2021	swatch and saaf Abhiyaan community work,	swatch and saaf Abhiyaan under campaign Apna Abohar Apni Abha,	10
2020	1	1	18-09-20	Helping hands programme	Distribution of mask, food, sanitizer	60
2020	1	1	23-09-20	Health Awareness	Awareness programme on Covid-19	30

2018	1	1	12/5/2018	Visit Orphanage Home	Matra chhaya Anath Aashram	10
2019	1	1	30/01/2019-5/02/2019	N.S.S Camp	Health,Public Sanitation,Personal Hygine and swach Abhiyaan	111
2018	1	1	1/11/2018	Blood Donation	Red Ribbon Club	Students Donated 8 units of blood
2019-20	1	1	20/07/2020	Visit Old age home	Niskaam karamyog old and orphanage center	8
2019 -2020	1	1	22/10/2019-24/10/2019	Punjab University Zonal Youth Heritage Festival Zone-C	Punjab University	More than 600
2017	1	1	12/8/2017	Remedial programme for children with special needs with intellectual disability	Remedial Programme	10
2017	1	1	1-12-2017	AIDS Awareness RALLY	Awareness rally	99
2018	1	1	1/03/2018 to 7/03/2018	NSS	Health,Public Sanitation, Personal Hygine and Swach Abhiyaan	110

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document

7.1.9

Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways

- 1. Code of Conduct is displayed on the institution's website**
- 2. Students and teachers are oriented about the Code of Conduct**
- 3. There is a committee to monitor adherence to the Code of Conduct**
- 4. Professional ethics programmes for students, teachers, administrators and other staff are organized periodically**

Response: A. All of the above

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

7.2 Best Practices

7.2.1

Describe at least two institutional best practices (as per NAAC format given on its website)

Response:

Title of the Practice:

Virtual teaching in covid-19 pandemic, FDP "NO Lockdown on Creativity and Imagination"

Objectives of the practice:

1. To motivate the students regarding maximum use of technology and to equip students more and more for this purpose.
2. To prepare the students to face the fast changing world.
3. To help students to create friendly atmosphere for easy access to information technology.

4. To upgrade their knowledge and skills during covid-19 pandemic.
5. To improve their effectiveness as teachers and mentors

The Practice:

Use of ICT by the staff members and students

In dealing with the contexts B.Ed and M.Ed Program, the teachers make maximum use of ICT. LCD projector and smart board technology is also used in classroom study. Pupil teachers share and exchange information through whatsapp groups and social networking web-based strategies are also used for this purpose. Teachers solve the queries, if any regarding to their subjects by these methods. Under the dynamic leadership of our respectable Principal Dr. Susheela Narang with the help of Honorable Management Committee during this period of epidemic Covid-19, the teaching staff of the college has been using online education since APRIL 2020 with a view to complete the syllabus of the students. online teaching for B.Ed and M.Ed. classes with the help of zoom app and Google meet. While the different topics of syllabus are being sent to students through PDF files and Whats app .

The 7 days faculty development programme was organized by Varas Shah Association in collaboration with IQAC from 28th June to 4th July, 2021 in which more than 100 delegates participated enthusiastically. Dr Susheela Narang principal of college inaugurated the programme, interactive sessions, and motivational lectures from eminent persons on different topics were given.

Title of the Practice: Green Campus

Green campus initiatives are becoming integral part of the modern-day education system and the institutions can act as pioneers in promoting these principles within society. Our college has initiated the green campus program in order to support a **sustainable and climate-friendly environment**.

Objectives

- Minimize the energy consumption by use of energy efficient equipment. and maximize use of day light and natural ventilation.
- Segregating solid waste on daily basis.
- To ensure continuous supply of water throughout the year
- To replenish ground water through rainwater harvesting.
- To plant sufficient number of trees, potted plants every year and keep the campus green

The Context: Our main focus behind this Green campus program is to ensure the sustainability of sufficient water, materials and other resources for our future generation. But the main challenge is the proper translation of the education for sustainable development into practice so that it can be more effective. Any new development should consider and maintain the proper balance of economic, social and environmental conditions and the participation of all the staff members and students is very important. More stress is being given on the proper infrastructure development so as to continue and maintain the green practices.

