YEARLY STATUS REPORT - 2020-2021

Part A	
Data of the Institution	
1.Name of the Institution	**GYANROSHANI LOK KALYAN SANSTHA KHOKHARA, JANJGIR**
• Name of the Head of the institution	**Dr. MANOJ LATA SINGH**
• Designation	**Principal**
• Does the institution function from its own campus?	**Yes**
• Alternate phone No.	**07817222356**
• Mobile No:	**7067011100**
• Registered e-mail ID (Principal)	**grlkecjnj@gmail.com**
• Alternate Email ID	**akhileshkatakwarsir@gmail.com**
• Address	**PLOT – 3411, MUNUND ROAD ,VILLAGE - KHOKHARA, DIST - JANJGIR CHAMPA (CHHATTISGARH)**
• City/Town	**JANJGIR CHAMPA**
• State/UT	**CHHATTISGARH**
• Pin Code	**495668**
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	**Co-education**

• Location	**Rural**
• Financial Status	**Self-financing**
• Name of the Affiliating University	**ATAL BIHARI VAJPAYEE UNIVERSITY BILASPUR**
• Name of the IQAC Co-ordinator/Director	**Mrs. – OMITA THAWAIT**
• Phone No.	**8959366601**
• Alternate phone No.(IQAC)	
• Mobile (IQAC)	
• IQAC e-mail address	**iqacgyanroshani@gmail.com**
• Alternate e-mail address (IQAC)	
3.Website address	**http://www.gyanroshani.com/**
• Web-link of the AQAR: (Previous Academic Year)	
4.Whether Academic Calendar prepared during the year?	**Yes**
• if yes, whether it is uploaded in the Institutional website Web link:	
5.Accreditation Details	

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B	2.04	2017	27/11/2017	26/11/2022

6.Date of Establishment of IQAC	27/11/2017

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

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

8.Whether composition of IQAC as per latest NAAC guidelines	Yes	
• Upload latest notification of formation of IQAC	View File	

9.No. of IQAC meetings held during the year	2	
• 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	15000

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

• **Academic Calendar for the session was more holistic in approach and it's successful implementation was monitored by IQAC. • Institutional Social Responsibility activities were given due importance. • Academic autonomy was ensured through systematic check points. • More Faculty Development Programs, workshops and seminars were organized for ensuring quality in higher education and creating**

awareness to bridge the gap between traditional pedagogy and 21st century learner.

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
Academic Calendar	The Academic Calendar for the session 2020-21 was more elaborate and was successfully executed.
Institutional Social Responsibility activities were given due importance	Many activities were organized during the session. Detail report in annexure
Academic autonomy was ensured through systematic check points	All courses follow a lecture plan and all teachers prepare a course-file for their respective subjects each semester.
Faculty Development Programs were organized to ensure the continuous learning for teachers.	continuous learning for teachers. Three faculty development programs were organized during the session.

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

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
GYAN ROSHANI LOK KALYAN SANSTHA JANJGIR	14/12/2020

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2019-20	05/02/2020

Extended Profile

2.Student

2.1 Number of students on roll during the year	**100**

File Description	Documents
Data Template	[View File](#)

2.2 Number of seats sanctioned during the year	**100**

File Description	Documents
Data Template	[View File](#)

2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	**63**

File Description	Documents
Data Template	[View File](#)

2.4 Number of outgoing / final year students during the year:	**99**

File Description	Documents
Data Template	[View File](#)

2.5 Number of graduating students during the year	**99**

File Description	Documents
Data Template	[View File](#)

2.6 Number of students enrolled during the year	**100**

File Description	Documents
Data Template	[View File](#)

4.Institution

4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	3169394
4.2 Total number of computers on campus for academic purposes	25

5.Teacher

5.1 Number of full-time teachers during the year:	16

File Description	Documents
Data Template	View File
Data Template	View File

5.2 Number of sanctioned posts for the year:	16

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

Attainment of academic excellence is the vision of the college. Its Mission is to bring about improvement in the quality of teaching, learning .

The institution seeks to prepare effective secondary school teachers who are capable of responding to the changing needs of the modern Indian Society.

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

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

E. Any 1 of the above

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

1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and

students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers	

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://52c33a70-fc00-433e-9c04-fdae8bb5dcb0.usrfiles.com/ugd/52c33a_ec2d387e4e3148868700b53d3487e75a.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

08

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	AS PER NORMS
Any other relevant information	Nil

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

`0`

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

`00`

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

`43`

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

`43`

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	**Two 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	**No File Uploaded**
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

00

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

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.

Equity-Providing education to all irrespective of considerations of

caste, creed, religion and the social strata

- Providing quality education for overall growth and development of general
- The college follows state reservation policy in favour of the SC/ST and OBC

Self Development-To make the youth self reliant and capable of showing direction to others. improve communication skills and enables its students to solve the complexities of life

Community and National Development-Inculcate a sense of social responsibility towards society .Contribute to the national cause of human resources development i.e. contributing for Flag Day, blood donation, celebrating Republic Day, Independence Day, Teachers Day and festivals of all communities etc.

Issue of Ecology and Environment-The college spreads awareness about and enriches environment by Saving natural resources.Promoting tree plantation through "Each one Plant one" motto Using and promoting eco-friendly items e.g. making of jute bags by each student-teacher in their S.U.P.W. classes

Value Orientation- developing value-based holistic vision by Imparting moral education by examples and practical actions motivated through regular lectures by faculties, guests

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	View File
Photographs indicating the participation of students, if any	No File Uploaded

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

The college provides students with a rich and varied learning

experience characterized by an atmosphere of intellectual excitement, a research culture, a commitment to global engagement, clear academic expectations and standards, and a vibrant and exciting social context.

In addition, the college encourages its students to take responsibility of their learning and create dynamic partnership with peers, teachers and researchers. Students contribute to the creation and maintenance of an effective learning experience by:

- Collaborating with other students in learning;
- Contributing to the college-university community and participating in life beyond the classroom;
- Actively participating in discussion and debate and respecting the others' viewpoints bybeing reflective, creative, open-minded and receptive to new ideas;
- Accepting the responsibility to move towards intellectual independence;
- Providing feedback on the quality of teaching and college services
- Constructivism in the classroom also provides hands on learning, where children learn by doing. The various laboratories are well equipped to foster experimenting and scientific temper in students. Due arrangement is made in the Time Table for Practical Work and CCA every week. Students' assessment is done in the above activities.

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

Intellectual

- The College is committed to sustained high quality education.

- To make employable and responsible citizens with the value education in focus.
- Promote by providing pos-entrance level financial assistance and concessions to the students of who have been 'deprived of education due to their poverty'.

