



## YEARLY STATUS REPORT - 2021-2022

### Part A

#### Data of the Institution

##### 1.Name of the Institution

SHRI KRISHNA COLLEGE OF EDUCATION

• Name of the Head of the institution DR SATRUGHAN

• Designation PRINCIPAL

• Does the institution function from its own campus? Yes

• Alternate phone No. 01285240310

• Mobile No: 8295310829

• Registered e-mail ID (Principal) skcepali@gmail.com

• Alternate Email ID skcepalinaac@rediffmail.com

• Address VPO PALI

• City/Town MAHENDERGARH

• State/UT HARYANA

• Pin Code 123029

##### 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 **INDIRA GANDHI UNIVERSITY MEERPUR (REWARI)**
- Name of the IQAC Co-ordinator/Director **KANWAR SINGH TANWAR**
- Phone No. **9354216651**
- Alternate phone No.(IQAC) **01285240310**
- Mobile (IQAC) **9466223101**
- IQAC e-mail address **skcepali@gmail.com**
- Alternate e-mail address (IQAC) **skcepalinaac@rediffmail.com**

**3.Website address**[www.shrikrishnaedupali.com](http://www.shrikrishnaedupali.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:

<https://drive.google.com/file/d/1JssxdkGxyjbL1EAsGisp2fUE4Lm-fZV0/view>**5.Accreditation Details**

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
<b>Cycle 1</b>	<b>B</b>	<b>2.58</b>	<b>2012</b>	<b>10/03/2012</b>	<b>09/03/2017</b>

**6.Date of Establishment of IQAC****10/11/2016****7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.**

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>Nil</b>	<b>0</b>

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

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

**9.No. of IQAC meetings held during the year**      **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)      No File Uploaded

**10.Whether IQAC received funding from any of the funding agency to support its activities during the year?**      **No**

- If yes, mention the amount

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

1. Enhanced a positive Online Learning/teaching friendly Environment for the students through virtual classrooms to promote inclusive and democratic learning.
2. Extended all supports to the students and faculty members by organizing various seminars, workshops, conference, faculty development programs for ensuring continuous learning and quality in higher education.
3. Encouraged the students and staff members to contribute society during pandemic in collaboration with NGO and RWA of nearby locality for bringing them closure to the various issues of the society.

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

Plan of Action	Achievements/Outcomes
To strengthen Mentor-Mentee system further and to organize more activities relating to mental health of the students.	Strengthened the Mentor-Mentee system by increasing the number of meetings to interact with the students with experts.
To focus more on ecofriendly environment and to educate and aware students about environmental issues.	Put all possible efforts to maintain the ecofriendly environment and initiated the Green/ Environment Audit.
To maintain the hygiene and cleanliness of the campus and to be more specific in drinking water facilities, canteen and wash rooms.	Put all possible efforts to maintain the hygiene and cleanliness of the campus.
To automatize the library for ease of accessibility and to add more standard books.	Added more books/journals as required and computerization/digitalization of Library for ease of accessibility is under process.

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

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
<b>Governing Body</b>	<b>10/11/2016</b>

14. Whether institutional data submitted to AISHE

## Part A

### Data of the Institution

<b>1.Name of the Institution</b>	SHRI KRISHNA COLLEGE OF EDUCATION
• Name of the Head of the institution	DR SATRUGHAN
• Designation	PRINCIPAL
• Does the institution function from its own campus?	Yes
• Alternate phone No.	01285240310
• Mobile No:	8295310829
• Registered e-mail ID (Principal)	skcepali@gmail.com
• Alternate Email ID	skcepalinaac@rediffmail.com
• Address	VPO PALI
• City/Town	MAHENDERGARH
• State/UT	HARYANA
• Pin Code	123029
<b>2.Institutional status</b>	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education
• Location	Rural
• Financial Status	Self-financing
• Name of the Affiliating University	INDIRA GANDHI UNIVERSITY MEERPUR



<b>9.No. of IQAC meetings held during the year</b>	<b>2</b>	
<ul style="list-style-type: none"> <li>Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?</li> </ul>	<b>Yes</b>	
<ul style="list-style-type: none"> <li>(Please upload, minutes of meetings and action taken report)</li> </ul>	No File Uploaded	
<b>10.Whether IQAC received funding from any of the funding agency to support its activities during the year?</b>	<b>No</b>	
<ul style="list-style-type: none"> <li>If yes, mention the amount</li> </ul>		
<b>11.Significant contributions made by IQAC during the current year (maximum five bullets)</b>		
1. Enhanced a positive Online Learning/teaching friendly Environment for the students through virtual classrooms to promote inclusive and democratic learning.		
2. Extended all supports to the students and faculty members by organizing various seminars, workshops, conference, faculty development programs for ensuring continuous learning and quality in higher education.		
3. Encouraged the students and staff members to contribute society during pandemic in collaboration with NGO and RWA of nearby locality for bringing them closure to the various issues of the society.		
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<b>13.Whether the AQAR was placed before statutory body?</b>	<b>Yes</b>
<ul style="list-style-type: none"> <li>Name of the statutory body</li> </ul>	
Name of the statutory body	Date of meeting(s)
<b>Governing Body</b>	<b>10/11/2016</b>
<b>14.Whether institutional data submitted to AISHE</b>	
Year	Date of Submission
<b>2020-2021</b>	<b>29/01/2022</b>
<b>15.Multidisciplinary / interdisciplinary</b>	
Flexibility, so that learners have the ability to choose their learning trajectories and programmes, and thereby choose their own paths in life according to their talents and interests.	
<b>16.Academic bank of credits (ABC):</b>	



