



YEARLY STATUS REPORT - 2022-2023

Part A

Data of the Institution

1. Name of the Institution

Malwa Central College of
Education for Women

- Name of the Head of the institution **Dr. Naginder Kaur**
- Designation **Principal**
- Does the institution function from its own campus? **Yes**
- Alternate phone No. **01612410920**
- Mobile No: **9915644311**
- Registered e-mail ID (Principal) **malwaedu_ldh@yahoo.com**
- Alternate Email ID **neeraj2468@yahoo.com**
- Address **Malwa Central College of
Education for women, Civil Lines,
Basant Road, Ludhiana**
- City/Town **Ludhiana**
- State/UT **Punjab**
- Pin Code **141001**

2. Institutional status

- Teacher Education/ Special Education/Physical Education: **Teacher Education**
- Type of Institution **Women**

- Location **Urban**
- Financial Status **Grants-in aid**
- Name of the Affiliating University **Panjab University, Chandigarh**
- Name of the IQAC Co-ordinator/Director **Dr. Gurmit Singh**
- Phone No. **01612410920**
- Alternate phone No.(IQAC) **8289020588**
- Mobile (IQAC) **8289020588**
- IQAC e-mail address **iqacmalwa55@gmail.com**
- Alternate e-mail address (IQAC) **drgurmitsingh18@gmail.com**

3. Website address<https://www.malwaedu.in/>

- Web-link of the AQAR: (Previous Academic Year)

<https://www.malwaedu.in/pdf/AQAR2021-22.pdf>**4. Whether Academic Calendar prepared during the year?****Yes**

- if yes, whether it is uploaded in the Institutional website Web link:

[https://www.malwaedu.in/pdf/Academic%20Calendar\(2022-23\).pdf](https://www.malwaedu.in/pdf/Academic%20Calendar(2022-23).pdf)**5. Accreditation Details**

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B++	2.72	2002	09/12/2002	08/12/2007

6. Date of Establishment of IQAC**04/08/2005****7. Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.**

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Malwa Central College of Education for Women, Ludhiana	Grant in Aid for organising a Seminar	ICSSR North Western Regional Centre: P.U. Chandigarh	29/01/2020	50000

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

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

9. No. of IQAC meetings held during the year **4**

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? **Yes**
- (Please upload, minutes of meetings and action taken report) [View File](#)

10. Whether IQAC received funding from any of the funding agency to support its activities during the year? **Yes**

- If yes, mention the amount **50000**

11. Significant contributions made by IQAC during the current year (maximum five bullets)

- Organised two day National Seminar on Journey towards Positive Youth Development sponsored by Indian Council of Social Science Research North Western Regional Centre, Panjab University, Chandigarh.
- Organised 7 Day NSS Camp
- Organised Two- month vocational course on 'Soft and Life Skill Development' sponsored by Department of Life Long Learning and Extension, Panjab University, Chandigarh
- Organised Panjab University Zonal Skill in Teaching and On the Spot Preparation of Teaching Aids Competition 2023 (Zone B)
- Organised Extension lectures and Workshops

12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).

Plan of Action	Achievements/Outcomes
To organise two day National Seminar	Two Day National Seminar on Journey towards Positive Youth Development sponsored by Indian Council of Social Science Research North Western Regional Centre, Panjab University ,Chandigarh was organized on 25th and 26th November, 2022.
To organise 7 Day NSS Camp	7 Day NSS Camp was organized from 24.12.2022 to 30.12.2022 with the theme Swachh Bharat Abhiyan and FIT India Campaign.
To organise Two- month vocational course	Two- month vocational course sponsored by Department of Life Long Learning and Extension, Panjab University, Chandigarh on 'Soft and Life Skill Development' was organised in the college from 1st January, 2023 to 28th February, 2023
To organise Panjab University Zonal Skill in Teaching and On the Spot Preparation of Teaching Aids Competition 2023 (Zone B)	Panjab University Zonal Skill in Teaching and On the Spot Preparation of Teaching Aids Competition 2023 (Zone B) was organized for the subjects Social Studies, Economics, Home Science and Physical Education on 20th April, 2023.
To organise Extension lectures	<ul style="list-style-type: none"> • An extension lecture on 'Cyber Crime Awareness' was organized on 7th December, 2022. Sh. Raj Kumar, ACP Cyber Crime was the resource person. Besides him Inspector Jatinder Singh and Mr. Rohit from Cyber Crime Unit delivered the talk on Social Media Crimes. • Eco Club

	<p>organized an extension lecture on topic 'Food Adulteration' on 12th December, 2022. Mrs Kusum Lata, National and State Awardee was the Resource Person. • An Extension lecture on "Awareness Regarding Traffic Rules" was organised on 28th March, 2023. S. Jasveer Singh, Traffic Police Ludhiana was the resource person</p>
To organise Workshop	<ul style="list-style-type: none"> • A workshop on 'CV Writing and Preparations for Placement Interviews' was organized on 3rd April, 2023. Dr. Nidhi Singhi, Career Counsellor at the District Bureau of Employment and Enterprises, Ludhiana was the resource person. • A session on Career Counselling for Competitive Examinations was organised by placement cell on 17th April, 2023.
To initiate certified Value Added Courses to enhance the employability, professional and social skills of the students	<ul style="list-style-type: none"> • Value Added Courses on Computer Competency (27.03.2023-29.04.2023), Yoga and Meditation (18.02.2023-24.03.2023) and Communication Skills (01.11.2022-05.12.2022) were organised.
Augmentation of infrastructural facilities	<ul style="list-style-type: none"> • Infrastructure of classrooms and laboratories was upgraded.
To strengthen professional growth of faculty members by motivating the faculty to attend Seminars, Faculty Development Programmes and Conferences	<p>Faculty members attended Seminars, and Conferences</p>

13. Whether the AQAR was placed before statutory body?

Yes

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Khalsa Dewan	28/06/2023

14. Whether institutional data submitted to AISHE

Part A

Data of the Institution

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• Name of the Head of the institution	Dr. Naginder Kaur
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• Alternate e-mail address (IQAC)	drgurmitsingh18@gmail.com				
3.Website address	https://www.malwaedu.in/				
• Web-link of the AQAR: (Previous Academic Year)	https://www.malwaedu.in/pdf/AQAR2021-22.pdf				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	https://www.malwaedu.in/pdf/Academic%20Calendar(2022-23).pdf				
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13. Whether the AQAR was placed before statutory body?	Yes
<ul style="list-style-type: none"> • Name of the statutory body 	

Name of the statutory body	Date of meeting(s)
Khalsa Dewan	28/06/2023

14. Whether institutional data submitted to AISHE

Year	Date of Submission
yes	07/01/2023

15. Multidisciplinary / interdisciplinary

A multidisciplinary approach is adopted by the college in and out of the classroom while performing various activities. Each and every student is given ample opportunity to choose his or her subject from the diverse options available in the prescribed curriculum which provides a platform to perform different activities by adopting a pragmatic and flexible teaching-learning approach. The college has collaborations with other institutions to provide multi-faceted experiences to its students in different domains. This enhances social skills as well as logical thinking and analyzing power in the student teachers and they learn different skills through different subjects in B.Ed. and M.Ed. This enhances the scope of employability for students within the country and abroad. Through varied activities involving a multidisciplinary approach, the student teachers gain various skills like problem-solving, critical thinking, time management, self-management, communication and writing, analysis and research methodologies, teamwork, and much more—that are easily transferable across the work environment.

16. Academic bank of credits (ABC):

1. As the college is affiliated to Panjab University, Chandigarh. It follows the norms and laid down procedures in the conduct of its activities as prescribed by the University. The college will adopt the ABC system as and when the same is demanded by the university. 2. the college is running M.Ed. Course in which is choice based credit system is also followed.

17. Skill development:

The main objective of the B.Ed. and M.Ed. courses is the development of teaching skills by providing varied teaching-learning experiences so the college plans and executes all its activities in order to make teaching learning an insightful practice. Teaching Learning Process Methods and Approaches: To engage the prospective teachers actively in the teaching-learning

process and ensure student learning at a reflective level, different teaching methods and approaches such as active learning, project-based learning, co-operative learning, experiential learning, collaborative learning, inductive teaching, case studies, role-playing are used by Teacher Educators. Further teacher trainees are instructed to select the method or techniques that are suitable for the teaching of content.