Academics

- The college is committed to the principle of grace in life through learning to ensure the growth of human resource of the country.
- It nurtures intellectual and academic quest among the student teachers.

Training

- Developing latest professional life skills
- Training learners to excel in all spheres of life, useful and purposeful to the society
- Developing effective trained manpower for education for contributing in the process of nation building

Equity

The college is committed to

- Providing education to all irrespective of considerations of caste, creed, religion and the social strata
- Providing quality education for overall growth and development of general
- The college follows state reservation policy in favour of the SC/ST and OBC

Self Development

The college strives

- To make the youth self reliant and capable of showing direction to others.
- To improve communication skills

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

1.4 - Feedback System

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

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

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

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

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

100

2.1.1.1 - Number of students enrolled during the year

100

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

83

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

83

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

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

01

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

01

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 Institution organizes various programmes to develop communication skills, ICT skills, community orientation, social responsibility, etc. The communication skills in teacher education institutes require illustrations, explanations, concepts, probing, and simulation variation viewed in terms of communication. This includes verbal as well as written communication skills. The institute organized programme on Effective Communication in Classroom Process.

- The student teachers grouped into five or six and they are oriented and given practice for development of the communication skills.
- During the free discussion session on the subject, the teacher provides selected lesson plan to the pupil teachers which they go through to discuss issues related to theory and practice and other thematic points.
- Every year orientation for teaching skills is given in the form of lectures by eminent educationists. Workshops are organized for familiarizing the students with problem solving methods.
- ICT skill is an integral part of modern education. The institute is equipped with a good computer laboratory and language lab. The student teachers carry out assigned work with the help of computers. The students are trained in the art of using charts, pictures, models and slides.

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

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

Two/One of the above

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

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

Two 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	**No File Uploaded**
Photographs with caption and date	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.2.4 - Student-Mentor ratio for the academic year

6:1

2.2.4.1 - Number of mentors in the Institution

16

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.

- **Teachers follow interdisciplinary approach and thus break the barriers. The student teachers have to mix up content and methodology judiciously. The very nature of class composition demands a multi disciplinary approach.**
- **The student teachers are made aware of the vital aspect and trained through model teaching and case history based on experience to equip with the skills needed to become successful teachers.**
- **The student teachers are trained to adopt a multi skill approach in writing the lesson plan.**
- **Moreover, our curriculum makes the student-teachers acquire**

ability in writing, speaking and singing by participating in competitions, which bring out the inner potentials present in them.

1. **Multi-skill development**

- The curriculum has papers on Papers on Teaching Values, Computer Education & Physical Education

- In addition to the prescribed curriculum extra-curricular and co-curricular activities are conducted for multi skill development. Student teachers have to participate in different cultural activities that are organised throughout the academic session.
- The student teachers have to compulsorily take part in the multi-skill activities that are organised by the institute.
- Internal submission is compulsory for all. Each pupil teacher has to do a Case Study, Action Research, etc.
- The student teachers also arrange street plays on different moral and social topics.

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

12

File Description	Documents
Data as per Data Template	View File
Link to LMS	http://www.gyanrosni.cyberteacher.in/
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

12

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	**No File Uploaded**
Landing page of the Gateway to the LMS used	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

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

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

The Mentor teachers of the practice-teaching schools are involved rather effectively in the internship sessions right from developing the lessons plans down to delivery of the lessons, and even beyond the classrooms.

- Time allotment, activities to be undertaken and responsibilities to be shouldered are finalised with the help of school-subject teachers
- The content area to be taught by student teachers is decided by the serving teachers. The student-teachers prepare lessons plan in consultation with the teacher.
- Suggestions given by the serving teachers are welcomed and the suggested changes incorporated. Particularly volume of the specific content and the method suitable are decided with their help. It provides continuity to the ongoing teaching process of the subject in the school from the point of view of school curriculum.
- School teachers are likewise involved in the assessment process.

  The Mentor teachers of the practice-teaching schools are involved rather effectively in the internship sessions right from developing the lessons plans down to delivery of the lessons, and even beyond the classrooms.

- Time allotment, activities to be undertaken and responsibilities to be shouldered are finalised with the help of school-subject teachers
- The content area to be taught by student teachers is decided by the serving teachers. The student-teachers prepare lessons plan in consultation with the teacher.
- Suggestions given by the serving teachers are welcomed and the suggested changes incorporated. Particularly volume of the specific content and the method suitable are decided with their help. It provides continuity to the ongoing teaching process of the subject in the school from the point of view of school curriculum.
- School teachers are likewise involved in the assessment process.

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	Five/Six of the above

Teacher presented seminars for benefit of teachers & students Use of media for various aspects of education Discussions showcasing the linkages of various contexts of education- from local to regional to national to global

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

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

- **Collaborative group learning, both inside and outside the classroom;**
- **Individual and group student research and discovery;**
- **Research and discovery by students and faculty together;**

The following techniques are also used:

- **Project based learning: Projects are assigned to the students, through which they come to know how to solve a particular problem and study that problem in-depth.**

Students are provided knowledge by undertaking projects on different subject and on different topics of the same subject. This develops their analytical skills and provides confidence at the end of the day.

- **Computer aided Instruction: Students are given computer aided instructions and encouraged to use latest technology. Basic knowledge of using computer is provided through a compulsory paper. On this they can build up to start independent teaching jobs.**
- **Tutorial: Students attend one tutorial class per week wherein they are encouraged to speak at least for 5 minutes on important topics relevant to the field of education.**

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

2.4 - Competency and Skill Development

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

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

2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement	**Eight /Nine 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	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

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

2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales	**Four 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	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

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

2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution ofcommunity related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event	**Four 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	**No File Uploaded**
Photographs with caption and date, wherever possible	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

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

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

Teaching Practice- Diagnosis Mechanism

Process is phased out as under:

Phase-1 -Pre-Practice- Mapping of Activity-Interactive Session with the HoS, SchoolCoordinators, Supervisor-to finalise road map

- **School Plant- Pupil Teachers to visit and study all dimensions and programmes of the school .**

- **Demonstration Lesson and Micro-Teaching Lessons**

Phase-II. During Practice Teaching-

Practical Teaching ten lesson on each subject in the school

Observation Lessons, Peer observation

Mid –term assessment, evaluation (on ten dimensions of Class room teaching.

Identification of weak areas, Diagnosis and Treatment

- **Re-visit of Pupil Teacher to school for teaching**

Phase-III * Terminal Assessment and Evaluation (on ten dimensions of Class room teaching.)

Feedback & Overall assessment of Pupil Teachers from Coordinators and HoS

Achievement Progress of the Pupil Teachers.