File Description	Document
Photos related to two best practices of the Institution	View Document
Any additional information	View Document
Link for additional information	View Document

7.3 Institutional Distinctiveness

7.3.1

Performance of the institution in one area of distinctiveness related to its vision, priority and thrust

Response:

Our efforts to be distinctive must be in **harmony with** our **vision, priority and thrust area**. **Vision** of our institution is "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". Institutional distinctiveness also sets goal and aim like To generate social and cultural consciousness among teacher trainers, our aim to produce future teachers with integrated personalities, who can prove as an asset in the national reconstruction . With this view, our institution always **celebrates** different activities and **important days and different event**.

we are committed to provide **quality education** to students. The head of an institution plays a key role in its successful functioning with the co-operation of well qualified and competent faculty .The institutional goal is to provide **holistic education to prospective teachers** and to achieve this goal the objectives of the institution envisage values oriented education, develop critical capacities, enhance skills and competencies, preserve **socio-cultural heritage, bring peace and harmony** to acquaint student teachers with the impact of globalization on education. In order to carry on and to regulate varied institutional functions, different committees, houses and clubs perform their assigned work.

The college encourages a gamut of **extra-curricular activities at state, regional and national levels** for the overall development of the students. Prospective teachers are given ample opportunity to participate in co curricular activities. This includes zonal & inter zonal youth festivals, State level skill in teaching competitions, inter college competition and various competitions organized within the institute. Kenway College of Education thus, is an educational institution, which stands for quality and humanity without compromises. It is an institution of high repute having carved a name for itself with achievements of unrivalled standards. But the college in the quest of excellence is striving hard to accomplish new heights through expansion of its activities and by enhancing its growth. The institution does not intend to rest on its achievements and laurels but constantly work with great zeal and enthusiasm to achieve more in pursuit of excellence. In accordance with our mission, **the year 2019 Zonal Youth and Heritage Festival of Panjab University, Chandigarh was organized by our institution from 22-10-19 to 24-10-19.**

Zonal Youth and Heritage Festival

22-10-19 to 24-10-19

This mega cultural extravaganza of Zonal Youth and Heritage Festival of Panjab University, Chandigarh was organized by our institution from 22-10-19 to 24-10-19. More than 600 students artists of 21 different colleges affiliated to Panjab University, Chandigarh participated in this festival. Around about 65 onstage/ offstage competitions were conducted. The competitions were organized on different stages. 73 students of Kenway College of Education, Abohar participated in the fest. 57 students won prizes in different items like Bhajan, Classical Music, Group Singing, Geet, Gidhha,

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	View Document
Any additional information	View Document
Link for additional information	View Document

5. CONCLUSION

Additional Information :

It is a matter of great pride that our faculty is marking a national and international platform. Our Principal has been invited as resource person at central London in LSME, U.K. to present her research paper. It is also matter of pride that Our Professor Dr Vipul Narang elected as member of Senate & Syndicate for two terms in Panjab University, Chandigarh. One of our B.Ed Student got Gold Medal in Yoga Championship at University level. We have highly qualified faculty, more than 60% are Ph.Ds, UGC and NET qualified. Some Faculty members are pursuing their Ph.D's after joining the institution. Some senior faculty members are acting as supervisors and guiding Ph.D. students enrolled in the Panjab University

In the coming session, the main aim of college is to take-up major and minor research projects from various government agencies and NGOs to uncover the untouched areas that will make our teaching learning process more effective, job-oriented and practical.

Moral Education is an integral part of teaching learning process in the institutions. Morning Prayer is routine practice of our college. The principal and invited experts take Moral Education classes twice a week in the morning assembly. The focus of the institution is to produce value based, professional and globally competent teachers.

In the Covid-19 our faculties have tried their best to develop to record their lesson for the student, which was new experience for them. Now, from the upcoming session, the college will setup multimedia unit for educational content creation and will follow the new national education policy-NEP 2020 so that the roots of our education system can be strengthened. Our college publishes Bi-annually Interdisciplinary Peer Reviewed/Refereed Research Journal "THE EDUCATIONAL SPECTRUM". Now we are trying hard to fulfill all the requisite needed to include our Journal in UGC Care List.