- **Learning Experiences:** College provides versatile learning experiences to the students through diverse teaching methodologies like assignments, and projects on various social problems and current issues (like women empowerment, female foeticide, drug abuse, child labour, NRI marriages, dowry system, corruption, Honour killing), community surveys, seminars, workshops and extension lectures.
- **Action Research:** Students are also encouraged to undertake action research projects to get the experiences of various actual classroom problems and how to find solutions.
- **School Experience**
- **School Internship:** Students are provided with practical experiences of the real classroom situations school internship programme. This helps pupil teachers to know and perform various activities like preparing time table, classroom management, maintaining attendance register and other records, conducting evaluation: making and checking the tests, getting familiar with the various techniques of CCE, maintaining teacher's diary, use of ICT in delivering lessons, organizing co-curricular activities like games and sports, quiz, debate, creative writing, art and painting activities, carrying out action research and conducting guidance services for the students
- **School Observation:** Before going for actual practice in teaching, the institution provides practical experience through school observation, model lesson by subject teachers, microteaching and simulated teaching to get first hand real experiences and develop teaching skills among the students. In their model lesson, teacher educators demonstrate all the skills by using modern teaching aids along with theoretical explanation of the skills so that teacher trainees can observe and reflect upon them.
- **Development of Psychomotor and Vocational Skills:**
- For the development of psychomotor and vocational skills among teacher trainees, there is a provision of the Work Experience Programme in session 2022-23 in B.Ed. Semester II curriculum prescribed by Panjab University, Chandigarh. Students of B.Ed. select one of the crafts out of the available options: Candle Making • Clay Modeling • Gardening • Home Craft • Interior Decoration • Photography. Students get opportunities to practice various skills in these craft subjects. In semester-III, the students develop effective communication and employability skills through the paper Communication, Employability and Resource

Development Skill. • In addition to this our institution strives to provide vocational skills to student teachers. For this, there is a provision of two lectures per week of Simple Expressional Competencies and ICT Skill Development for each section.

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

The college follows the curriculum framed by Panjab University, Chandigarh which is having appropriate blend of the Indian Knowledge system. The multilinguistic approach is used in the classroom for the teaching-learning process. The use of mother tongue is encouraged during classroom interactions. The college library has a rich stock of books available for students and teachers in Indian Languages. The curriculum of B.Ed. and M.Ed. focuses on the richness that exists in Indian culture and civilization. A conceptual understanding of the different philosophies and sociological views is provided through the curriculum of Philosophical and Sociological Bases of Education. Acquaintance with the Indian education system and emerging issues in the field of education are provided through the curriculum of Education in Contemporary India. A comparison of the salient features of the educational system, teacher education program and recent trends and innovations in education is in the Comparative Education Paper.

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

The institution focuses on Outcome-based education. All programs PLOs and CLOs are framed in the light of the prescribed syllabus by the University. Students are oriented towards PLOs and CLOs in the beginning of the session as well as updated during routine classes throughout the year. Outcome-based education enhances every teacher educator and student's critical thinking and performance as per their capacity. Keeping in mind the PLOs and CLOs, the college prepares a detailed academic calendar integrating the curricular and co-curricular engagements. The college offers maximum electives/ specializations.

20.Distance education/online education:

College is equipped with all the necessary facilities required for online education. New equipment like mikes, portable cameras and Bluetooth-enabled speakers are added in view of the increased demand for online education due to the CORONA pandemic. Teachers are updated on the use of various ICT tools and techniques for online teaching learning and evaluation. online platforms are also used for documentation, editing and workspace for the

effective teaching-learning process. ICT integration is optimally used in delivering lessons, preparing lesson plans, and assignments, conducting seminars and evaluating students through online quizzes. The college has also subscribed to Google Meet to facilitate online teaching-learning and organizing other academic activities like webinars, FDP's etc. The college is also an approved centre for conducting personal contact programmes of B.Ed. of University School of Open Learning, Panjab University, Chandigarh.

Extended Profile

1.Student

2.1	352
Number of students on roll during the year	

File Description	Documents
Data Template	View File

2.2	300
Number of seats sanctioned during the year	

File Description	Documents
Data Template	View File

2.3	144
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	

File Description	Documents
Data Template	View File

2.4	213
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	View File

2.5 Number of graduating students during the year	213
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File Description	Documents
Data Template	View File
2.6	139
Number of students enrolled during the year	
File Description	Documents
Data Template	View File
2.Institution	
4.1	93.09451
Total expenditure, excluding salary, during the year (INR in Lakhs):	
4.2	38
Total number of computers on campus for academic purposes	
3.Teacher	
5.1	18
Number of full-time teachers during the year:	
File Description	Documents
Data Template	View File
Data Template	No File Uploaded
5.2	15
Number of sanctioned posts for the year:	
Part B	
CURRICULAR ASPECTS	
1.1 - Curriculum Planning	
1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words	

The curriculum is planned on the basis of feedback received from various stakeholders. A well-defined mechanism is being used to seek feedback and suggestions on the curriculum. The faculty actively provides feedback about the curriculum through the department-wise meetings held regularly and the suggestions are discussed with the advisory committee. Feedback and suggestions are invited from the students of the college at the end of each academic session. The college also gathers feedback from teacher educators and Heads of the practicing schools as well as parents through discussions and feedback Performa. This feedback is discussed in staff meetings, suggestions are analysed and accumulated. All the relevant and feasible outcomes are forwarded to administrative bodies for further action. Prior to the commencement of every session, a need assessment is done on the basis of feedback collected from various stakeholders and the faculty. In-house meetings are held regularly to discuss the Programme Learning Objectives. An academic calendar and Time Table is prepared and orientation programmes are conducted in the beginning of every session. Reviewing is done by evaluative practices viz class tests, assignments, subject seminars, group discussions, midterm examinations and semester examinations. Question banks are prepared. Placement Records are also analysed.

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

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

A. All of the above

Alumni	
File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	View File
Meeting notice and minutes of the meeting for in-house curriculum planning	View File
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	View File
Any other relevant information	No File Uploaded
1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers	A. All of the Above
File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://www.malwaedu.in/pdf/PLO-CLO.pdf
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	No File Uploaded

1.2 - Academic Flexibility	
1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available	
1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year	
34	
File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	View File
Any other relevant information	Nil
1.2.2 - Number of value-added courses offered during the year	
3	
1.2.2.1 - Number of value-added courses offered during the year	
3	
File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	View File
Any other relevant information	No File Uploaded
1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year	
93	
1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year	

93

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

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

Three of the above

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

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

0

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

00

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

1.3 - Curriculum Enrichment

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

Fundamental and Coherent Understanding is developed through the orientation Programme Detailed syllabus and activities both curricular, co-curricular). Procedural knowledge is developed through: Pre Internship training for 2 weeks Demonstration of Micro and Macro teaching skills Internship for one complete semester. Skill enhancement programme Model lessons Simulated Teaching Activities that develop Capability to Extrapolate include: Pre-internship and Internship Discussion Lessons Skill in teaching and on-the spot preparation of teaching Aids Competitions (Zonal and Inter-Zonal Level). Extension lectures, seminars, workshops, field trips, educational tours, visit to special education centres, employment exchange, career talks Craft options to develop basic employability skills among the students. Provision of value added courses Developing basic life skill/ competencies: An exposure to special schools, visit to adopted village, to develop the empathy and community feeling. Critical thinking, team spirit, confidence, ability to negotiate and communicate develops through: Community work, cleanliness drives, awareness drives. Celebration of days and festivals Participation in various competitions Submitting article for College Magazine Conducting morning assemblies Organization of NSS camps

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

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

As per the syllabus of Panjab University of B.Ed. Semester 1, the teacher educators familiarize the students with the concept of contemporary Indian schools with respect to types of schools; general types, schools by means of ownership, schools by means of educational board affiliation, their functioning and problems, through the Paper titled 'Education in Contemporary India'. Further they are also sensitized regarding different assessment criteria adopted in schools, norms and standards being followed in different schools. During their pre-internship programs of 15 days each, the prospective teachers are able to identify the existing differences prevailing in urban and rural schools with respect to differences in social background of students, medium of instruction, methodology adopted by the teachers, infrastructure, scholarships offered etc.