Phase-IV Analysis of Teaching Practice, suggestion for furtherance reporting ,documentation and dissemination

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

100

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

2.4.10 - Nature of internee engagement during internship consists of Classroom teaching Mentoring Time-table preparation Student counseling PTA meetings Assessment of student learning – home assignments & tests Organizing academic and cultural events Maintaining documents Administrative responsibilities- experience/exposure Preparation of progress reports	**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	**No File Uploaded**
Wherever the documents are in regional language, provide English translated version	**No File Uploaded**
Any other relevant information	View File

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.

MONITORING

Practice teaching is conducted in various government and private schools.

- **Two lessons per day are delivered during their practice**

teaching sessions.

- Teacher educators (preferably subject experts) from the college are detailed to check and approve the lessons plans beforehand. The student-teachers are allowed to deliver the duly approved lesson plans.
- 60 to 70 per cent of the lessons in schools are observed by the faculty.
- Teachers of concerned schools also observe the lessons. The school teachers are encouraged to give suggestions for improvement.
- Teacher educators and school teachers note down remarks on the lesson plan book. Thus, on the spot feedback are provided to the student-teachers.
- More feedback comes in the form of discussion with the observers which is done soon after the lesson is finished;
- Detailed feed back is also provided in the college collectively on subsequent days.

Remarks on the notebook, subsequent discussion and observations based on self-reflection are taken into consideration for bringing about improvement. The process of observation and feedback is comprehensive and continuous

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)	Three 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

16

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

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

1

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

06

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

06

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

The College takes care of the aspects concerning personal and professional development of its teaching staff.

- Teaching faculties are encouraged to go for higher studies like M.Phil, Ph.D etc. Study leave may also be granted on fulfilling the conditions of putting in three years of continuous service in the college and committing themselves to serve for twice the period of sanctioned leave, after availing of the study leave.
- They are also encouraged to take national level examinations like UGC-NET, SLET/SET, etc.

Faculty members are encouraged to present their papers in the seminars organized by various educational institutions. They are sponsored to participate in such events. There is a provision for granting special casual leave [duty leave] with full pay and

allowance to staff, if they want to attend any conference outside. The management has made a standing provision relating to that effect.

Details of the achievements/contributions made by the faculty members are listed on Enclosure 2.4.5.

- Besides, the college organised the following programmes:

- The College deputed its faculty members to attend and make presentations in workshops/seminars
- Participants of these workshops conducted replicated workshop in their own college.
- Project CDs on various projects were developed and disseminated

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

Formal assessment:

- Formal assessment of the student-teachers is done through the internal examinations (House Tests) twice in an academic year as per GND University Calendar. In addition to it, college or subject teachers conduct class-test every week. It facilitates learning and its promotion, diagnosis of learning problems and treatments.
- The Theory part is assessed internally as well as externally through Year-end Examination.

- Besides, students undertaker projects, do survey, review book and science students maintain practical files for meeting requirements of internal assessment.
- Each Theory part is assessed internally (20%), and externally (80%) through Year-end Examination.
- Practice teaching is assessed internally (40%) and through External Assessment (60%).

- **The Work Experience Programme is likewise assessed internally (45% marks) and externally (55%).**
- **Annual Examination of theory papers is conducted under the aegis of GND University.**

Informal assessment:

- **Student-teachers are evaluated through their communication in the classrooms, their involvement in the teaching-learning process, etc., participation in the co-curricular activities and over all peer behaviour.**
- **Assessment is also done through internal viva and submissions of assignments.**

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

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

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

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

- **The students found to be poor performers are encouraged and extra classes conducted to let them overcome their deficiencies.**
- **As the evaluation approach in the college is comprehensive and continuous involving scholastic as well as non-scholastic dimensions. The students get to know what they are expected to do and how.**
- **The evaluation outcomes or results are continuously communicated using formal as well as non-formal methods of communication. For example, students' evaluation outcomes are provided to them through the remarks given to them in terms of marks and observations on their lesson plan file.**
- **Information regarding their performance in the unit or terminal test is provided to them through the display of marks on the notice board. Results are provided by the subject-teacher concerned to the respective students in the classroom itself where the answer-sheets are also shown to the students so that they may come to know the mistakes, if any, committed by them, during the assessment process.**

- **Teacher educators of the college are also provided with information about the student performance in different subjects and the subjects taken by the concerned teacher educator. They try to find out suitable ways and means to manage improved performance by the students.**

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.

EVALUATION POLICY OF THE COLLEGE

Evaluation Policy and process at the college is continuous and comprehensive. The student-teachers are assessed formally as well as informally.

- **Formal assessment of the student-teachers is done through the**

internal examinations (House Tests) twice in an academic year as per affiliation University Calendar. In addition to it, college or subject teachers conduct class-test every week. It facilitates learning and its promotion, diagnosis of learning problems and treatments.

- The Theory part is assessed internally as well as externally through Year-end Examination.

- Besides, students undertaker projects, do survey, review book and science students maintain practical files for meeting requirements of internal assessment.
- Each Theory part is assessed internally (20%), and externally (80%) through Year-end Examination.
- Practice teaching is assessed internally (40%) and through External Assessment (60%).
- The Work Experience Programme is likewise assessed internally (45% marks) and externally (55%).
- Annual Examination of theory papers is conducted under the aegis of GND University.

Informal assessment:

- Student-teachers are evaluated through their communication in the classrooms, their involvement in the teaching-learning process, etc., participation in the co-curricular activities and over all peer behaviour.
- Assessment is also done through internal viva and submissions of assignments.
- Classroom interaction by teachers in the form of question answer, extempore speeches on curriculum subject matter, group discussion on problems of school environment also form basis of assessment.

As such, various approaches to evaluation i.e. formative, diagnostic and summative are used for assessing student learning.

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.

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

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

2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	[View File](#)
Result sheet for each year received from the Affiliating University	[View File](#)
Certified report from the Head of the Institution indicating pass percentage of students program-wise	[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

Evaluation Policy and process at the college is continuous and comprehensive. The student-teachers are assessed formally as well as informally.

- **Formal assessment of the student-teachers is done through the internal examinations (House Tests) twice in an academic year as per affiliation University Calendar. In addition to it, college or subject teachers conduct class-test every week. It facilitates learning and its promotion, diagnosis of learning problems and treatments.**
- **Besides, students undertaker projects, do survey, review book and science students maintain practical files for meeting requirements of internal assessment.**
- **The Work Experience Programme is likewise assessed internally (45% marks) and externally (55%).**
- **Annual Examination of theory papers is conducted under the aegis of GND University.**

Informal assessment:

- **Student-teachers are evaluated through their communication in the classrooms, their involvement in the teaching-learning process, etc., participation in the co-curricular activities and over all peer behaviour.**
- **Assessment is also done through internal viva and submissions of assignments.**
- **Classroom interaction by teachers in the form of question answer, extempore speeches on curriculum subject matter, group discussion on problems of school environment also form basis of assessment.**
- **As such, various approaches to evaluation i.e. formative, diagnostic and summative are used for assessing student learning.**

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

2.7.4 - Performance of outgoing students in internal assessment

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

99

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

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

There is a provision for assessing students' knowledge and skills

before the commencement of the teaching programme.