- No hard separations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams, etc. in order to eliminate harmful hierarchies among, and silos between different areas of learning.
- Multidisciplinary and a holistic education across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world in order to ensure the unity and integrity of all knowledge;
- Emphasis has been on providing a flexible curriculum through an interdisciplinary approach, creating multiple exit points in what would be a four-year undergraduate programme. Single discipline universities, along with Multidisciplinary Education and Research Universities (MERUs) and a National Research Foundation

### 17.Skill development:

#### Capacity Building and Skill Development:

Following skills work as leading force towards vocational training :

- Ø Intellectual Skills
- Ø Socio-cultural Skills
- Ø Life Skills
- Ø Communication Skills
- Ø Vocational Skills
- Ø Psychomotor Skills:-
  - \* Non-Verbal (Motor) skills
  - \* Verbal (Communication) Skills
  - \* Skills Conducive to Human Relations
  - \* Technical and vocational skills

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

The NEP talks about granting graded autonomy to colleges, in a move that will phase out affiliation of colleges to universities in the next 15 years.

- A new National Curriculum Framework for Teacher Education, NCFTE, will be framed by 2021. The BEd degree is likely to become a four-year integrated course by 2030.
- Extreme emphasis has been given to digitalisation of higher education and open learning systems to boost the GER.

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

Generic skill development conducted for enhancing :

- Operative capability;
- Adaptive Capability;
- Innovative capability;
- Multiple skill generation capability;
- Organisation building capability;
- Policy, Planning and implementation capability; and
- Entrepreneurship and marketing capability

#### 20.Distance education/online education:

Online courses, digital repositories, student services towards making this a reality will likely be developed. An autonomous body, the National Educational Technology Forum (NETF), will also be created to encourage the use of technology in college education.

### Extended Profile

#### 2.Student

2.1

200

Number of students on roll during the year

File Description	Documents
Data Template	<a href="#">View File</a>
2.2 Number of seats sanctioned during the year	200
File Description	Documents
Data Template	<a href="#">View File</a>
2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	100
File Description	Documents
Data Template	<a href="#">View File</a>
2.4 Number of outgoing / final year students during the year:	196
File Description	Documents
Data Template	<a href="#">View File</a>
2.5 Number of graduating students during the year	196
File Description	Documents
Data Template	<a href="#">View File</a>
2.6 Number of students enrolled during the year	200
File Description	Documents
Data Template	<a href="#">View File</a>
<b>4. Institution</b>	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	1234500

4.2	30
Total number of computers on campus for academic purposes	
<b>5. Teacher</b>	
5.1	23
Number of full-time teachers during the year:	
File Description	Documents
Data Template	<a href="#">View File</a>
Data Template	<a href="#">View File</a>
5.2	23
Number of sanctioned posts for the year:	
<b>Part B</b>	
<b>CURRICULAR ASPECTS</b>	
<b>1.1 - Curriculum Planning</b>	
1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words	
<p>At the commencement of each academic year, every faculty member provides the students with individual time plans and reading lists for each course which are displayed in the classroom. These time plans are adhered to, so that the students are able to gauge with a degree of clarity, what portion of the curriculum will be delivered within the stipulated time frame. These time plans are also preserved each year as documentation. Besides traditional lectures and seminars, infrastructure for the use of ICT in classroom, like power point presentations, smart boards and audio-visual support are all available to make the delivery of the curriculum enabling and interesting for the students. In some departments, bridge courses or supplementary courses are held in order to make the curriculum delivery more holistic and effective. Tutorials are held with mentoring and participative learning encouraged. Internal assessment is done transparently with examined scripts shown to students. Inter-personal skills are enhanced through Value Education. Curriculum transacted by the institution provides opportunities for the students to acquire and</p>	

demonstrate knowledge, skills, values and attitudes related to various learning areas Effective professional development is on-going, includes training, practice and feedback, and provides adequate time and follow-up support.

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	No File Uploaded
Plan developed for the academic year	No File Uploaded
Plans for mid- course correction wherever needed for the academic year	No File Uploaded
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**

C. Any 3 of the above

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

<p><b>1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers</b></p>	<p><b>D. Any 1 of the Above</b></p>
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
URL to the page on website where the PLOs and CLOs are listed	Nil
Prospectus for the academic year	No File Uploaded
Report and photographs with caption and date of student induction programmes	No File Uploaded
Report and photographs with caption and date of teacher orientation programmes	No File Uploaded
Any other relevant information	No File Uploaded
<p><b>1.2 - Academic Flexibility</b></p>	
<p><b>1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available</b></p>	
<p><b>1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year</b></p>	
<p><b>3</b></p>	

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	No File Uploaded
Academic calendar showing time allotted for optional / electives / pedagogy courses	No File Uploaded
Any other relevant information	Nil

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

191

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

191

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Brochure and Course content along with CLOs of value-added courses	No File Uploaded
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**

191

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

191

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	No File Uploaded
Course completion certificates	No File Uploaded
Any other relevant information	<a href="#">View File</a>

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

Three of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	No File Uploaded
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**

0

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

0



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

The institute is running B.Ed program. The curriculum is designed by Indira Gandhi University in such a manner that Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability.