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

1.3.3 - Students derive professionally relevant understandings and consolidate these into their professional acumen from the wide range of curricular experiences provided during Teacher Education Programme Describe the efforts made by the institution to enable students to develop

understanding of the interconnectedness of the various learning engagements and to make them ready for the professional field in not more than 100-200 words

The students undergo training programmes in different schools. With the introduction of two year B.Ed. course the internship programme is divided into three parts i.e., two pre- internship programmes of 15 days each in the first and second semester and one comprising of the whole third semester. Before going to the schools for practice teaching, the prospective teachers are familiarised to the teaching learning process through simulated teaching, demonstration lessons and model lessons . The college gives ample opportunities to students to expose themselves fully to classroom teaching and school environment to make them refined teachers. Community Service is the integral part of the curriculum. To inculcate the feeling of social responsibility, various clubs have been formed which the student joins according to their own interest. To assist with career advice and progression as appropriate, the College strives to place its students in premier institutions. Placement drive is the routine feature of the college. The college provides well-resourced infrastructure having a clean, warm, comfortable and attractive ambience .Environment education and gardening have been offered as optional subject and craft respectively in the B.Ed. curriculum. To promote awareness regarding issues of ecology and environment, the college has Eco Club.

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

1.4 - Feedback System

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

All of the above

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

1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following	Feedback collected, analyzed and action taken												
<table border="1"> <thead> <tr> <th data-bbox="86 353 529 421">File Description</th> <th data-bbox="529 353 1436 421">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 421 529 562">Stakeholder feedback analysis report with seal and signature of the Principal</td> <td data-bbox="529 421 1436 562">View File</td> </tr> <tr> <td data-bbox="86 562 529 703">Action taken report of the institution with seal and signature of the Principal</td> <td data-bbox="529 562 1436 703">View File</td> </tr> <tr> <td data-bbox="86 703 529 770">Any other relevant information</td> <td data-bbox="529 703 1436 770">View File</td> </tr> </tbody> </table>	File Description	Documents	Stakeholder feedback analysis report with seal and signature of the Principal	View File	Action taken report of the institution with seal and signature of the Principal	View File	Any other relevant information	View File					
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Stakeholder feedback analysis report with seal and signature of the Principal	View File												
Action taken report of the institution with seal and signature of the Principal	View File												
Any other relevant information	View File												
TEACHING-LEARNING AND EVALUATION													
2.1 - Student Enrollment and Profile													
2.1.1 - Enrolment of students during the year													
139													
2.1.1.1 - Number of students enrolled during the year													
139													
<table border="1"> <thead> <tr> <th data-bbox="86 1214 529 1272">File Description</th> <th data-bbox="529 1214 1436 1272">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 1272 529 1339">Data as per Data Template</td> <td data-bbox="529 1272 1436 1339">View File</td> </tr> <tr> <td data-bbox="86 1339 529 1438">Document relating to sanction of intake from university</td> <td data-bbox="529 1339 1436 1438">View File</td> </tr> <tr> <td data-bbox="86 1438 529 1541">Approval letter of NCTE for intake of all programs</td> <td data-bbox="529 1438 1436 1541">View File</td> </tr> <tr> <td data-bbox="86 1541 529 1644">Approved admission list year-wise/ program-wise</td> <td data-bbox="529 1541 1436 1644">View File</td> </tr> <tr> <td data-bbox="86 1644 529 1720">Any other relevant information</td> <td data-bbox="529 1644 1436 1720">No File Uploaded</td> </tr> </tbody> </table>	File Description	Documents	Data as per Data Template	View File	Document relating to sanction of intake from university	View File	Approval letter of NCTE for intake of all programs	View File	Approved admission list year-wise/ program-wise	View File	Any other relevant information	No File Uploaded	
File Description	Documents												
Data as per Data Template	View File												
Document relating to sanction of intake from university	View File												
Approval letter of NCTE for intake of all programs	View File												
Approved admission list year-wise/ program-wise	View File												
Any other relevant information	No File Uploaded												
2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the year													
48													
2.1.2.1 - Number of students enrolled from the reserved categories during the year													
48													

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

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

2

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

2

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

2.2 - Honoring Student Diversity

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

The admission to B.Ed. course is through admission test conducted by Punjab Government. Students are admitted after centralized counselling. During the time of admission, the faculty interacts with the students to assess their needs. Orientation programme

held to familiarize the students about the course, mode of internal assessment, curricular and co-curricular activities, rules and regulations as well as other facilities available in the institution. The faculty provides an appropriate learning environment by following three language formula as well as different teaching strategies to cater to the diverse needs of the learners. Tutorial groups are formed in beginning and one mentor is assigned to each group. This tutorial group meets once a week to address the problems and other issues being faced by the students. Slow learners are identified and remedial teaching is undertaken to enhance the performance of slow learners. Peer learning is encouraged to inculcate team spirit, leadership qualities and interpersonal skills. Add-on courses are provided by the college along with various extension lectures, seminars and workshops to upgrade the knowledge and skills of the students. M.Ed. students are guided to carry out research and to publish papers. The College library has the N-list facility and other e-resources.

File Description	Documents
Documentary evidence in support of the claim	View File
Documents showing the performance of students at the entry level	View File
Any other relevant information	View File

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

All of the above

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

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

All of the above

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

2.2.4 - Student-Mentor ratio for the academic year

15:1

2.2.4.1 - Number of mentors in the Institution

9

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

2.3 - Teaching- Learning Process

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

The faculty of college adopt different approaches in their classrooms to deal with students of varied needs. **Experiential learning:** The student teachers are provided a chance to improve their instructional skills through practice teaching sessions, simulated teaching, and discussion lessons. Practical experience in lesson planning is also provided. **Participative learning:** Classroom seminars are conducted, group discussions are planned and teaching through varied methods such as problem-solving, approach is planned by the teachers. In discussion lessons, micro teaching and simulated teaching, they get the feedback and reinforcement of expert subject teachers. **Online mode:** Teachers share links of google classroom etc. and suggest sites that would help them to increment their knowledge and help them to upgrade their sessional work. During pandemic online micro and simulated teaching was carried out and this helped in developing the skills of online teaching among students. In classrooms, LCD projectors are used whenever required by teachers and students. **Group Discussions:** Group Discussions are carried by students under the guidance of expert teacher on selected topics in their respective classrooms. **Problem-solving approach:** The college employs the problem-solving technique, to aid students in growing their creativity, critical thinking, reasoning abilities, logical thinking, capacity for decision-making, and scientific attitude.

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

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

18

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

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

352

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

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

Four of the above

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

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

Working in Teams: • The tutorial groups provide opportunity to the students to interact and help one another in honing their skills as activities like group discussions, elocution, etc are carried out. • Students are encouraged to take part in co-curricular activities being organised by various clubs and societies. **Dealing with Student Diversity:** • Students are identified and provided with remedial classes. • The course "Inclusive Schools" for B. Ed. students helps to prepare them for dealing with diversity in the classroom. **CONDUCT OF SELF WITH COLLEAGUES AND AUTHORITIES:** • The pupil teachers are made aware about professional ethics, good etiquettes and other soft and life skills through classroom talks, seminars, workshops. • Daily Morning assembly and Weekly divinity assembly have been instrumental in providing moral values **BALANCING HOME AND WORK STRESS:** • The mentors help the students to manage the stress of maintaining a balance between work and home. • Guidance is provided to the students to resolve their conflicts at work and to some extent at home **KEEPING ONESELF ABREAST WITH RECENT DEVELOPMENTS IN EDUCATION AND LIFE:** • Pupil teachers are encouraged to read the latest journal, magazines and websites that provide such information. • Students are also trained in the use of computers, making ppts, blogs etc.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded
2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by experts Book reading & discussion on it Discussion on recent policies & regulations Teacher presented seminars for benefit of teachers & students Use of media for various aspects of education Discussions showcasing the linkages of various contexts of education- from local to regional to national to global	Five/Six of the above
File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	View File
Any other relevant information	No File Uploaded
2.3.7 - Teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students	
<p>The college plays a vital role in inculcating various skills like innovation and creativity amongst students</p> <p>Use of ICT: There is provision of full-fledged computer lab which provides the students proper access to the internet connectivity and various other facilities for effective-teaching learning. As well as smart classrooms provide the students opportunity to be well versed with new technology and its effective use in the classroom.</p> <p>Library: Institution also provides its students with well stocked and digitalized library for easy access to research papers and other reference materials.</p>	

Experiential learning: The students develop new ideas to design a wide variety of working models, charts and teaching aids. Many students are engaged in developing e-content. For instance, creation of website, uploading content on various e-platforms, e-blogs etc.