- The fresher are given test in each of the teaching test which facilitates their grouping into advanced and weak learners.
- The College organises a Two-day Talent Search Programme to provide the student teachers with an opportunity to present curricular and co-curricular talent and potential. Then, they are divided into different clubs/houses and assigned responsibilities as per their ability, taste and institutional requirements.

Micro and Composite teaching provide yet another opportunity for testing and demonstrating skills in particular subject before the commencement of practice teaching

- The duly planned and managed wider and intensive interaction between the students and the teachers pulls down barriers. Also, it facilitates in understanding each other, identification of talent and its utilization for building a student centred-productive environment.
- Well accustomed to work with the student teachers, the teacher educators invest some time even after the scheduled time of the working day. Excellent teacher taught relationship is our asset.
- The College takes care of student specific academic needs. If any problem comes up, top priority is given to resolve it.
-

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

2.8 - Student Satisfaction Survey

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

0

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

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

0

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

3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research	One 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	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

0

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

0

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

12

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

20

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

18

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

18

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the claim along with photographs with caption and date	**No File Uploaded**
Any other relevant information	**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 college cannot be blind to the Society. So it engages community. The college has a remarkable record of such Activities. The faculty have on-going projects which are note-worthy.

The college has developed Social Labs for the benefit of the community as per details given below. So the local community has been benefited by

1. Caring for Senior Citizens

With the advancement in the medical science today, the life expectancy has been increasing resulting in the phenomenon of 'population ageing'. This significant rise in the number of senior citizens and their proper health care and privileges for them are matters of great concern and challenge before us and especially before higher education institutions which can orient common people towards this noble task.

1. Learn with Me

There was a felt need to initiate a programme on Adult literacy for illiterate and neo-literate females in society, the success of which could serve as a small indicator of progress and development of a community and the society as a whole. There was an urgent need for making some efforts towards uplifting the literacy scenario in the area. These young girls and women who are underprivileged needed to be empowered with at least the minimum level of literacy.

'Social Insurance Awareness Programme for BPL Community' for creating awareness of the various insurance schemes available in the social sector to the underprivileged masses; to inculcate a sense of social responsibility in students; and to create a sense of security among the Below Poverty Line (BPL) community. In this the college faced obstacles and had to evolve strategies to overcome them.

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

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

0

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

3.4 - Collaboration and Linkages

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

3

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

3

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	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

01

File Description	Documents
Data as per Data Template	[View File](#)
Copies of the MoU's with institution / industry/ corporate houses	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

The College has developed physical infrastructure as per the NCTE norms (as well as the norms laid down by the University). Details are as under:

- **The B.Ed. part of the college has seven classrooms, including method rooms, six resource centres/labs Rooms, Management's Office, Principal's chamber, clerical/administrative offices, Committee Room, MPH, library, boys and girls common room,**

canteen, etc.
- The College has fully equipped and spacious MPH fitted with latest sound and projection system, fire extinguishers, etc. and is used for the various workshops, seminars, and intra and inter-College competitions. Appropriate space for Indoor as well as outdoor games with required facilities is also available.
- Additional rooms and open space are available for the co-curricular activities.
- The following physical facilities are also available for conducting B Ed course.

1. Library & its infrastructure, Computers for internet surfing, etc
2. Staffrooms, Washrooms, etc.
3. Computer lab with 25 computers
4. Science laboratory
5. ICT resource center
6. Teaching Aid Workshop
7. Language Lab with terminal and console
8. Home Science and Work-Experience Lab
9. Canteen
10. Reception, Administration and Accounts Office,
11. Staff Room, Separate Rest room / Common room for girls and boys
12. Sports and Music room
13. Washroom faculties are separately available for men and women on each floor of the building.

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

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

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

4

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	https://52c33a70-fc00-433e-9c04-fdae8bb5dcb0.usrfiles.com/ugd/52c33a_3b5d810d421f4acb9a9aad5bcbed0eaf.pdf
Any other relevant information	**No File Uploaded**

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

2898146

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View File
Any other relevant information	**No File Uploaded**

4.2 - Library as a Learning Resource

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

The institution ensures adequate availability and optimal utilization of physical infrastructure . The institute has adequate physical infrastructural facilities to run the Educational Programme efficiently as per the Norms and Standards laid down by National Council for Teacher Education & by affiliating body.

College Library hasbeen developed complete physical infrastructure as per NCTE norms to run the B. Ed course.

The institute has modern and updated infrastructure and learning resourcesr. The Institute is a self-financed institute.

  - **Well-equipped library and a reading room having seating**

capacity for 60 pupil teachers. Library has internet connectivity and a photocopier with the facility of photocopying.

- ○ **ICT Resource Centre fully equipped with 40 computers with latest configuration and internet facility with each system.**
- ○ **Psychology Resource Centre with sufficient number of Tests and Psychological Testing Equipment's.**

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	https://52c33a70-fc00-433e-9c04-fdae8bb5dcb0.usrfiles.com/ugd/52c33a_c6d06d1d67234791a0782a2f865834d6.pdf
Any other relevant information	**No File Uploaded**

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

- • **The college library has computer and internet facilities**
- • **Computer and internet services are used by staff and the students alike. Details on the access to the staff and students and the frequency of use, are as follows:**
- • **Access to the staff: Teachers and students use computer and internet to access various kind of information regarding teaching subjects, teaching-learning process, teaching strategies, teaching techniques, various kinds of innovations in the field of classroom interactions, teaching aids, effective use of audio visual teaching aids, role of electronic media in education, recent researches related to educational developments and educational complexities etc., Teaching staff compare the educational developments of other countries with their educational practices of indigenous system.**

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

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

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

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

490000

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

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

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

35

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

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

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

4.3 - ICT Infrastructure

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

There is a central computing facility and the resources with this facility are available to staff and students. Both students and staff use this facility to access the internet and also for other computer work. Further the central computer facility is also used for training purposes.

ICT in use in the college

- Multimedia PC, Laptop, Notebook.
- CDs& DVDs. digital video, still camera.
- Internet and its tools- e-mail, browsers, website, search engines, chat etc.
- Computer aided instruction & computer mediated conferencing , video/audio conferencing.
- Digital libraries, e-books& electronic publications.
- Interactive TVs.
- Microsoft publishing -news letter, poster, brochure.
- Technology is used by teachers-student teachers to provide multiple representations of content (images, graphs, diagrams, tables) and multiple options for expression (multimedia, power point). Computer technology has changed traditional classroom instructional techniques. Now computers are used by students to process the information via multiple intelligences.