Concluding Remarks :

Kenway College of Education, Abohar established in 2007, affiliated to P.U. Chandigarh and recognized by NCTE and accredited with 'A' grade by NAAC in 1st Cycle of Accrediation on March 27, 2011. The College offers courses and value added courses that cover wide range of subject matter. Being a teacher it is a constant learning experience. Our College is committed to help student teachers to reach their full potential in life and career and believe to produce conscious minds teacher who are deeply attained to needs of every individual in classrooms. We are committed to make education relevant, up to date and futuristic. We are committed to encourage everybody to Dare to Dream and strive to achieve. The institution encourages the staff to be up to date and relevant by engaging them in teaching, training and Research, so that they impart Global quality and excellence which are the hallmarks of the success. We firmly believe that there is to what one can achieve if appropriately trained and takes every necessary step to transform the young lads into Global professional. The IQAC reviews the curriculum from time to time according to the dynamic needs of the society by organizing workshops, seminars, and conferences. College provides a platform for skill development by introducing certificate and value - oriented courses. The admission process is transparent and systematic as per the rules and to retain the students with diverse backgrounds. The further institute organizes various outreach activities for community development and participates in government initiatives- Swachh Bharat movement, health awareness and collaboration with NGOs, Charitable Society etc. signed MOUs with different education

colleges, schools, and charitable societies and has subscribed services of National Library Information Services Infrastructure for Scholarly Content . The institution organizes various career - oriented programs and personal counseling sessions. The relationship with the practice teaching schools is based on the principle of mutuality, complementing each other's roles and honor sensitivities and needs. It goes beyond the sphere of operation of the internship. Green practices and Energy conservation practices are given the highest priority to create eco - friendly rules in the campus.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.2	<p>Average Number of Value-added courses offered during the last five years</p> <p>1.2.2.1. Number of Value – added courses offered during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>2</td> <td>4</td> <td>3</td> <td>3</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>2</td> <td>3</td> <td>3</td> <td>3</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	6	2	4	3	3	2020-21	2019-20	2018-19	2017-18	2016-17	6	2	3	3	3
2020-21	2019-20	2018-19	2017-18	2016-17																	
6	2	4	3	3																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
6	2	3	3	3																	
1.2.3	<p>Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years</p> <p>1.2.3.1. Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>335</td> <td>200</td> <td>211</td> <td>167</td> <td>148</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>335</td> <td>200</td> <td>211</td> <td>167</td> <td>148</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	335	200	211	167	148	2020-21	2019-20	2018-19	2017-18	2016-17	335	200	211	167	148
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335	200	211	167	148																	
2.1.2	<p>Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..</p> <p>2.1.2.1. Number of students enrolled from the reserved categories during last five years.. Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>75</td> <td>71</td> <td>62</td> <td>123</td> <td>134</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p>	2020-21	2019-20	2018-19	2017-18	2016-17	75	71	62	123	134										
2020-21	2019-20	2018-19	2017-18	2016-17																	
75	71	62	123	134																	

2020-21	2019-20	2018-19	2017-18	2016-17
75	71	62	88	63

Remark : Pl note: Filled seats not to exceed earmarked one. Any excess admission made in the categories to be considered as General Merit

2.2.4	<p>Student-Mentor ratio for the last completed academic year</p> <p>2.2.4.1. Number of mentors in the Institution Answer before DVV Verification : 40 Answer after DVV Verification: 38</p>
2.4.3	<p>Competency of effective communication is developed in students through several activities such as</p> <ol style="list-style-type: none"> 1. Workshop sessions for effective communication 2. Simulated sessions for practicing communication in different situations 3. Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ 4. Classroom teaching learning situations along with teacher and peer feedback <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above</p>
2.4.5	<p>Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of</p> <ol style="list-style-type: none"> 1. Preparation of lesson plans 2. Developing assessment tools for both online and offline learning 3. Effective use of social media/learning apps/adaptive devices for learning 4. Identifying and selecting/ developing online learning resources 5. Evolving learning sequences (learning activities) for online as well as face to face situations <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above</p>
2.4.6	<p>Students develop competence to organize academic, cultural, sports and community related events through</p> <ol style="list-style-type: none"> 1. Planning and scheduling academic, cultural and sports events in school 2. Planning and execution of community related events 3. Building teams and helping them to participate 4. Involvement in preparatory arrangements 5. Executing/conducting the event <p>Answer before DVV Verification : A. All of the above</p>