Seminars: The College also organizes workshops, seminars, conferences, extension lectures in order to develop creative and innovative minds.

Competitions: The College motivates the students to participate in various intra and intercollege competitions like quiz competitions, debates, declamations, elocution, poem recitation, poster making, etc.

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

2.4 - Competency and Skill Development

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

All of the above

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

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

Ten/All of the above

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

2.4.3 - Competency of effective communication is developed in students

All of the above

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

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

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

All of the above

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

2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive

All of the above

devices for learning Identifying and selecting/ developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations

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

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

All of the above

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

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

All of the above

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

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

1. Selection/Identification of schools for internship: Subjects of the students as well as the requirement of the schools, medium of instruction in schools as well as the student's medium of instruction, accessibility of the schools for students are matched.

2. Orientation to school principal/teacher's: The Principals of schools are informed about the school internship through mail or through personal contact by teacher educators.

3. Orientation to students going for an internship: A special orientation session is held where the students are made aware about the various activities to be carried out. Workshop on model lessons and teaching aid preparation is also conducted during pre-internship.

4. Defining role of teachers of the institution: One faculty member is attached with each school and visit the school at least once a week.

5. Streamlining mode/s of assessment of student's performance: Feedback from the mentors in the school as well as assessment is taken from school.

6. Exposure to variety of school set-ups: Efforts are made to provide diversified school experience to the students. Students are sent to government, private, rural, urban schools affiliated to state board, CBSE and ICSE.

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

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

2.4.9.1 - Number of final year students during the academic year

211

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

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

Seven/Eight of the above

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

2.4.11 - Institution adopts effective monitoring mechanisms during internship programme. Describe in not more than 100-200 words, the monitoring mechanisms adopted to ensure optimal

impact of internship in schools with specific reference to the role of teacher educators, school principal, school teachers and peers.

The College adopts a rigorous and well planned mentoring mechanism of students in the schools during the Internship programme. Each teacher educator is assigned a school for monitoring and evaluation purposes.

Role of Teacher Educators: Faculty members of the college visit the schools allotted to them at least once a week to supervise the students and ensure regularity and punctuality of teacher-trainees during the Internship. They assess and provide verbal and written feedback to the interns as per their performance and also solve the problems faced by the students.

Role of School Teachers: The pupil teachers are attached to one school teacher depending upon their teaching subjects. School teachers act as mentors and provide guidance to the pupil teachers in conducting the class. They also provide feedback to teacher educators.

Role of School Principal: School principal appoints one school teacher as coordinator who allots mentors and classes to pupil teachers. They also monitor the progress of interns and provide guidance.

Role of Peer: Peer observes the lessons and provide feedback which helps the pupil teachers to be aware of their strengths and weaknesses. During internship programme peer groups collectively perform various assigned duties and other co-curricular activities in the school.

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

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

Four of the above

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

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

Five of the above

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

2.5 - Teacher Profile and Quality

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

18

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

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

15

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

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

18

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

34

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

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

Staff members are permitted to attend the orientation, refresher courses, Induction Training Programme, workshops, seminars

andsymposiums. Staff is sent as resource persons to seminars, workshops, etc at the University, colleges and schools and also acts as resource person in the college activities. The staff members are encouraged to present papers in seminars and workshops at national, international and state level. For this institution provides duty leave. The Principal motivates encourages the staff to write books and articles in reputed research journals. Faculty members are encouraged to use the latest technologies. They are provided access to the computer laboratory and have an access to the internet which they can use to keep themselves updated about the latest trends in their subject and also in education. Faculty members are permitted to carry out university duties such as evaluation, paper setting, invigilation in university examination etc. Every year some of our faculty members are deputed by the affiliating university as members of various committees. For professional or career development the institution encourages the faculty to enhance their qualification.

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

2.6 - Evaluation Process

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

The purpose of evaluation system is to improve knowledge, teaching competency and performance skills of the student teachers. At the beginning of the course, students of B.Ed. and M.Ed. are given a clear idea of the evaluation procedure being followed during orientation and induction programme. The parameters of internal evaluation are also explained to students very clearly.

Internal Evaluation Scheme:

Assignments - In each theory course one written assignment.

Seminar: One seminar is delivered by students in each theory course

Practicals: Viva Voce is conducted in each theory course

House Examinations - In each theory course minimum one House

examination.

Participation in Cocurricular activities is encouraged and due weightage is given in internal evaluation School Internship: the students are evaluated on the basis of their discussion lessons, classroom teaching and various activities performed during internship i.e., maintenance of registers, action research, organization of co-curricular activities etc

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

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

Four of the above

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

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

The Institution has an Examination Committee for smooth conduct of Examinations. The students can approach the Teachers, Examination

Head and Principal to redress the examination-related grievance. The mechanism to deal with examination-related grievances is transparent, time-bound and efficient. The college adheres strictly to the guidelines and rules issued by the affiliating university while conducting internal and semester-end examinations. At the beginning of the semester, faculty members inform the students about the various components in the assessment process during the semester. The house tests are scheduled before the university exams and students are informed well in advance. The corrected answer sheets of the students are distributed to them for verification and discrepancy (if any) is redressed immediately. Day to day performance of the students is assessed which includes regularity, performance, viva voce and promptness in submitting the record. The students have the freedom to use the suggestion box regarding dissatisfaction if any, with the internal examination mechanism. A review of the question papers is done regularly by faculty to find out how tough the question papers are and the feedback is given to the Department Head.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	View File

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

Before the commencement of the academic year, the Institution prepares and publishes 'Academic calendar' containing the relevant information regarding various events to be organized, dates of semester examination etc. The time tables are prepared and implemented accordingly. The teachers prepare teaching plans according to the academic calendar and guidelines of the University. The students' academic progress is monitored regularly by the examination committee with the help of continuous internal evaluation, seminars, project work, unit tests and semester examinations. Internal practical examinations are held by the college and Externals are held under the scrutiny of the External Examiner appointed by the University. The schedule of external examinations is fixed by the University and the same is communicated to students. House tests are conducted in every semester. After evaluation of answer scripts, the doubts are cleared with advice about writing correct and apt answers. The

Principal conducts curricular and extra- curricular review meetings on regular basis to check the implementation and progress of all the activities in the academic calendar. Based on these review meetings some changes in schedule of activities are made if required. However, all efforts are made by the college to adhere to the academic calendar for internal evaluation.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	View File

2.7 - Student Performance and Learning Outcomes

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

The mission, vision and the objectives of the institution clearly reflect the programme learning objectives of B.Ed. and M.Ed. courses. The PLOs and CLOs are in accordance with the syllabi by Panjab University, Chandigarh, the affiliating body. The programme outcomes of the institution are geared towards providing enriched experiences to the students. Orientation programme is held to familiarize the students about the course, mode of internal assessment, curricular and co-curricular activities, rules and regulations as well as other facilities available in the institution. Teacher educators are continuously engaging the students in interactive teaching-learning practices in which all the learning outcomes are ensured. The evaluation process used is comprehensive coverin each activity and area. The college also runs skill-oriented and value-based add on courses for students. The college organises various activities and motivate the students to participate in them viz. organizing morning and divinity assemblies, literary and cultural programs, debates, declamation, slogan writing, poster making, extension lectures, workshops, seminars and awareness programmes. Community reach activities like NSS camps, tree plantation campaigns, awareness rallies, cleanliness drive, visit to old age homes & special schools are also conducted. The teachers are actively engaged in research work. The institution runs Pre-Ph.D course work.