Technology is revolutionizing the way we think, work, and teach. Technology has a significant impact on student learning mainly because the teachers have changed the way they used to teach. Besides, Technology is continuously changing. It is an ongoing process. It demands continual learning. The college practices Technology integration that is the use of technology resources -- computers, Internet, e-mail, digital cameras, CD-ROMs, software applications, electronic publications, etc. -- in daily classroom practices, and in the management of a College.

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

1:7

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

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:	E. < 50 MBPS
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	Two of the above

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	https://52c33a70-fc00-433e-9c04-fdae8bb5dcb0.usrfiles.com/ugd/52c33a_79dee77d26cd4a168f0ce7b49d48db23.pptx
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	https://52c33a70-fc00-433e-9c04-fdae8bb5dcb0.usrfiles.com/ugd/52c33a_b3513cf293154be5b1540091f79850ac.pptx
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)

Nil

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

College has a well defined system on the utilization of available resources. There are various committees which are asunder:

- **Sports Committee**
- **Library Committee**
- **Purchase Committee**
- **Campus Development Committee**
- **Student Welfare Committee**
- **Cultural Committee**
- **These committees held their meeting as and when required and suggest appropriate suggestions to the principal for further action. Their suggestions are always honored and implemented.**

File Description	Documents
Appropriate link(s) on the institutional website	https://52c33a70-fc00-433e-9c04-fdae8bb5dcb0.usrfiles.com/ugd/52c33a_3756fba1b8da4ca6ab8899003b41a23e.pdf
Any other relevant information	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

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

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

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

5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	**D. Any 1 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	**No File Uploaded**
Samples of grievance submitted offline	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

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

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
01	100

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).

35

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	No File Uploaded
Any other relevant information	No File Uploaded

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

03

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

Yes. The college has a representative body of the students in which students are elected every year at the start of the academic year.

The student representatives coordinate various activities and responsibilities entrusted by the faculties to them. They act as a link between students and the faculty members, and the college.

The representatives provide feedback about various activities undertaken by the faculties and the college as well as how the decisions of College authorities are received by the students. Meeting of the representative body and college administration takes place regularly to work out different activities of the college.

Funding of various activities undertaken by the students' representative body is done by the college

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	**No File Uploaded**
Documentary evidence for alumni role in institution functioning and for student welfare	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

14

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	**No File Uploaded**
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

The College has an Alumni Association. The Alumni Association of the college has been helping the college in its growth and development process actively and efficiently, by providing positive feed back.

1. **The Principal of the College is the President of the Alumni Association. The list of other office-bearers of the Alumni Association for the last three years is give below:**

List of Current Office Bearers

……………………………………

……………………………………

……………………………….

(ii) Year of last election – 2021

(iii) The activities of the Alumni Association of the last two years are given below.

- **Informal get together of the students of every preceding session's passed out batch in college campus.**
- **Felicitation of the students who get placements during the preceding academic year**
- **Election of the office bearers from the students of the preceding session.**

(iv) Contribution of Alumni to the Growth and Development of the College.

The alumni's contributions in the growth and development process are given below.

- **The Alumni helps in establishing Networking with all students.**
- **It helps the college in updating about the placements of pass out students.**
- **It furnishes information about job opportunities in schools**
- **Its feedback has helped in improving the existing curriculum, organizing new activities, etc.**
- **It has given many healthy suggestions for the augmentation of the college.**
- **Helps in publicity**

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

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

Three/Four of the above

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

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

02

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

Contribution of Alumni to the Growth and Development of the College.

The alumni's contributions in the growth and development process are given below.

- **The Alumni helps in establishing Networking with all students.**
- **It helps the college in updating about the placements of pass out students.**
- **It furnishes information about job opportunities in schools**
- **Its feedback has helped in improving the existing curriculum, organizing new activities, etc.**
- **It has given many healthy suggestions for the augmentation of the college.**
- **Helps in publicity**

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.

The Society is a registered body having its own constitution which contains broad norms and, in some cases, even the prescriptive details.

For effective and efficient transaction of teaching and learning processes, a proper hierarchy of management has been designed so as to coordinate at each level of management. There exists an efficient decentralized system of administration in that various committees perform academic and administrative responsibilities.

- **The management takes care of the over all governance of the college.**

- **The Society has an Executive, which, technically speaking is vested with all the powers that the Trust exercises. The Executive takes all the policy decisions and issues required objective-need based directives which are to be enforced. It has all the power required to frame rules for functioning of the colleges.**
- **The Executive Committee comprises a) Chairman, b) Vice Chairman, c) Secretary, Treasurer and members. The President/Manager is required to take appropriate steps to carry out all decisions of the Board.**
- **The President is required to take appropriate steps to carry out all decisions of the Executive.**

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 administration has considerably a decentralized system in that every part of it enjoys the powers assigned by the competent authority and functions as an autonomous unit within the delineated jurisdiction. There is, in a way, downward devolution of power, flowing from the management down to the committees and functionaries

The Society is a registered body having its own constitution which contains broad norms and, in some cases, even the prescriptive details.

For effective and efficient, a proper hierarchy of management has been designed so as to coordinate at each level of management. There exists an efficient decentralized system of administration in that various committees perform academic and administrative responsibilities.

College have 21 commttees for the smooth functioning.

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

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

Academic Management

Decisions regarding academic management are taken by IQAC, PA C, Annual Calendar and Time Table Committee, Guidance and Counselling Committee and Admission Committee. These committees meet at regular intervals. Thus,

The IQAC took stock of the quality aspect and the ways quality is being created, sustained and enhanced. It directed to identify the areas/aspects/faculty members for suggesting ways and means for ensuring how the objectives might be achieved. At the year end, it reviewed the implementation

Finance

The financial aspects remain a multi-committee affair. The relevant committees requested for making standing provisions regarding the

financial requirements, both present and future. It was decided that resources have to be provided to meet each and every genuine requirements of the students, teachers, infrastructural and for empowerment of the faculty. It was in particular decided to finance all the augmentation programmes and the activities for updating the college in every sense of the term. In this, specific amount was sanctioned for purchasing more books for library and creating a respectable book bank. Likewise the decision to get budgetary allocations for updating IT facilities was taken.

Faculty and Research

Faculty Development Programme & Research Cell is the main committee that takes care of the matters concerning faculty members.

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

6.2 - Strategy Development and Deployment

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

The strategy followed by the college is quite specific and action oriented. In order to achieve the goals the College has designed specific short term and long term plans. The time-bound strategic plan developed by the college is effectively implemented and supported with appropriate financial allocations. The officers of the college are governed on the principles of participation and transparencies.