	Answer After DVV Verification: A. All of the above																				
2.4.7	<p>A variety of assignments given and assessed for theory courses through</p> <ol style="list-style-type: none"> 1. Library work 2. Field exploration 3. Hands-on activity 4. Preparation of term paper 5. Identifying and using the different sources for study <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: B. Any 3 of the above</p>																				
2.4.13	<p>Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include</p> <ol style="list-style-type: none"> 1. Effectiveness in class room teaching 2. Competency acquired in evaluation process in schools 3. Involvement in various activities of schools 4. Regularity, initiative and commitment 5. Extent of job readiness <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 3 of the above</p>																				
2.6.2	<p>Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation</p> <ol style="list-style-type: none"> 1. Display of internal assessment marks before the term end examination 2. Timely feedback on individual/group performance 3. Provision of improvement opportunities 4. Access to tutorial/remedial support 5. Provision of answering bilingually <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: A. Any 4 or more of the above</p>																				
3.1.1	<p>Average number of research projects funded by government and/ or non-government agencies during the last five years</p> <p>3.1.1.1. Number of research projects funded by government and non- government agencies during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1713 1046 1848"> <tr> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> <td>2016-17</td> </tr> <tr> <td>2</td> <td>3</td> <td>4</td> <td>3</td> <td>2</td> </tr> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1926 1046 2060"> <tr> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> <td>2016-17</td> </tr> <tr> <td>2</td> <td>3</td> <td>4</td> <td>3</td> <td>2</td> </tr> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	2	3	4	3	2	2020-21	2019-20	2018-19	2017-18	2016-17	2	3	4	3	2
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2	3	4	3	2																	
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2	3	4	3	2																	

3.1.2	<p>Average grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)</p> <p>3.1.2.1. Total grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 430 1046 564"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>0.085</td> <td>.12</td> <td>.155</td> <td>.11</td> <td>.85</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 645 1046 779"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>0.085</td> <td>.12</td> <td>.155</td> <td>.11</td> <td>0.85</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	0.085	.12	.155	.11	.85	2020-21	2019-20	2018-19	2017-18	2016-17	0.085	.12	.155	.11	0.85
2020-21	2019-20	2018-19	2017-18	2016-17																	
0.085	.12	.155	.11	.85																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
0.085	.12	.155	.11	0.85																	
3.1.3	<p>In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:</p> <ol style="list-style-type: none"> 1. Seed money for doctoral studies / research projects 2. Granting study leave for research field work 3. Undertaking appraisals of institutional functioning and documentation 4. Facilitating research by providing organizational supports 5. Organizing research circle / internal seminar / interactive session on research <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: A. Any 4 or more of the above</p>																				
3.1.4	<p>Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include</p> <ol style="list-style-type: none"> 1. Participative efforts (brain storming, think tank, etc.) to identify possible and needed innovations 2. Encouragement to novel ideas 3. Official approval and support for innovative try-outs 4. Material and procedural supports <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above</p>																				
3.2.1	<p>Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years</p> <p>3.2.1.1. Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years</p>																				

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1	6	15	36	26

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
1	19	18	21	18

Remark : DVV input as per supporting data attached by HEI

3.2.2 Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years

3.2.2.1. Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
6	2	5	43	2

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
6	2	3	43	2

3.3.1 Average number of outreach activities organized by the institution during the last five years..

3.3.1.1. Total number of outreach activities organized by the institution during the last five years.

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
12	9	9	5	4

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
12	9	9	5	4

3.3.2 Percentage of students participating in outreach activities organized by the institution during the last five years

3.3.2.1. Number of students participating in outreach activities organized by the institution during the last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
370	471	474	371	450

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
335	303	406	214	175

3.3.5 Number of awards and honours received for outreach activities from government/ recognized agency during the last five years

3.3.4.1. Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
20	2	4	2	3

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

Remark : Pl note: DVV Input considering that Certificate of Appreciation/Local awards are not to be considered under this metrics

3.4.1 Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years

3.4.1.1. Number of linkages for faculty exchange, student exchange, research etc. during the last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
12	10	21	19	18

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
29	10	21	19	18

3.4.2 Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years

3.4.2.1. Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years

Answer before DVV Verification : 5

Answer after DVV Verification: 1

Remark : Detail reports of activities related to MoU has not been provided by HEI.