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

2.7.2 - Pass percentage of Students during the year

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

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

The college follows the examination pattern of the affiliating body, Panjab University, Chandigarh. The end semester examination results are analyzed and the desired learning outcomes of students are evaluated. Students are provided with proper counselling and guidance, which helps them to overcome any problems and brings about improvement in performance. The progress of students in both academic as well as non-academic field is recorded and maintained. Based on class result, the required remedial measures are taken. Students are provided with remedial and guidance programs for improving their cognitive and professional performance. End semester house test and final exams also help to ensure alignment of stated outcomes. Participation in various cocurricular activities such as debates, elocutions, essay writing competitions, quiz test. Participation in various class room activities such as group discussions, seminars is part of internal evaluation. During internship, an evaluation Performa developed by the university is provided to the supervisors.

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

2.7.4 - Performance of outgoing students in internal assessment

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

213

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

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

The focus of the institution is to identify the needs of learners at entry level, so that these needs can be catered to in an effective way. To assess the needs, various assessment tasks like oral presentations, assignments, examinations, project work, participation in co-curricular activities are used.

Entry level of students is assessed on the basis of their graduation marks, classroom discussion and proficiency in use of computers. Class tests are taken and performance of the students is assessed and remedial classes are provided to the students whose performance is not upto the mark and need more assistance.

The college conducts House (internal) examinations to monitor the progress of the students in different courses. Performance of students in house examinations is discussed with the students and

additional help is provided if necessary.

Different curricular and co-curricular activities are planned so that all students get a chance to showcase their strengths and helps in assessing their self-confidence, communication and social skills.

To cater to the individual needs of the students, tutorial group meetings are held every week. Mentors provide support & proper guidance to the student and also motivate the students to participate in the activities.

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

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

3.38

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

0

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

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

0

File Description	Documents
Sanction letter from the funding agency	No File Uploaded
Income Expenditure statements highlighting the research grants received certified by the auditor	No File Uploaded
Any other relevant information	View File
3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research	Four of the above
File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	View File
Sanction letters of award of incentives	View File
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View File
Documentary evidence for each of the claims	View File
Any other relevant information	No File Uploaded
3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports	All of the above

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

3.2 - Research Publications

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

1

File Description	Documents
Data as per Data Template	View File
First page of the article/journals with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the journals in which articles are published	View File
Any other relevant information	No File Uploaded

3.2.2 - Number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the year

1

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

3.3 - Outreach Activities

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

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

15

File Description	Documents
Data as per Data Template	View File
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

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

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

325

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

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

322

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

322

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

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

The Science Society commemorated World Environment Day on 04.06.2022. In collaboration with the Eco-Club, Society members planted trees to increase public awareness of environmental issues. The Eco-club's push, with the theme Ye Humne Thana Hai Punjab Ko Bachana Hai, began on May 30, 2022, and concluded on June 5, 2022. The purpose of the project was to get students involved in creating a green and clean Punjab. The practice helped to establish a sense of responsibility towards environment among the students. A variety of activities were planned by Red Ribbon Club in observance of World AIDS Day. On December 1, 2022, the club members held a rally to increase community awareness of AIDS

and related issues. On December 18, 2022, 30 NSS volunteer students visited the Shri Vivekanand Swarg Ashram while being supervised by Dr. Rekha. The students spent time interacting and mingling with the senior citizens. Students became familiar with the issues of the senior citizens. The religious passion and dedication were evident on December 29, 2022, when the 'Parkash Utsav' oftenth Sikh Guru, Guru Gobind Singh, was celebrated. Students learnt to perform Sewa. The function helped in developing social values among the students.

File Description	Documents
Relevant documentary evidence for the claim	View File
Report of each outreach activity signed by the Principal	View File
Any other relevant information	No File Uploaded

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

4

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

3.4 - Collaboration and Linkages

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

1

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

1

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

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

7

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

3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges

Five/Six of the above

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

The College has an excellent infrastructure that is more than adequate to impart quality education as per NCTE norms. Campus is spread over 5 Acres and well connected with Bus and Railway transport facility. The Institution has excellent physical infrastructure and equipped with modern facilities to achieve academic excellence according to its vision and mission of the institution. The institution has sufficient well-furnished spacious classrooms with proper lighting and ventilation, and good seating arrangements with mounted LCD Projectors/Green boards. There are total 42 computers and 4 laptop available in the institute. The systems are connected with a local area network and internet with 100 Mbps speed. The institute has Wi-Fi facility in the campus.

- Infrastructure facilities include Principal Office, Admin Block, Staffroom, IQAC Cell, Guidance Cell, Dean Student Welfare Office, Alumni Association Room, Assembly Hall, Seminar and Conferences, and Visitor Room.
- Learning Resources include resources and required for Classrooms, Library, Computer Centre, Language Lab, ET Labs, Science laboratories, Mathematics Lab., Psychology Lab., Home Science Lab., Fine Art Lab, Music Room, Eco Club Room, Physical Resources-Cum-Health Fitness CentreSupport facilities include Hostels, Canteens, Mess, Common Room and Sports Ground.
- Utilities include safe Drinking Water, Restrooms, Toilets and Power Generators, Cycle Parking.

File Description	Documents
List of physical facilities available for teaching learning	View File
Geo-tagged photographs	View File
Any other relevant information	View File

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

4.1.2.1 - Number of classrooms and seminar hall(s) with ICT facilities**14**

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

4.1.3 - Expenditure for infrastructure augmentation excluding salary during the year (INR in lakhs)**30.99482**

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

4.2 - Library as a Learning Resource

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

The Library is using Soul 2.0 software and it is fully air conditioned and Wi-Fi enabled. It is divided into 5 sections/areas, namely Circulation Section, Periodic Areas, Research Corner, Thesis Section, Reference Section and separate reading rooms for users. Thesis Section, Reference Section and separate reading rooms for users. N-List facility is available in the college library which enables access to 6150 plus e-journals a 31,64,309 e-books. The library has a fast-growing collection of books, journals, magazines in print format. Currently, the collection comprises Text Books, Reference Books, Journals, Rare Books, and Volumes of Print Journals. In 2022-23 has a collection of 28105 books, 15 magazines, 10 daily newspapers and 39 journals. For meritorious and economically backward students book bank

facility is available. Besides this a small separate collection of competitive books are also provided for students preparing for competitive exams. Various services to support the students and faculty members are also provided which include Circulation of Reading Materials, Reference and Information Services, and Photocopy Services.

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	Nil
Any other relevant information	View File

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

nil

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

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

One of the above

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

4.2.4 - Annual expenditure for purchase of books, journals, and e-resources during the year (INR in Lakhs)**0.57674**

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

4.2.5 - Per day usage of library by teachers and students during the academic year**4.2.5.1 - Number of teachers and students using library for Month one (not less than 20 working days) during the academic year****247**

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	Nil
Any other relevant information	View File

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

Two of the above

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

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

4.3 - ICT Infrastructure

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

The Institution has appointed one trained IT Technician to monitor ICT infrastructure to ensure an efficient and proper functioning of all IT services and facilities provided in the college. Periodical upgradation of the IT infrastructure is done based on the requirements given by the respective department, ET lab and as per need of the Curricula and Circumstance.

There are a total 42 computers, 4 Laptops and 8 Interactive Boards, available in the institute. The systems are connected with a local area network and internet with 100 Mbps speed. The institute has Wi-Fi facility in the campus. All softwares and other applications are periodically updated before the expiration. Further, all the applications are upgraded regularly as per the requirements of all the departments in the institute. The college IT infrastructure was upgraded and various equipment such as printers and Photostat were provided to faculty. To provide communication skill training institution has established it Language lab in this session where listening Console has been installed to provide individualised instructions.