Mapping of course-wise activities and allocation of academic task as per the development plan

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://52c33a70-fc00-433e-9c04-fdae8bb5dcb0.usrfiles.com/ugd/52c33a_e569619de7c24498a4f12c66fac31367.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

Objectives are communicated at all levels by conducting meetings regularly and closely monitoring the level of implementation after the meetings.

The involvement and contribution of the individual employee is assured through motivation, inspiration and by following a policy of presenting challenges and providing incentives.

Some of the responsibilities are assigned on personal basis to individual staff member. It may be mentioned again that almost every employee is involved in the process of planning because of which they get identified themselves with the task and the working itself.

Besides, the employees are continuously monitored and reminded as and when required. At the same time, concerned functionary remains under the obligation of submitting a written progress report.

File Description	Documents
Link to organogram on the institutional website	https://52c33a70-fc00-433e-9c04-fdae8bb5dcb0.usrfiles.com/ugd/52c33a_d8fc5214406b4570b51fa6408d117a0b.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

6.2.3 - Implementation of e-governance are in the following areas of operation Planning and Development Administration Finance and Accounts Student Admission and Support	All of the above

Examination System Biometric / digital attendance for staff Biometric / digital attendance for students

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

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

RESPONSE-- practices decentralized and participative management for all academic and extracurricular activities. Decision relating to all academic activities is brought to the notice of the principal and the entire staff members meet together, discusses how decisions would affect the academic calendar and only then decisions are made. This is the regular practice Two practices that showcase this decentralized, participative process include: 1) Establishment of Committees: Various committees are in place for grievance redressal, staff selection, student selection, etc. which have their own policies and processes and the members in charge are able to make decisions pertinent to their activities 2) Democratically Elected Student Council: A democratically elected Student Council plans, organizes, and executes various co-curricular and extracurricular activities under the guidance of a faculty coordinator

The Admission Committee counsels prospective candidates for admission before the Application Forms for admission are released The Admissions Committee (for admissions) involves all members of the staff who co-operate and work at different levels. They also sit in at interface meetings and meet parents and students prior to admission. Planning Board (for financial planning and implementation) involves the participation of teachers and non-teaching staff. Every grant to the college is discussed in this Board. Budgets for each department at the beginning of the academic year also form part of the discussions. The Library committee prepares and plans for the book budget with individual departments.There is a Building Committee with members from faculty,

architects, engineers, contractors and office staff to assist with the planning and execution of vertical extension of the college andplanning for infrastructure associated with the new wing.

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

6.3 - Faculty Empowerment Strategies

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

College has a policy, resources and practices that support and ensure the professional development of the faculty such as budget allocation for staff development, sponsoring for advanced study, research, participation in seminars, conferences, workshops, etc., and supporting membership and active involvement in local, state, national and international professional associations).

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

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

06

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

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

06

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

30

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.

- **Formative evaluation BY students OF faculty**
- **Grading of files, assignments at the end of academic session**
- **Record of participation / performance of students in Inter College activities**
- **Internal Assessment records of the students.**
- **Feed back from principal of schools where students teacher do their practice teaching programme.**
- **Confidential report of faculty members by the Principal and management.**
- **Quarterly report.**
- **Feedback from alumni**
- **Complaints/suggestions as filed and dropped in the Suggestion/ Complaint Box**

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

6.4 - Financial Management and Resource Mobilization

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

INSTITUTION CONDUCT INTERNAL AND EXTERNAL FINANCIAL AUDIT REGULARLY.

AUTHORISED CHARTERED ACCOUNTANT MONITER/ ANALYSE ALL THE RECORD RELATED TO FINANCIAL ISSUSE. BUDGET ALLOCATION AND AUDIT REPORT CHECKED AND MAINTAINE BY THE AUTHORISED CHARTERED ACCOUNTANT REGULARLY.

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

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

NA

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

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

Annual budget allocation and utilization in the year for the maintenance of the following? Give justification for the allocation and unspent balance if any.

1. **Building**
2. **Laboratories**
3. **Furniture**
4. **Equipments**

5. Computers
6. Transport/Vehicle

.The budgetary estimates are counted on the basis of the past spending and the felt future needs. The principal and the management of the college manage and supervise utilization of the allocated budget optimally

As out above that the infrastructure facilities established are kept open for the students and faculty during working hours and extended hours whenever required.

Library, Computer centre, Sports facilities are kept open on holidays/extended hours for all the registered users.

The infrastructure of the college is optimally used by the legitimate users and is also made available to other academic agencies, such as practice teaching schools.

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

RESPONSE-- Streamline the quality assurance focus for academic and non-academic purposes.

The IQAC team has also prepared and provided the guidelines to teaching staff for the national and international accreditation from various bodies.

The IQAC Composition:

The IQAC team is comprised of both internal and external stakeholders.

Internal stakeholders include the Principal of the institute,

heads of the academic and examination department,

the chairman of the institute,

members from administration,

student representative,

Representative and the member from the industry body.

Functionalities:

The responsibilities of the IQAC ream are not only limited to only quality control but also guidelines toward new initiatives. The team members meet quarterly and review functionalities on various academic and non-academic purposes. The team discusses current quality standards and suggests improvements in various areas where improvement is necessary.

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

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

Academic Domain

Faculty Development Programmes- IQAC visualizes the need for the conduct of theme based Faculty Development Programme, learning outcomes of the FDP are shared with the IQAC

Formulation of POs and COs - Learning is a continuous process, change is a natural process, thus IQAC reviews the POs and COs as the emerging changes and needs

Addon Courses- Every year IQAC identifies the thrust area on which Add on Courses are started , its curriculum is planned, COs are formulated. Its quality of transaction is monitored by the IQAC nominated member.

Feed Back Analysis-Feed back obtained from various stakeholders is duly analyzed and report is placed before IQAC for review and suggestions

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

05

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	**No File Uploaded**
Link to the minutes of the meeting of IQAC	https://52c33a70-fc00-433e-9c04-fdae8bb5dcb0.usrfiles.com/ugd/52c33a_e3057d639a0e46509e5d3f239248c2d2.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://52c33a70-fc00-433e-9c04-fdae8bb5dcb0.usrfiles.com/ugd/52c33a_5f9d9af0e3ae42cd8d9ba7effeacf450.pdf
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	**No File Uploaded**
Feedback analysis report	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

The staff enrichment programs are held to upgrade their knowledge and skill of the staff. These programs lead to healthy discussion and clarifications of ideas and thoughts. teacher educators are encouraged to present book reviews, sharing of knowledge got through attending seminars and workshops held else where and current trends in education.