The institution took care to inculcate values related to environment and sustainability through various programs and activities. The institute conducted following activities. Debate competition on the topic "use of plastic should be banned". Workshop on "social entrepreneurship, swachhatta and community engagement" Debate competition on the topic "should school ban the use of cell phones in school?" Counseling and guidance session Gender Equity An Internal Complaint Cell has been formed for Redress of complaints related to sexual harassment. The Cell is involved in prevention, prohibition and reprisal the complaints regarding sexual harassment of women employee and students. Additionally, our institute organizes special programs on gender equality are:- Guidance and counseling session Women's day celebration Program on Women Empowerment Guidance lecture for female students Human values and ethics, ethics & social responsibility and Value Education in B.Ed covers the human values and ethical aspect in curriculum. Beside the syllabus, the institution conducts various activities to inculcate human values

in students and staff members.

File Description	Documents
List of activities conducted in support of each of the above	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded
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

Understanding the development in school system help the individual by allowing students more freedom and empowerment to choose their own path, and a longer time period over which to do so. Under the National Education Policy, HEIs will play a significant role in supporting the school systems in the district to improve, for example, by supporting teacher professional development and helping in the development of localised vocational courses. SKEC faculty members and students have undergone various training programmes to get oriented and familiarised with the changes in the education policy.

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

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

The professional growth of students are essential and focused inputs necessary throughout the programme.

1. Intellectual

a. The college is committed to sustained quality education

b. To make employable and responsible citizens with value education in focus

c. Promote by providing pos- entrance level financial assistance and consessions to students who have been deprived of education due to poverty.

2. Academics

a. The college is committed to the principle of grace in life through learning to ensure the growth of human resource of the country

b. It nurtures intellectual and academic quest among students and teachers.

3. Training

a. Developing latest professional life skills

b. Training learners to excel in all sheres of life by providing ethical practices and imparting propoer knowledge.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
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**

Three of the above

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

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

Feedback collected, analyzed and action taken

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

## TEACHING-LEARNING AND EVALUATION

### 2.1 - Student Enrollment and Profile

#### 2.1.1 - Enrolment of students during the year

200

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

200

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

43

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

43

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

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

0

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

0

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificate of EWS and Divyangjan	No File Uploaded
List of students enrolled from EWS and Divyangjan	No File Uploaded
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	No File Uploaded
Documents showing the performance of students at the entry level	No File Uploaded
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**

Four/Three of the above

abled) Multilingual interactions and inputs	
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents highlighting the activities to address the student diversities	No File Uploaded
Reports with seal and signature of Principal	No File Uploaded
Photographs with caption and date, if any	No File Uploaded
Any other relevant information	No File Uploaded
<b>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</b>	One of the above
File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	No File Uploaded
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
<b>2.2.4 - Student-Mentor ratio for the academic year</b>	
<b>23.52:1</b>	
<b>2.2.4.1 - Number of mentors in the Institution</b>	
<b>17</b>	

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

17

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

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

200

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Programme wise list of students using ICT support	No File Uploaded
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

Three of the above

**activities Biomechanical and Kinesiological  
activities Field sports**

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

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

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	No File Uploaded
Any other relevant information	No File Uploaded

<p><b>2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by experts Book reading &amp; discussion on it Discussion on recent policies &amp; regulations Teacher presented seminars for benefit of teachers &amp; 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</b></p>	<p>Four of the above</p>
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the selected response/s	No File Uploaded
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	No File Uploaded
Any other relevant information	No File Uploaded

<p>2.3.7 - Teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students</p> <ul style="list-style-type: none"> <li>• Collaborative group learning, both inside and outside the classroom;</li> <li>• Individual and group student research and discovery;</li> <li>• Research and discovery by students and faculty together;</li> </ul> <p>The following techniques are also used:</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>Students are provided knowledge by undertaking projects on different subject and on different topics of the same subject.</p>
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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.

Micro-teaching technique is used in the college for strengthening various skills essential for effective and efficient teaching-learning process. First, lectures by experts are organized for gaining acquaintance with the concept of micro-teaching. Such lectures are followed by question and discussion sessions.

The students apply relevant skills for effective teaching. Each student has to teach five (micro-teaching) lessons in each subject, before the practice teaching session every year. The student teachers practice following skills while giving (20x2=) 40 lessons in two subjects put together.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
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)**

Seven/Eight of the above

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

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

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

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Details of the activities carried out during the academic year in respect of each response indicated	No File Uploaded
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**

Three of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Samples prepared by students for each indicated assessment tool	No File Uploaded
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**

Three of the above

<b>devices for learning Identifying and selecting/ developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations</b>	
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of each response selected	No File Uploaded
Sample evidence showing the tasks carried out for each of the selected response	No File Uploaded
Any other relevant information	No File Uploaded
<b>2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event</b>	All of the above
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence showing the activities carried out for each of the selected response	No File Uploaded
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
<b>2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study</b>	Three of the above

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

**200**

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

**Nine/All of the above**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Sample copies for each of selected activities claimed	No File Uploaded
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	No File Uploaded