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

4.3.2 - Student – Computer ratio during the academic year

8:1

File Description	Documents
Data as per data template	View File
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View File
Any other relevant information	View File
4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:	D. 50 MBPS - 250MBPS
File Description	Documents
Receipt for connection indicating bandwidth	View File
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant Information	No File Uploaded
4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit	Three of the above
File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	Nil
List the equipment purchased for claimed facilities along with the relevant bills	No File Uploaded
Link to the e-content developed by the faculty of the institution	Nil
Any other relevant information	No File Uploaded

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

70.17942

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

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

The college allocate an appropriate budget for maintaining various facilities. The managing committee has appointed an Engineer who is responsible for all kinds of civil and electrical maintenance and new construction in college. Most of the requirements are fulfilled by in-house trained working experts while others are outsourced. Innovative teaching-learning practices like the use of OHP/ projectors etc. are encouraged to ensure optimal utilization of resources. The infrastructure is also used by state/central govt. to conduct competitive examinations. An efficient computer technician ensures the proper functioning of all IT services provided in the college. Effective utilization of infrastructure is ensured by appointing a well-qualified faculty/Technician and assistant. The stock register is maintained and updated regularly by all departments. They ensure the maintenance and minor repair work of furniture/fixtures etc. The write-off is done annually in all departments. Upgradation of classrooms/labs/library and other facilities is a regular feature of the college keeping in view the requirements. The Time table of the college ensures the optimal utilization of infrastructure. The use of new technology is ensured through various training programs for faculty. The vast playgrounds of the college are utilised to all possible manners to harness the sports talent of students.

File Description	Documents
Appropriate link(s) on the institutional website	https://www.malwaedu.in/pdf/Maintenance-Policy.pdf
Any other relevant information	No File Uploaded

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning	All of the above
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File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File
Sample feedback sheets from the students participating in each of the initiative	View File
Photographs with date and caption for each initiative	View File
Any other relevant information	No File Uploaded

5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable	Nine or more of the above
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File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded
5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	A. All of the above
File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	View File
Any other relevant information	No File Uploaded
5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)	Three of the above

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

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
55	213

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

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

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

28

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

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

46

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

5.3 - Student Participation and Activities

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

The institution follows a democratic approach in academic & administrative functioning. Students participation is ensured in all the activities of the college. Every year with the commencement of the session elections for the class representative from B.Ed and M.Ed classes are held. This Representative body of students is named as "Student Central Association". This association gives the students a voice - a platform to be heard. With the objective of inculcating the qualities of leadership and responsibility among the students, an active Student Central Association represents in various bodies/committees. It allows two students to represent each section of B.Ed and one from M.Ed. Regular meetings are held to ensure the systems efficiency and effectiveness in putting forward the interests/views and suggestions of the students. Student Central Association meetings play a major role to asses the teaching - learning and support

services provided to the students by the institution where students organize committee specific events, cocurricular activities, competitions and extension lectures.

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

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

12

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

5.4 - Alumni Engagement

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

Alumni association plays significant role in the development of the institution . Association focuses on the continuing development of their alma meter in academic research and cultural aspects. On /Off campus activities are undertaken by the association. All the programmes and events are student oriented and aims at maintaining a fellow feeling and belongingness between the old and current students. Academic Support- The members of the

association render their services by delivering extension lectures, guest lectures & motivational lectures. Students of yester years are invited to deliver model lesson in various pedagogy subjects. They give tips to prepare working models, 3D models and other Teaching AID's. The winners of Zonal/Inter Zonal skill-in-teaching and teaching Aid preparation competitions help the current students for the said competitions. Contribution in Cultural Activities- Winners of previous years in zonal/ interzonal youth and heritage festival render their services to their institutions. They act as mentor to the participants of above said competitions and give their inputs for performing in various events such as Giddha, vaar, kali, kavishri singing, Ennu, Tokri, Pakhi Making and so on.

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

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

Five/Six of the above

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

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

3

File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View File
Any other relevant information	No File Uploaded

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

Alumni association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering special talent in them. Association focuses on the continuing development of their alma mater in academic research and cultural aspects. On /Off campus activities are undertaken by the association. All the programmes and events are student oriented and aims at maintaining a fellow feeling and belongingness between the old and current students. Academic Support- The members of the association render their services by delivering extension lectures, guest lectures & motivational lectures. Students of yester years are invited to deliver model lesson in various pedagogy subjects. They give tips to prepare working models, 3D models and other Teaching AID's. The winners of Zonal/Inter Zonal skill-in-teaching and teaching Aid preparation competitions help the current students for the said competitions. Contribution in Cultural Activities- Winners of previous years in zonal/ interzonal youth and heritage festival render their services to their institutions. They act as mentor to the participants of above said competitions and give their inputs for performing in various events such as Giddha, vaar, kali, kavishri singing, Ennu, Tokri, Pakhi Making and so on.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

Vision

Malwa Central College of Education for Women, envisions life orientated teacher education, skill enhancement and value enrichment that empowers the students to contribute towards social, economic and cultural development of society.

Mission

Upliftment of rural girls in the field of education promoting school college linkage and serving the community through social service and extension. Under the able guidance of the managing committee, the head and the faculty of the institution take decisions for different areas and activities for the effective and smooth functioning of the college.

All the activities are undertaken in light of the vision and mission of the college. The IQAC works with the principal and faculty to develop policies that guarantee the institution is offering quality instructions, training and administrative practices for clear-cut and efficient functioning.

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

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

The institution follows a democratic and participatory mode of governance with all stakeholders participating actively in its administration. Right from the President of the Management Committee to the staff and students, all the stakeholders have a role to play in the development of the college. The management of the college takes effective measures in encouraging and supporting the involvement of the staff for effectiveness and efficiency throughout the year. The college has an advisory committee and Grievance Redressal committee to ensure fairness, transparency and accountability within the organization. The college allocates different duties to respective teaching and non-teaching staff under different committees. Each committee is headed by one faculty member along with other faculty members and student representatives. The IQAC of the college is functioning to develop and maintain a quality system. The College has "Students Central Association". Two students from each section are elected as members of the Association. They participate regularly to ensure the efficiency and effectiveness of the system. Students Central Association meetings play a major role in teaching, learning, and support services. Students organize domain specific events, extracurricular events, competitions and expert talks in addition to their leadership skills.

File Description	Documents
Relevant documents to indicate decentralization and participative management	View File
Any other relevant information	View File

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

Malwa Central college of education for women, in its working ensures complete transparency in its financial, academic, administrative and to its functions. We undertake the following measures in the various fields to ensure transparency:

1. **Financial Functions:** Annual budget is prepared ever year. Income and expenditure proposal is discussed in the budget meeting. The Governing body approves the budget for next financial

year. Internal and external audits are conducted regularly by managing committee, chartered accountant and Punjab Government.

2. Academic Functions: The college constitutes different committees for smooth academic functions i.e. IQAC, Academic Committee, Admission Committee, examination Committee etc. As per the teaching workload, timetable is prepared. According to time schedule, the teaching and learning process works.

3. Administrative Functions: For effective administration, we have a participative administrative mechanism. Policy decisions are taken by the head of the institution in consultation with the faculty. For the implementation of administrative functions, the responsibilities are assigned to the teaching and non-teaching departments. The IQAC monitors to enhance and promote the quality culture in the college. We ensure that all the students get fair and adequate opportunities to participate in all activities and functions of the college, students are informed through notices.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	View File
Any other relevant information	View File

6.2 - Strategy Development and Deployment

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

As the saying goes by, youth is the future of democracy hence it is necessary to focus on the younger generation for civic education leading to robust electoral participation. Keeping this rationale in view and the motto 'No Voter to Be Left Behind' our college organised Sveep Awareness Programme on 10.12.2022 with the aim to educate and aware future voters about their roles and rights in democracy by organising various competitions such as:

- Poster Making competition:ELCofCollege organised an online poster making competition under the theme "Awareness of Voting Rights and Procedure".
- Slogan Writing competition:In this competition, Anushka Jain, Naina Bindal and Kajal Mehta secured 1st, 2nd and 3rd positions respectively.
- Essay Writing Competition: Students participated in English,

Hindi and Punjabi Languages. Harsimranjeet Kaur, Jyoti and Amarpreet Kaur bagged 1st, 2nd and 3rd positions respectively.