- **The IQAC took stock of the quality aspect and the ways quality is being created, sustained and enhanced. It directed to identify the areas/aspects/faculty members for suggesting ways and means for ensuring how the objectives might be achieved. At the year end, it reviewed the implementation of its decisions and sought clarifications on deficient part. Then, it suggested how best the quality aspect may be given prime significance in the over all working of the college.**

II The Programme Advisory Committee (PAC) discussed the status of syllabus, course contents, finalized academic calendar, time table and issued guidelines for further improvement to be ensured in the functioning of the college. It took decision on the selection of the members of committees for the next session. Then, the committee took stock of the progress registered during the first half of the session; of the extent the objectives and goals were achieved. The last of the meetings was devoted to discussing the outcome of internal examination and different activities related to the academics and their drawbacks. It suggested improvements, asked to develop schedule for arranging workshop on pedagogy and methodology and effect assessment and evaluation. It decided about syllabus coverage, use of audio visual aids; maintaining students attendance record, Internal assessment, Organization of year-end Celebrations, Laboratory work and use of Educational Technology

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.

Energy Policy

Consequent upon the decision taken by the IQAC and subsequent approval of the Managing Committee of the college to formulate Energy Policy and shall be promulgated from the date of its notification

Sidana Institute of Education procures energy from sources like electricity and power, petroleum, liquid gas, and solar energy. The Energy Policy determines these four sources of its procurement and policy concentrates on the following energy related concerns: :

·Energy sources;

·Energy Infrastructure

·**Energy efficiency**

·**Energy Costing**

·**Energy Management**

·**Energy and Environment**

·**Alternative Energyra**

·**Energy up-gradation**

·**Energy Budgetting**

·**Energy Conservation**

The Energy Policy is reflected in how it is proposed, adopted, implemented, and evaluated.

Adopted -Energy Policy is adopted as an integral part of the institutional policy frame-work and its day to day functioning.

ImplementationIts implementation depends on whether the energy policy measure to what extent the implementation entails joint efforts management, teachers and students

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File Description	Documents
Institution's energy policy document	[View File](#)
Any other relevant information	**No File Uploaded**

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

Wastemanagement

COLLEGE is dedicated to Reduce, Reuse and Recycle! The mission is to

minimize the waste production in theCollege. A number of initiatives have been taken to achieve this mission, as below:

·Waste is collected, processed and disposed off in accordance with the standards laid down by the pollution control board.

·Students and staff members are motivated and guided to reduce paper waste. Students use both sides ruled notebooks for subjects such as science and geography. They use their unfinished notebooks for holidays' homework and practice work.

·. Waste disposal must be wisely done in the segregated waste bins to maintain the clean, green and beautiful surroundings of the College campus.

- emphasize on segregation of waste into different categories. TheCollege premises have segregated waste bins kept at various points to facilitate waste management.
- No poly bags are allowed in the College premises.
- The College also makes best efforts to spread awareness about E- waste, its collection and safe disposal.
- Waste Paper Recycling Services Every classroom has a black bag kept at the back to collect paper waste, which is recycled on regular basis.
- Waste management is important for an ecofriendly campus. In a College different types of wastesare generated,its collection and managementare very challenging.The following data providet hedetailsofthewastegeneratedandthedisposalmethodadoptedbytheco llege.

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

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

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

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

File Description	Documents
Income Expenditure statement highlighting the specific components	View File
Documentary evidence in support of the claim	View File
Geo-tagged photographs	View File
Any other relevant information	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

Environment and Sustainability:-

- **Environment Club-it is headed by one of the faculty member. Any student can become a member of this club by filling up registration form and paying a nominal membership fee of Rs.50/- per year . Environment Club regularly organize issue based activity through skit, nuked natak, debate, competition, seminar and workshop.**
- **Green and Clean Campus- College has a pollution free green campus To keep the campus green , more than 60 fully grown trees are planted. Every tree is given number. Beside it, campus is surrounded by different plants and herbs .**
- **Beautiful ambience -Roads inside the campus are covered with**

  fully grown trees which adds to the beauty of the campus.
- Wastage Management- solid waste and liquid waste is scientifically maintained some of the waste is recycled
- Rain Water Harvesting Pit- As per the directions of National Green Tribunal, rain water harvesting pit is developed and maintained.
- Observation of Earth Day- College observes Earth Day by organizing activies like -Poster Competition, Slogans skit, essay, and talk.
- Water conservation and Reservoir Workshop- One day workshop is organized on various issues related to the water conservation, safe drinking water, storage and recycle of water etc.

File Description	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	View File

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

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	View File
Circulars and relevant policy papers for the claims made	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	View File

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

688825

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

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

The college ensures access to the information on organizational performance (Academic and Administrative) to the stakeholders, through

- **Meetings of alumni forums are arranged formally.**
- **Internal Assessment Record of student,**
- **Overall performance record from admission onwards, accessible by stakeholders**
- **Information regarding academic achievements is placed on the notice board. The college results of the university final examinations are put on the notice board and every student is informed individually.**

The Management is duly informed of the results of the college

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

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	**A. All of the above**

professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized	

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

7.2 - Best Practices

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

Best Practice

Title of the Practice: Women Empowerment

Goal

Women constitute more than 60% of the total student strength of the college. The majority of them come from drought and famine-ravaged rural areas, where miserable conditions of utter poverty, illiteracy, ill-health and superstition take hold of their lives. Thus they are doubly affected by the backwardness and discrimination. So, the college has resolved to take up the cause of Women Empowerment for the women students with the objectives of

• Mentoring students on women specific issues with one teacher as mentor for every 20 students mentees.

• Creating an environment through awareness programmes to enable the students to realize their full potential for learning and solving their problems independently

• Arranging special sessions with the police and social activists for enabling the female students to be aware of several types of 'evil designs' by professional criminals for the worst type of exploitation taking the advantage of their innocence and gullibility.

• Dealing amicably with the student victims of exploitation of all sorts maintaining utmost confidentiality of the private life to protect their dignity.

• Involving social activists and Government officials to enlighten the students on human rights and fundamental freedom for equal rights and opportunities.

• Organizing debates and discussions on gender equality to enable the students to realize gender sensitization, thus leading to more equality and harmony in family and society.

• Conducting seminars and special sessions on ragging, eve-teasing and dowry system to expose the ill-effects of the evils.

• Organizing the exclusive health camps for women students by women doctors for free treatment of women-related health problems and conducting awareness programmes on the importance of sanitation, personal hygiene and prevention of seasonal diseases.

• Tackling the social, developmental, health consequences and prevention of HIV/AIDS from a gender perspective.

The Context

The women students, in the beginning were not enthusiastic to participate in the deliberations.

• Some parents and staff vehemently opined that the awareness / sensitization programmes defeated the very purpose of sending their wards to college.