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

#### 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	No File Uploaded
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)	No File Uploaded
Two filled in sample observation formats for each of the claimed assessors	No File Uploaded
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	No File Uploaded
Five filled in formats for each of the aspects claimed	No File Uploaded
Any other relevant information	No File Uploaded

<b>2.5 - Teacher Profile and Quality</b>	
<b>2.5.1 - Number of fulltime teachers against sanctioned posts during the year</b>	
17	
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	No File Uploaded
English translation of sanction letter, if it is in regional language	No File Uploaded
Any other relevant information	No File Uploaded
<b>2.5.2 - Number of fulltime teachers with Ph. D. degree during the year</b>	
1	
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificates of Doctoral Degree (Ph.D) of the faculty	No File Uploaded
Any other relevant information	No File Uploaded
<b>2.5.3 - Number of teaching experience of full time teachers for the during the year</b>	
64	
<b>2.5.3.1 - Total number of years of teaching experience of full-time teachers for the academic year</b>	
64	
File Description	Documents
Copy of the appointment letters of the fulltime teachers	No File Uploaded
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 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, 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 faculty 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 amongst the other colleges and schools.

File Description	Documents
Documentary evidence to support the claim	No File Uploaded
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 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.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	No File Uploaded
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**

Three of the above

**marks before the term end examination  
Timely feedback on individual/group  
performance Provision of improvement  
opportunities Access to tutorial/remedial  
support Provision of answering bilingually**

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	No File Uploaded
Annual Institutional plan of action for internal evaluation	No File Uploaded
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	No File Uploaded
Any other relevant information	No File Uploaded

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

The Institution's internal academic calendar is thoughtfully drafted in such a way that it is in syn with the University, GGSIP University Calendar. The academic calendar outlines the semester class work schedule internal examination schedule, external examination schedule, class room activities and tutorials etc are properly spread out through the span of the session so that students can continuously go through a process of evaluation and academic growth. The faculty members got syllabus as well as tentative academic calendar coming semester in advance which enable them to plan and division of syllabus. The head of the Institution finalizes the course allocation for the faculty members based on their choice and area of interest or expertise. Time table in-charge prepares the time table as per the guideline of respective statutory bodies for the number of credit hours for each subject prior to the commencement of the semester. Academic calendar is provided to the students through information handbook of the institution as well as display on the notice board. In addition to the mid-term exams other Institutional Internal activities such as beginning of session, Orientation Programme, Celebration of Important days other activities etc are also part of academic calendar.

## 2.7 - Student Performance and Learning Outcomes

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

The institution follows various practices that help student teachers develop knowledge and skills related to diversity and inclusion and apply them effectively in classroom situations. These are as under:



\* Devising instruction objectives related to the PLOs

\* Devise specific instructional objectives while developing a teaching lesson and at the end of the lesson effort is made to assess whether the define learning outcomes have been attained and achieve. This process continued till the end of the session

- Providing a conducive environment for learning and development of the skills through a common dress code for all the student-teachers,
- Exposing student teachers to large classes of learners of varying abilities for providing orientation to teaching in such classes,
- Providing practical knowledge on learning process and use of reference books, journals and internet

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
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	<a href="#">View File</a>
Result sheet for each year received from the Affiliating University	No File Uploaded
Certified report from the Head of the Institution indicating pass percentage of students program-wise	No File Uploaded
Any other relevant information	No File Uploaded

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

- The teacher educators of the institution visit schools to undertake supervision as per schedule which is prepared before hand.
- The concerned subject faculty evaluates the lesson plan at the preparation stage itself and suggests ways of improvement. The subject experts scrutinize lesson plans very carefully and suggest measures for improvements.

- The class room performance is observed by the teacher educators and appropriate feedback and corrective advice are given to the student-teachers almost daily. S/he interacts with student-teachers.
- The supervising faculty members observe and evaluate teaching competence and over all presentation-class management of student teachers in the school classrooms. They note down their assessment and suggestions then and there.
- In addition, oral suggestions are also given after the class is over.
- Finally, the student teachers meet the subject expert in the institution where they are given tips for improvement along with the diagnostic views. Similarly the feedback is obtained informally by the guide teacher for performance improvement. Each and every activity of the student teachers is studied and they are guided to improve their teaching abilities.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	No File Uploaded
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

198

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

The affiliating university is the academic authority in respect of curricula and final examinations.

- The College conducts assessment of the students at regular intervals, through class tests, and assignments. However, no student is rejected on the basis of results of these tests. The following are components of the internal assessment
- Out of 1000 gross marks, 700 are assigned to theory and 300 to practicals .
- Evaluation in (Sessional work and practicum) consists of Viva Voce examination
- I to VIII are evaluated through university examination.
- Internal assessment marks (50) are given by two subject supervisors. The assessment is done on the basis of:
- Two Assignments , two unit tests & one Pre-University test and Project file work
- Internal Assessment Tests are conducted to ensure continuous assessment of the performance of students followed by term-end examination.
- The mechanism for redressing grievances regarding evaluation is there. The Examination Committee of the institution takes care of such grievances, if any.