- Poem Recitation Competition: In this competition, Bhumika, Anshu and Rajveer secured 1st, 2nd and 3rd position in Poem Recitation respectively.
- Declamation Contest: In Declamation Contest, Pallavi, Manmeen Kaur and Harsimaranjeet Kaur secured 1st, 2nd and 3rd positions.
- ELC Wall Magazine Released: ELC Club of College prepared and released Wall Magazine out of the Posters and Slogan prepared by ELC members during competitions.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	Nil
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

Malwa Central College of Education for Women, Ludhiana is affiliated with Panjab University, Chandigarh and is governed by the college managing committee. The College governing body is the apex body of the institution. The president, secretary, treasurer, principal and the representatives of the staff are members of the governing body. The principal as the head of the institution is the leader who is responsible for the administrative services of the institution. The administrative set-up of the institution has the principal, faculty members, superintendent, clerk and attendants. The IQAC of the college is involved in developing a quality system for the improvement of the academic and administrative performance of the college. Student Welfare is assured through placement cell, Grievances Cell and Alumni Association. The service rules and policies regarding recruitment and promotion are followed as per the norms and conditions of NCTE, UGC, Panjab Government (DPI) and Panjab University, Chandigarh. For that advertisement is published in National and local newspapers. Eligible candidates are invited for the interview which is conducted by selection committee. The qualification, teaching experience and other eligibility for

recruitment is as prescribed by state government/UGC/NCTE and the affiliating University.

File Description	Documents
Link to organogram on the institutional website	Nil
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

Five/Six of the above

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

6.2.4 - Effectiveness of various bodies / cells / committees is evident through minutes of meetings and implementation of their resolutions / decisions Describe one decision based on the minutes of the meetings of various Bodies / Cells / Committees which is successfully implemented in not more than 100 - 200 words.

Malwa Central College of Education for Women, is an institution of educationists, social reformers and social workers. The impact of the management body is visible in the Vision and Mission of the college. The IQAC cell of the college organised a two day National Seminar on 25.11.2022 and 26.11.2022 sponsored by Indian Council of Social Science Research, North-Western Regional Centre, Panjab University, Chandigarh. The theme of the seminar was " Journey towards positive Youth Development" with the following themes:

1. Understanding youth and their role in Development
2. Education: A key to youth development
3. Culture and youth development
4. Youth leadership and society
5. Role of youth engagement in positive youth development
6. Skill development for Youth in India: Challenges and opportunities
7. Youth: an engine for creative economy
- 8 Holistic Youth Development

Key Note Speaker:

Prof. (Dr.) Jatinder Grover

Department of Education

Panjab University, Chandigarh

Resource Persons:

Professor (Dr.) Nishan Singh Deol

Head, Department of Physical Education

Punjabi University, Patiala

Dr. Khushvinder Kumar

Principal, Multani Mal Modi College, Patiala

S. Swaranjit Singh Savi

This seminar provided platform to educationist to discuss concerns of youth and role of Education in their positive development.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	View File
Action taken report with seal and signature of the Principal	View File
Any other relevant information	View File

6.3 - Faculty Empowerment Strategies

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

Malwa central college of education for women follows Civil Services Rules, Govt of Punjab and has several welfare measures for teaching and non-teaching staff. The institution plans and implement programmes for the welfare of faculty from time to time. The following are the welfare measures for both teaching and non-teaching staff:

- .Medical leave and casual leave are provided by the institution.
- Provision of Maternity and paternity leave for 180 days.
- Leave encashment facility to the employees.
- The institution provides residence facility to teaching, non-teaching and supporting staff.
- As the institution has its own school, therefore it provides education facilities to the wards of teachers and non-teaching staff. 40% fee concession is provided to wards of the staff.
- To avail medical facilities the staff has medical card of ESI hospital.
- To provide 24×7 hr of electricity supply, the college has generator facility.
- Both teaching and non-teaching staff can avail house loan against provident fund.
- Duty leave is given to attend online/offline professional development programmes.
- TA is provided to staff on official duty.
- The college has well stocked and computerized library for research work.
- Well-furnished staff room with AC, WiFi facility is also provided to staff.

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

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

0

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

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

11

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

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

3

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

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

A good performance appraisal is beneficial for the improvement of the overall organizational performance and the achievement of the vision and mission of the institution. Malwa central college of education for women has a well-defined procedure for the performance appraisal of teaching and non-teaching staff. The performance of each employee is assessed annually after completion of one year. At the end of academic session, permanent teachers are asked to fill the "Self-Appraisal Form" which enlists teachers' teaching performance, academic achievements such as publications, research projects completed, M. Ed. and PhD. Students supervised, organization of co-curricular activities, participation in seminars, conferences, workshops. Feedback (Appraisal Proforma) in the form of questionnaire is also given to the students for each of the subjects studied by them at the end of the session for teacher appraisal. For non-teaching permanent staff confidential report of each employee is prepared by Office Superintendent and submitted to the principal who takes required action which includes monetary benefits. Appraisal of non

- teaching staff is done on the basis of their intelligence, discipline, honesty and integrity, punctuality and devotion to duty.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	View File
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View File
Any other relevant information	View File

6.4 - Financial Management and Resource Mobilization

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

The college conducts internal and external audits according to the rules and regulations. Internal and external audits are carried out on a regular basis to reflect the institution's efficient financial structure. A permanent chartered accountant works for the college to prepare financial reports, maintain and evaluate financial records, and offer financial advice to the organization. Each year , the college prepares its financial report, which is discussed at budget meetings held by the college managing committee. The College Governing Council finalized the financial report after a detailed discussion.. The main responsibility of the college bursar is to examine the authenticity and correctness of financial transactions. External audit is conducted by Punjab Government.

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

6.4.2 - Funds / Donations received from non-government bodies, individuals, philanthropists

averaged over the year (not covered in Criterion III)(INR in Lakhs)

0.36000

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

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

The institution 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 devices and student welfare. Funds are mobilized through proper channels, and discussion with following committees-

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.

Purchase Committee : The committee considers requirements from all the departments, office invites quotations and then management prepares comparative statements and then purchase order is placed.

Accounts and Audit : All funds mobilised are properly accounted for in the account books. T Every year the institution conducts external and internal financial audits.

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

6.5 - Internal Quality Assurance System

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

In the pursuance for quality assurance, quality up-gradation, assessment and accreditation, and institutionalization the college established the Internal Quality Assurance Cell on 4-08-2005. To improve the quality of education provided in the institution, the IQAC organizes, directs, and oversees a number of initiatives. The principal and IQAC members discuss the yearly plan at the start of the session in order to outline quality activities to be carried out all year long. Duties are assigned to staff members to execute the same. Periodically, meetings are held to gather feedback on the work. Record of meetings are maintained by IQAC, which presents them to the Principal and management. IQAC promotes faculty initiatives in areas such as research, instruction, funding, student assistance, best practices, establishing community connections, and MOUs. Under the patronage of the IQAC, various events and initiatives such as celebration of national and International days, expert talks, and community related activities are organised to enrich the educational environment and foster a sense of engagement within the institution and its community. It also launches a number of courses with additional value and encourages the use of contemporary teaching techniques.

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

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

Malwa Central College of Education for Women reviews its teaching learning process periodically through the following quality mechanism.

1. Syllabus Completion Report- Teachers prepare syllabus completion report.
2. Student Feedback: The Institute collects timely feedback from Students regarding Teaching and Learning process.
3. Mentor Mentee Meetings: Students share their problems in the weekly mentor mentee meetings, related to Teaching - Learning issues and personal problems. Students also give suggestions for the improvement of Teaching Learning Process.
4. Co-ordination: Faculty members discuss curriculum of their respective subjects with each other and plan accordingly to improve their teaching.
5. Internal Assessment- Internal assessment is based on students' engagement and participation in various activities. Due importance is given to the discipline and punctuality of the students.
6. Academic planning- On the basis of the previous year's academic planning and its implementation, the academic calendar is prepared for the next academic session.