• As the gender sensitization programmes designed revealed several disparities and inequalities, that we might not have noticed earlier, people especially the other gender, argued discussing

gender and gender roles would break up families and destroy society.

• Similarly, the various legal protective provisions for women were misunderstood as undue favour meant to belittle men.

• Even some teachers supporting the argument often opined that the change was difficult to be accepted as the ideas emanated from these seminars/workshops/debates on gender inequalities appeared new and startling.

• Some parents even found fault with the college that their children were detained in the college beyond working hours for unconnected and counterproductive programmes.

• Under these circumstances, the college has thought it appropriate to forge ahead with the objective implementations the objective for which an exclusive cell is created.

The Practice

Discrimination against women even in the 21st century is a devastating reality. That is why 'gender inequality' has been a matter of serious concern across the globe and within the countries. India still has a long way to go before achieving gender equity and empowerment of women. Especially, the rural areas are ravaged by the miserable conditions of abject poverty, illiteracy, ill-health and superstition. Therefore, they remain largely as the marginalized poor and socially excluded. Joining a degree college in the town and acquiring higher education involve money and higher things. So the poverty-stricken and tradition-bound parents reluctantly admit their daughters to colleges. Being the most vibrant and dynamic segment, the youth including girls, is our most valuable human resource. We cannot afford to neglect our female force to be the victims of discrimination, exploitation and segregation. So the college resolved to empower female students to face the vicissitudes of life boldly and successfully for a life of peace, harmony and dignity. To achieve the aim, the college established Anti Sexual Harassment Cell with a senior woman teacher as its Coordinator and three other senior women teachers as its members. The Coordinator and the members of the unit meet twice a month and decide the conduct of awareness sessions during leisure hours sensitizing the girls to know why and how they are given subservient role in spite of their equal or even more abilities than their counterparts. The Principal along with the Coordinator monitors the implementation of the plan. The Coordinator and the members are responsible for the implementation of the programmes in consultation with NGOs

Department of Social Welfare, Adult Education, Women and Child Welfare, Judiciary and Medical Departments. The Women Empowerment Cell is working for the protection of women's rights and actively empowers women creating conditions for gaining confidence in their abilities. It aims at curbing the social evils like eve-teasing, ragging and dowry system providing necessary counselling and guidance by professional women counsellors, social and rights activists, enlightened academics and professional psychologists and psychiatrists, so that the women students become aware of unjust gender discrimination, the human rights, the legal provisions available for their protection, importance of higher education for higher enlightenment, mental and physical fitness. The College has organized several productive programmes so far extensively utilizing the services of the widespread network of NGOs which have a strong grass-root level presence with deep insight into women's concerns contributing to the inspiring initiatives for the empowerment of women.

Evidence of Success

Every Year all members of the cell actively work on the women safety and women empowerment work no problem is found during the session. Awareness programme conducted for women empowerment.

Problem Encounter

- The modest and diffident students were reluctant to cross their academic borders affecting the successful conduct of awareness programmes.
- The first awareness camp for female students on HIV/AIDS received a discouraging response as women's talking about AIDS is still a taboo.
- Ensuring the all-round support and participation of women teachers in the programmes is also a tough task
- Women students' impulsiveness in the matter of love in the adolescent age is a sensitive issue to be dealt with by women teachers.
- Organizing various programmes during working hours, sometimes, has led to sacrificing the class work.
- Sometimes, the participants were put to disappointment as the resource persons did not turn up for the camp.

Best practice

Title: Personal Contact Programme (PCP) Mentor Mentee System

Goals

• To provide the platform to the students to have face-to-face interaction with theMentor without any hesitation.

• To provide an opportunity to students to share their learning experiences.

• To develop confidence among the students to seek guidance from mentors to solve their problems related to academic and even personal matters.

• To help the students to overcome the barriers in their learning.

• To facilitate in building the rapport of the Mentor with the students.

• To facilitate in knowing plans of the individual student regarding her aspirations for further studies and employment.

The context

Students from different socio-economic background take admission in the our institution so it becomes important for teacher to understand the professional needs and prepare them for to be a teacher.

The practice:

Personal Contact Programme (PCP) aims at gauging the requirements and aspirations of our students. PCP is held every year in the beginning of the session in the first week of month of August whenever the session begin, wherein a panel/group of members of the faculty meets new students individually. The information of each student pertaining to her educational and family background as well as her interest and aptitude, career aspirations, challenges in pursuing the studies etc. is recorded during PCP programme. Members also assess the needs of the students in terms of the latest trends and change in the teaching profession.

Evidence of success

• It initiates bonding between the students and the institution at

once.

• **The teachers get an overview of the class, the family background, their educational background they had and so on which is quite helpful in adopting the teaching style that suitsthem the best.**

• **Most of the students open up and share the problem, if any, without any hesitation.**

The Problem Encounter:

• **Students' shyness and hesitation in sharing the problems they face.**

• **Time required for putting even the student at ease to know them well.**

In the teacher Learning process the faculty of Gyanroshani Lok Kalyan Sanstha Khokhara Janjgir regularly make effect to enhance the personality development of their students there cultural activities –

Drama, Rangoly competition,, mehandi competition, deep decoration competition, hall decoration competition, Bouget competition, class room decoration competition, Hair decoration competition, I minute competition, faculty also focused on the students regrading develop their teaching skill's and methodology.

Scholastic institute also organized and non-scholastic activities.

File Description	Documents
Photos related to two best practices of the Institution	View File
Any other relevant information	**No File Uploaded**

7.3 - Institutional Distinctiveness

7.3.1 - Performance of the institution in one area of distinctiveness related to its vision, priority and thrust Describe the institutional performance in one area of distinctiveness related to its vision,

priority and thrust in not more than 100 -200 words

There is no difference in teaching physically challenged students.Integrated education is given to the physically challenged and differently able students enrolled in the college.Women'sissues are incorporated in the curricula.Priority has been assigned to women related issues to be reflected in the curricular transact as enrolment of girls students in the college has been persistently rising..

The college ensures access to the information on organizational performance (Academic and Administrative) to the stakeholders, through

- Meetings of alumni forums are arranged formally.
- Internal Assessment Record of student,
- Overall performance record from admission onwards, accessible by stakeholders
- Information regarding academic achievements is placed on the notice board. The college results of the university final examinations are put on the notice board and every student is informed individually.

Student teachers receive practical training and solution for various problems during practice teaching through action research and case-study as well. Student teachers are exposed to do practice teaching in the schools where the children are from the most diverse backgrounds and exceptionalities.

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

PRINCIPAL
GYANROSHNI LOK KALYAN SANSTHA
KHOKHRA, JANJGIR (C.G.)

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