Details of the evaluation methods and schedules are communicated to the students through prospectus and notices

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

## 2.8 - Student Satisfaction Survey

### 2.8.1 - Online student satisfaction survey regarding teaching learning process

<http://www.shrikrishnaedupali.com/naac2/STUDENTS%20FEED%20BACKS.pdf>

## RESEARCH AND OUTREACH ACTIVITIES

### 3.1 - Resource Mobilization for Research

#### 3.1.1 - Number of research projects funded by government and/ or non-government agencies

**during the year**

0

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Sanction letter from the funding agency	No File Uploaded
Any other relevant information	No File Uploaded

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

0

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

**3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money 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**

Three of the above

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

**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	No File Uploaded
Details of reports highlighting the claims made by the institution	No File Uploaded
Reports of innovations tried out and ideas incubated	No File Uploaded
Copyrights or patents filed	No File Uploaded
Any other relevant information	No File Uploaded

## 3.2 - Research Publications

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

0

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

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

0

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

### 3.3 - Outreach Activities

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

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

16

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

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

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

125

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

189

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

189

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

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

#### **Social Outreach Activities 2021-2022**

**1. Right to Equality Awareness Lecture**

**No. of participants:160**

**2. Gender Equality Awareness Programme**

**No. of participants:153**

**3. Tree Plantation Drive:**

**1. 50 Tree plantations**

**2. 200 Saplings distribution**

**4. Corona Virus Awareness Lecture**

**No. of participants:100 Students**

**5. Women Health and Hygiene Awareness Campaign**

**No. of participants:155**

**6. National Youth Day**

**No. of participants:150 Students**

**Beneficiaries:50 Slum Dwellers**

**Services:**

- **Health Check-up Camp**
- **Distribution of Winter Clothes to slum Dwellers**



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	<a href="#">View File</a>
Appropriate certificates from the awarding agency	No File Uploaded
Any other relevant information	No File Uploaded

### 3.4 - Collaboration and Linkages

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

0

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

0

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

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

0

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copies of the MoU's with institution / industry/ corporate houses	No File Uploaded
Any other relevant information	No File Uploaded

<p><b>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</b></p>	One/Two of the above
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of each activities with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

## INFRASTRUCTURE AND LEARNING RESOURCES

### 4.1 - Physical Facilities

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

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

File Description	Documents
List of physical facilities available for teaching learning	No File Uploaded
Geo-tagged photographs	No File Uploaded
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	<a href="#">View File</a>
Geo-tagged photographs	No File Uploaded
Link to relevant page on the Institutional website	Nil
Any other relevant information	No File Uploaded

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

160000

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	No File Uploaded
Any other relevant information	No File Uploaded

#### 4.2 - Library as a Learning Resource

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

- 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
Bill for augmentation of library signed by the Principal	No File Uploaded
Web-link to library facilities, if available	Nil
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 institution has in place, a library committee that systematically reviews the various library resources for adequate access, relevance, etc. and makes acquisition decisions. The committee consists of

- 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	No File Uploaded
Details of users and details of visits/downloads	No File Uploaded
Any other relevant information	No File Uploaded

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

Two of the above

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

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

27200

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

2240

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**

Three of the above

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

### 4.3 - ICT Infrastructure

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

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

**ICT in use**

- 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.
- 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 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	No File Uploaded
Any other relevant information	No File Uploaded

**4.3.2 - Student – Computer ratio during the academic year**

20:1

File Description	Documents
Data as per data template	<a href="#">View File</a>
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	No File Uploaded
Any other relevant information	No File Uploaded



<b>4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:</b>	<b>D. 50 MBPS - 250MBPS</b>
<b>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</b>	<b>One of the above</b>

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to videos of the e-content development facilities	<b>Nil</b>
List the equipment purchased for claimed facilities along with the relevant bills	<b>No File Uploaded</b>
Link to the e-content developed by the faculty of the institution	<b>Nil</b>
Any other relevant information	<b>No File Uploaded</b>

#### 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)

**3879900**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	<b>No File Uploaded</b>
Any other relevant information	<b>No File Uploaded</b>

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

The institution has various general and method laboratories to make teaching training program more effective. It has seven laboratories. There is adequate facility for the students to perform all prescribed experiments and do project work.

1. The institution enhances the facilities in laboratories according to the requirement of curriculum. Faculty engages class in the laboratories. Regular maintenance in terms of infrastructural and equipment requirement are met on the basis of particular laboratory. In this way, the primary objective of smooth and effective transaction is always kept in mind.
  - The requirements of the laboratories are reviewed from time to time. and new requirements are determined. Management allocates funds for maintenance and up gradation of laboratories.
  - All the equipments are maintained with the help electrician and technician. If the fault happens to be major then the services of outside experts are requisitioned.
  - The institution holds meetings with all the faculties to discuss about maintenance and up-gradation of labs. Based on these review, budgetary requirement is projected. The management continues to make allocations accordingly.