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

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

17

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

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

Three of the above

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://www.malwaedu.in/pdf/IOAC(2022-23).pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://www.malwaedu.in/pdf/AQAR2021-22.pdf
Consolidated report of Academic Administrative Audit (AAA)	No File Uploaded
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	View File
Any other relevant information	No File Uploaded

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

The college has achieved incremental improvements in both academic and administrative domains. The college has strengthened and taken various initiatives to improve teaching learning process according to the changing scenario of education. Many renovation and construction projects have been carried out during the session:

- Renovation of Seminar Hall
- Furniture for classrooms and Auditorium
- Flooring of classrooms and Corridors
- Upgradation of Language lab
- Smart boards for classrooms
- Digitalization of library
- Renovation of hostel
- purchase of new computers

The college organizes seminars and interactive talks on various topics related to health, life skills, placement drives and research methodology from time to time.

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

The MCEW energy policy focuses on, energy conservation by minimizing wastage using star rated devices. The college building design has been optimized to maximize natural daylight utilization. In the year 2022 the college has been renovated and features demanding less energy have been incorporated. Flooring is done with cream coloured tiles with good reflection of light.

Cream colour of the walls further supports in reducing the need for artificial lighting during the day. Wire gauze of the windows has been changed thereby allowing full flow of air inside the classrooms and making them fully ventilated. Energy-efficient LED panel (36 watt per panel) have been installed replacing traditional lighting (40 watt per tube), along with this new remote operated fans (4.2* rated/40watt) have been fitted replacing old fans (90watt) thereby cutting down energy consumption. Students are actively involved in the energy conservation initiatives. Handmade posters created by students are displayed around the campus to raise awareness about the efficient use of energy. "Switch off fans and lights when not in use" has been displayed near every switch board and strictly observed by discipline committee. There is wing-wise master switches to shut down power of the entire wing when not in use.

File Description	Documents
Institution's energy policy document	View File
Any other relevant information	View File

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

Waste management practices of MCCEW are based on the five "R" principle of reduce, reuse, recycle, refuse and regenerate. Two large pits have been dug for putting garden waste, which on natural decomposition turns into manure. Vermicomposting is also practiced in collaboration, Khalsa College for Women. Waste water of RO is used to lawn area. Water wastage has been further minimized by fitting automatic taps. Incinerator is installed for hygienic disposal of sanitary napkins is another step taken by the institution. Switching to Paperless practices as most of the the office work is done by using digital mode. Eco-friendly waste disposal methods i.e. Different coloured dustbins for the segregation of waste have been put in the corridors of the college. An e-waste bin is available for electronic waste collection. Many awareness programmes are organized to generate environment concerns amongst the students. Junk material is sold to recycling agents. College is paying 1000/Rs monthly to garbage collector. The College encourages reusing waste by conducting craft competitions based on "best out of waste" & by improvisations apparatus, etc. Students are encouraged to submit their assignments through digital mode. Any leakage or wastage

observed is immediately rectified.

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

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

Three of the above

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

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

Two of the above

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

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

The college campus is lush green with number of perennials, flowering and non flowering plants. The college encourages the process of Eco-friendly waste disposal methods: Garbage burning is prohibited and pits are made to collect and decompose the garbage. Different coloured dustbins for the segregation of waste have been put in the corridors of the college in orientation program students are oriented to put waste in the dust bin on the basis of its nature. Two large pits in different lawns have been dug where shed off leaves and other garden waste is disposed off for converting into natural manure by natural decomposition process. College is also maintaining Herbal Garden having different medicinal plants. Many plants acting as air purifiers Like Lily, Aloe Vera, basil, Areca Palm are grown in the campus. Tree Plantation drives in the college campus as well as outside the campus by Eco Club, NSS unit and many other societies. Environment Awareness Rally is the regular feature of Eco Club of the College.

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

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

Four of the above

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

7.1.7 - Number of expenditure on green initiatives and waste management excluding salary component during the year (INR in Lakhs)**0.21625**

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

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

MCCEW is oldest and renowned institutions of Punjab and situated in the heart of Ludhiana city, easily approachable from bus stand and railway station. It is aiming at affordable and quality education to all layers of society by providing an inclusive environment. Admission is given on merit basis only. Seats are reserved following the reservation rules as per Punjab govt. rules. Scholarships as per Government rules are given to the SC/ST/ OBC students Due to its locational advantage, the building is offered for centre and state level competitive examinations as UPSC, EPFO exams, State Level gatherings and Elections, The College is an approved Research Centre of Panjab University for Ph.D. course since 2011. It is also an approved Centre of B.Ed. (PCP) conducted by Panjab University. Various platform of Student-community interaction are being provided in the form of taking students to villages during NSS camp, cleaning of hospitals, talks on health and hygiene, drug awareness drives, tree plantation drives etc. Extension lectures/Seminars on the need based topics like traffic awareness, Career Counseling, Soft and life skill development, Anti Drug Awareness, Food Adulteration, My Vote-My Responsibility, Fit India Campaign , Positive Youth Development to induce qualities required in today's youth.

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

<p>7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized</p>	<p>B. Any 3 of the above</p>
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File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View File
Web-Link to the Code of Conduct displayed on the institution's website	No File Uploaded
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	No File Uploaded
Details of the Monitoring Committee, Professional ethics programmes, if any	No File Uploaded
Any other relevant information	No File Uploaded

<p>7.2 - Best Practices</p>
<p>7.2.1 - Describe at least two institutional best practices (as per NAAC format given on its website) Describe any two best practices successfully implemented by the institution as per NAAC format</p>
<p>1. Title of the Practice: Future Ready Campus</p> <p>Malwa Central College of Education for Women, Ludhiana, one of the premier institute in the field of teacher education was established in 1955. The college has well-furnished building to cater to the needs of would-be teachers. This year the college focused on making classrooms smart to be ready for future needs of the students. The classrooms were fitted with new generation smart interactive flat panels. The campus was Wi-Fi enabled. New computers were added to computer laboratory and library. The</p>

campus was secured by installing 17 cameras as strategic points.

1. Title of the Practice: Journey towards Positive Youth Development

In India 66% of the population is below the age of 35 years. Today the young people are growing up in a confusing world. Positive youth development is a process that prepares the youth to meet the challenges of life and achieve their full potential. The college provides various platform to the students for recognizing their potential and develop their skills by participating in various programmes. Awareness drives through invited guest lectures were conducted to make the students ready for the present day needs and problems of the society. Two day national seminar on 'Journey towards Positive Youth Development' was organized by the college.

File Description	Documents
Photos related to two best practices of the Institution	View File
Any other relevant information	View File

7.3 - Institutional Distinctiveness

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

Two-month workshop on Soft and Life Skills Development

Malwa Central College of Education for Women organized a two-month workshop on Soft and Life Skill Development from 1st January 2023 to 28th February 2023 sponsored and funded by Life Long Learning and Extension, Panjab University, Chandigarh. The purpose of the workshop was to strengthen the ability of the students to meet the needs and demands of present-day society and to help youth overcome various difficulties in life. This initiative was taken to develop various skills in female students from rural areas. Students were sensitized about Essential Life Skills for Young Adults like communication skills, budgeting skills, personal grooming, clothing skills, social skills, mannerisms etc. A week of yoga and meditation sessions was also conducted. Various extension lectures were delivered. A one-week session on Employability Skills was organised in which students were oriented about the C.V. Writing, How to face an interview and various Placement options. A Self-Introduction Activity was conducted in which students talked about their inner self, their hobbies and

their strengths and weaknesses which boosted their confidence to speak in public. Students demonstrated their calligraphy skills; and utilise waste materials and daily life things in innovative craftwork.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	View File
Any other relevant information	No File Uploaded