4.1.2 Percentage of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the last completed academic year.**4.1.2.1. Number of classrooms and seminar hall(s) with ICT facilities**

Answer before DVV Verification : 4

Answer after DVV Verification: 4

4.1.2.2. Number of Classrooms and seminar hall(s) in the institution

Answer before DVV Verification : 14

4.2.3 Institution has subscription for e-resources and has membership/ registration for the following

1. e-journals
2. e-Shodh Sindhu
3. Shodhganga
4. e-books
5. Databases

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: B. Any 3 of the above

Remark : DVV input as per the supporting documents attached by HEI

4.2.4 Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)**4.2.3.1. Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
0.25	1.21	1.80	0.38	0.17

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0.36	1.21	1.80	0.35	0.17

Remark : Revised values as per revised data attached by HEI

5.1.2 Available student support facilities in the institution are:

1. **Vehicle Parking**
2. **Common rooms separately for boys and girls**
3. **Recreational facility**
4. **First aid and medical aid**
5. **Transport**
6. **Book bank**
7. **Safe drinking water**
8. **Hostel**
9. **Canteen**
10. **Toilets for girls**

Answer before DVV Verification : A. Any 8 or more of the above

Answer After DVV Verification: B. Any 7 of the above

Remark : Evidence related to hostel has not been provided by HEI

5.1.3 **The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as**

1. **Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies**
2. **Details of members of grievance redressal committees are available on the institutional website**
3. **Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students**
4. **Provision for students to submit grievances online/offline**
5. **Grievance redressal committee meets on a regular basis**
6. **Students' grievances are addressed within 7 days of receiving the complaint**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. Any 5 of the above

5.2.1 **Percentage of placement of students as teachers/teacher educators**

5.2.1.1. **Number of students of the institution placed as teachers/teacher educators during the last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
17	19	21	9	7

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
17	09	21	9	7

5.2.2 **Percentage of student progression to higher education during the last completed academic year**

5.2.2.1. **Number of outgoing students progressing from Bachelor to PG.**

Answer before DVV Verification : 61

Answer after DVV Verification: 61

5.2.2.2. Number of outgoing students progressing from PG to M.Phil.

Answer before DVV Verification : 00 **5.2.2.3. Number of outgoing students progressing from PG / M.Phil to Ph.D.**

Answer before DVV Verification : 02

Answer after DVV Verification: 02

5.2.3 Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)

5.2.3.1. Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
53	6	25	18	2

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
27	6	18	5	1

5.3.2 Average number of sports and cultural events organized at the institution during the last five years

5.3.2.1. Number of sports and cultural events organized at the institution during the last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
10	21	23	18	17

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
3	17	16	14	10

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

- 1. Motivating the freshly enrolled students**
- 2. Involvement in the in-house curriculum development**
- 3. Organization of various activities other than class room activities**
- 4. Support to curriculum delivery**

5. Student mentoring**6. Financial contribution****7. Placement advice and support**

Answer before DVV Verification : B. Any 4 or 5 of the above

Answer After DVV Verification: B. Any 4 or 5 of the above

6.3.2 Percentage of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the last five years**6.3.2.1. Number of teachers provided with financial support to attend seminar / conferences / workshops and towards membership fees of professional bodies during the last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
4	3	2	9	10

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
2	3	2	7	4

6.3.3 Number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years.**6.3.3.1. Total number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
5	6	4	4	3

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
5	6	4	4	3

6.3.4 Percentage 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**6.3.4.1. Total 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 during the last five years**

Answer before DVV Verification:

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2020-21	2019-20	2018-19	2017-18	2016-17
10	7	0	0	25

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
6	3	0	0	25

7.1.6

Institution is committed to encourage green practices that include:

- 1. Encouraging use of bicycles / E-vehicles**
- 2. Create pedestrian friendly roads in the campus**
- 3. Develop plastic-free campus**
- 4. Move towards paperless office**
- 5. Green landscaping with trees and plants**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of full time teachers year wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>29</td> <td>29</td> <td>24</td> <td>26</td> <td>19</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>38</td> <td>38</td> <td>37</td> <td>35</td> <td>28</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	29	29	24	26	19	2020-21	2019-20	2018-19	2017-18	2016-17	38	38	37	35	28
2020-21	2019-20	2018-19	2017-18	2016-17																	
29	29	24	26	19																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
38	38	37	35	28																	
2.1	<p>Total expenditure excluding salary year wise during the last five years (INR in lakhs)..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>41.20</td> <td>92.33</td> <td>78.43</td> <td>50.13</td> <td>39.53</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p>	2020-21	2019-20	2018-19	2017-18	2016-17	41.20	92.33	78.43	50.13	39.53										
2020-21	2019-20	2018-19	2017-18	2016-17																	
41.20	92.33	78.43	50.13	39.53																	

2020-21	2019-20	2018-19	2017-18	2016-17
66.7	135	102.7	61.8	92

2.2 Number of Computers in the institution for academic purposes..

Answer before DVV Verification : 37

Answer after DVV Verification : 37