We maintain separate registers for stock, usage; breakage service registers for each resource centre. Every year budget is allotted for enhancement and maintenance of the facilities in the resource centre

File Description	Documents
Appropriate link(s) on the institutional website	Nil
Any other relevant information	No File Uploaded

## STUDENT SUPPORT AND PROGRESSION

### 5.1 - Student Support

<b>5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different</b>	Three of the above
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<p><b>disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning</b></p>	
<p>File Description</p>	<p>Documents</p>
<p>Data as per Data Template</p>	<p><a href="#">View File</a></p>
<p>Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal</p>	<p>No File Uploaded</p>
<p>Sample feedback sheets from the students participating in each of the initiative</p>	<p>No File Uploaded</p>
<p>Photographs with date and caption for each initiative</p>	<p>No File Uploaded</p>
<p>Any other relevant information</p>	<p>No File Uploaded</p>
<p><b>5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable</b></p>	<p>Seven/Eight of the above</p>
<p>File Description</p>	<p>Documents</p>
<p>Geo-tagged photographs</p>	<p>No File Uploaded</p>
<p>Any other relevant information</p>	<p>No File Uploaded</p>
<p><b>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</b></p>	<p>A. All of the above</p>

File Description	Documents
Data as per Data Template for the applicable options	<a href="#">View File</a>
Institutional guidelines for students' grievance redressal	No File Uploaded
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

<b>5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)</b>	Two of the above
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File Description	Documents
Data as per Data template	<a href="#">View File</a>
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	No File Uploaded
Report of the Placement Cell	No File Uploaded
Any other relevant information	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
00	200

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports of Placement Cell for during the year	No File Uploaded
Appointment letters of 10 percent graduates for each year	No File Uploaded
Any other relevant information	No File Uploaded

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

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

00

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

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

0

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copy of certificates for qualifying in the state/national examination	No File Uploaded
Any other relevant information	No File Uploaded

**5.3 - Student Participation and Activities**

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

Students are very important stakeholders of an institution. Students support and contribution is an integral part in institutional growth and development. To operate institutional activities we provide opportunity to our students to get involved in various administrative, co-curricular and extracurricular activities. Each committee is constituted with 5-7 faculty member and 5-7 students. A list showing students representation and engagement in various administrative, co-curricular and extracurricular activities has been given as a sample and a separate list of committees for student's representation on various bodies as per established processes and norms have been attached.

File Description	Documents
Copy of constitution of student council signed by the Principal	No File Uploaded
List of students represented on different bodies of the Institution signed by the Principal	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**

4

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports of the events along with the photographs with captions and dates	No File Uploaded
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

College is always keen to be in touch with its Alumni. Although the Alumni Association is not registered yet but the College will try to get it registered soon. 1 meeting was organized with the Alumni of the College & a number of inputs were taken as well for the betterment of the College.

File Description	Documents
Details of office bearers and members of alumni association	No File Uploaded
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	No File Uploaded
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

1

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	No File Uploaded
Any other relevant information	No File Uploaded

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

**Main objectives of holding the Alumni meetings / activities are as follows:**

1. Mentoring the currently studying students
2. Guiding the students in a right direction in terms of the practical world
3. Taking feedbacks from the Alumni regarding the Planners, Time - Table etc.

The College engaged its Alumni for the aforementioned activities.



File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
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.

Our Institute has a vision and mission to serve better and to overall development of students. Our mission and vision are as follows: OUR VISION is to make quality education accessible to students particularly residing in the rural areas

To form an academic excellence with innovational teaching approach imbining educational values.

OUR MISSION is to develop academic excellence with harmonious and holistic development of students by inculcating and nurturing competencies, by providing them value based quality orientation in various functional areas of Education and Management.

To strengthen Alumni Association that contributes towards institutional development. Faculties and staff members play vital role in implement vision and mission of our institution. Heads of Departments enjoy freedom in administrative and academic autonomy to conduct their respective disciplinary units. We have various committees and councils in our institution which is headed by one of our faculty member: like Internal Quality Assurance Cell, Anti Ragging committee, grievance Redressal Committee, Competitive Exam Cell, Sexual Harassment Committee, Coordination Committee, Admission Cell, Guidance Counseling Cell, and Academic Coordination Committee, Examination Committee, Assembly Cell and Co-Curricular Activity Cell etc.. Through these committees and cells, faculties contribute in a significant way to participatory ethos of institution.

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

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

The Institution believes in the practices of decentralization and participative management and various committees and cells have been formed. like IQAC Committee, Anti Ragging committee, Grievance redressal committee, sexual Harassment committee, admission council, sports committee, guidance and counseling committee.

**IQAC Committee** Development and application of quality benchmarks: Setting parameters for various academic and administrative activities of the institution, collection and analysis of feedback from stakeholders on quality-related institutional processes;

Periodical conduct of Academic and Administrative Audits.

Anti Ragging Committee ensures that there is no ragging in the campus.

**Grievance Redressal:** All the grievances of the students or staff that are not be settled in the routine process are referred to this committee.

Sexual Harassment Committee provides protection to women against sexual harassment in the institution.

Sports Committee helps in procuring all types of sports related inventory as per requirements. Maintaining the inventory of distribution sports equipments to the students on daily basis.

Maintain the database of students interested and take part in sports activities.

CCA Committee Make plans for all the cultural events and execute the same.

Admission Committee coordinates all the activities related to admission.

Guidance and Counseling cell is formed to guide the students for career and help them to take decisions.

Examination Committee assists in scheduling and Conducting internal exams and make necessary arrangements to conduct external exam if it required.

File Description	Documents
Relevant documents to indicate decentralization and participative management	No File Uploaded
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.

**INSTITUTION CONDUCT INTERNAL AND EXTERNAL FINANCIAL AUDIT REGULARLY. Annual Quality Assurance Report of an 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
Reports indicating the efforts made by the institution towards maintenance of transparency	No File Uploaded
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

**Our institution truly believes in inculcating value system among**

the students. We provide platform to pay their responsibilities towards the national development through contribute their efforts to community and society. The outcome of this approach of the institute was realized through the following activities. VOTER AWARENESS PROGRAMME. He told how to fill self online voter card application from Voter Helpline App and election commission of India website.

FACE MASK AND SENITIZERS DISTRIBUTION was distributed tomore than 200 poor families.TREE PLANTATION DRIVE and SWACHHATA ABHIYAN was organized Swachhta Abhiyan in Pali village. The college faculties and the students participated in Swachhta Abhiyan.

Programmes like Beti Bachao, Beti Padao has been ongoing throughout the year to motivate girls and their families to improve child sex ratio, ensure gender equality and women empowerment and prevent gender-biased, sex selective elimination.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	Nil
Documentary evidence in support of the claim	No File Uploaded
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.

Hierarchical structure of our institution has been formed to clearly delineate duties, responsibilities, accountability, and powers at each level. The day-to-day administration of department is carried out by the concerning Heads of the Departments under guidance of Principal. SKEC was established in the year 2008 with clear and focused vision and Mission.

Our institution has defined administrative and academic setup to continually improve the quality and standard of education to achieve excellence. All stakeholders participate actively in the administration of the institute. It consist various committees at institute and department level for the effective functioning of the institute. The roles and functions of the committees are organized and defined as per the instructions of principal of the institute and university requirement. The details of various

committees and their roles have been given in criterion no. APPOINTMENT, SERVICE RULES AND PROCEDURE All posts are normally be filled by the advertisement. Appointments of the staff of the College except that of the Principal shall be made by the Selection Committee constituted by the Chairman. Appointing Authority for teaching posts: (a)The Chairman, SKEC (b)Principal, SKEC (c) Director, SKEC (d) 2 subject experts in relevant field (from outside the institution, not below the rank of Professor) For Non Teaching Selection Committee: - (a)The Chairman, SKEC (b)Principal,SKEC (c) Director,SKEC

Salary and Allowances: All employees are entitled to pay according to pay scales of their posts as per the university norms.

File Description	Documents
Link to organogram on the institutional website	Nil
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

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

Five/Six of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Screen shots of user interfaces of each module	No File Uploaded
Annual e-governance report	No File Uploaded
Geo-tagged photographs	No File Uploaded
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.

Each and every activity (Academic & Co - Curricular) is taken care of by the IQAC. the Coordinantor of the IQAC always keeps the check in every activity, meeting etc. Also, the proper action taken report is asked by him as and when required.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	No File Uploaded
Action taken report with seal and signature of the Principal	No File Uploaded
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

SKEC has effective welfare measures for its teaching and non teaching staff. The various welfare schemes are as follows: 1. Free in campus medical facilities 2. Free Psychological counseling 3. Computers with Wi-Fi facility 4. Canteen 5. Free transport 6. Sports facilities Apart from above teaching and non teaching staff can also avail following facilities.

1. Casual Leave: Each employee can avail 8 days paid leave in an Academic Year

2. Medical Leave: An employee can avail Medical Leave for Two (2) days

3. Fifteen (15) days Paid Leave or Thirty (30) days Half-paid Leave adjusting Two (2) days, if availed as above.

4. Maternity Leave: A woman employee of the Institution shall be eligible for paid Maternity Leave for a maximum period of Three (3) months and Fifteen (15) days for any ruination of pregnancy subject to post approval of the Principal/ Director.

5. Study Leave: A Faculty can avail Six (6) months paid Study Leave for his/her Higher Studies for the requisite duration of the Course. His/ Her service will be continued during the Study Leave.

6. Leave for Evaluation/ Examination work: Each Faculty Member can

avail Four (4) days paid leaves per Semester for the purpose of Evaluation/Examination work of the University.

7. Leave for U.R. Duty: Each Faculty Member can avail Four (4) days paid leaves per Semester for the purpose of UR duty for University Examination.

8. Outstation Duty (OD) Leave Each Faculty Member can avail Five (5) days OD leave to participate in Seminars/ Workshops/ Conferences etc as approved by the Principal/ Director.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	No File Uploaded
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	No File Uploaded
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

0

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



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

6

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

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

12

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

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

Our Institution is carried out the Faculty Appraisal, annually, based on certain administrative and academic criterions such as Integrity, Service Length, Sincerity, hardworking & Punctuality Behavior with Colleagues, Subordinates & with students Academic Performance and Teaching Performance. The purpose of this Appraisal system is to motivate and encourage to the faculties to give his/ her best to enhance the quality overall. The College facilitates the best faculty/ teacher by honoring at the time of "Aspire", (a cultural event of the College) every year. Performances of faculties are evaluated on following criterions. Integrity : 10 Marks Service Length : 10 Marks Sincerity, Hardworking & Punctuality : 10 Marks Behaviour with Colleagues, Subordinates & with students : 10 Marks Academic Performance : 20



**Marks Teaching Performance : 40 Marks Criteria for evaluation of Academic Performance.**

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

**6.4 - Financial Management and Resource Mobilization**

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

Sri Krishna Education College of Higher Education has a mechanism for internal and external audit to ensure financial compliance. The internal audit is conducted twice in a year by the internal financial committee of the institution. Committees verify the income and expenditures of a year and submit the detail report to the management. External audit is conducted once in every year by a chartered accountant who audits the balance and Income & expenditure of the institution and submits the report to management. Audits are based on generally accepted auditing standards. In this report auditor express their opinion on the financial statements. An audit includes the following: An examination which is based on evidence to support the amount and disclosures in financial statements. Audit also includes assessing the accounting principles used. Evaluation the overall financial statements.

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

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

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

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

SKEC adopts the following strategies for mobilization of funds and the optimal utilization of resources. MOBILIZATION OF FUNDS:  
Sources of income : The student fee is the main source of income for the institute.

Utilization of funds: To mobilize the above funds , all the expenditures are allocated on repair and maintenance of college building, salaries of the staff, staff welfare, student scholarship, on Events such as convocation, freshers and farewell etc...

OPTIMUM UTILIZATION OF RESOURCES: Our institution has the provision to sanctioned travel expenses for those faculties who are willing to present a research paper or wants to attend national conference anywhere in India. Our faculties are encouraged to use best ICT tools and equipments to make teaching and learning process more effective. Apart from course curriculum duration determined by the university, we provide extra classes to our slow learners with the use of available facilities and infrastructure. The college infrastructure is utilized for the exam centre (Government examinations/University Examinations).

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	No File Uploaded
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

Sri Krishna Education College of Higher Education has a mechanism for internal and external audit to ensure financial compliance. The internal audit is conducted twice in a year by the internal financial committee of the institution. Committees verify the income and expenditures of a year and submit the detail report to the management. External audit is conducted once in every year by a chartered accountant who audits the balance and Income & expenditure of the institution and submits the report to management. Audits are based on generally accepted auditing standards. In this report auditor express their opinion on the financial statements. Our Institution is carried out the Faculty Appraisal, annually, based on certain administrative and academic criterions such as Integrity, Service Length, Sincerity, hardworking & Punctuality Behavior with Colleagues, Subordinates & with students' Academic Performance and Teaching Performance. The purpose of this Appraisal system is to motivate and encourage to the faculties to give his/ her best to enhance the quality overall. The College facilitates the best faculty/ teacher by honoring at the time of "Aspire", (a cultural event of the College) every year.

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

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

The IQAC of our institute continuously reviews and take initiatives to improve the quality of the teaching-learning process. Teaching learning process, structures & methodologies In order to meet the objectives of the regulating bodies, the Institute has developed robust strategies and action plans to ensure effective implementation of the curriculum mandated by the University so that the fruitful programme outcomes could be ensured. Academic review through evaluation process Academic review through periodical meetings and feedback mechanism.

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

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

5

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

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

Three of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to the minutes of the meeting of IQAC	Nil
Link to Annual Quality Assurance Reports (AQAR) of IQAC	Nil
Consolidated report of Academic Administrative Audit (AAA)	No File Uploaded
e-Copies of the accreditations and certifications	No File Uploaded
• 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

College has shown incremental improvements time to time. Earlier, when it underwent its 1st Cycle, use of resources was not upto the mark. Later on, it has shown tremendous changes in terms of everything. Today, the College is loaded with almost all the facilities for its Staff & students. Also the use of resources has gone optimum.

File Description	Documents
Relevant documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

## INSTITUTIONAL VALUES AND BEST PRACTICES

### 7.1 - Institutional Values and Social Responsibilities

7.1.1 - Institution has a stated energy policy streamlining ways of energy conservation, use of

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

### Energy Use and Conservation

A.) Use of LED Bulbs in Departmental Offices and all classrooms have LED bulbs to save and conserve energy.

B) Conducting Energy Audit: Energy audit of consumption of electricity in college is conducted every academic year.

The objective of this audit is to identify the extent of energy consumption and find appropriate strategies of conservation. Noise Pollution Management A) Silence zones in college: Various display boards have been placed in the library and other places for awareness to maintain silence in the college. B) Noise control in the college: The security guard and the Physical Director of the college ensure smooth entry and exit of students without any noise.

C Air Pollution Management A) Periodic Awareness Programme for Staff, Students and Society: College conducts awareness programmes for staff, students and society for protecting and maintaining environment. Environment awareness programmes, rallies, are conducted on various issues related to environment and health. B) Establishment of Oxygen Park, plantation of oxygen rich plants: College has a beautiful green campus. A range of medicinal plants and old trees like Neem Trees and Tulsi make the campus Oxygen Park. C) "No Smoking, No Tobacco" in campus area is strictly maintained.

File Description	Documents
Institution's energy policy document	No File Uploaded
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.

SKEC has efficient strategy to reduce environmental menace in order to control the hazardness of the all kinds of waste. Following steps used to be taken by the institution. Solid waste management Although we are concerned about the measures of water management, as we are very concerned about the hazardous of these

waste ,which is no longer useful ,so our institution is keen attentive towards waste management .The solid waste are used to be collected, treated and disposed carefully by the municipality by time to time. Liquid waste management Liquid waste management is one of the biggest challenges basically of urban sanitation, we used to manage it very carefully, all the liquid waste is used to remove in sewage periodically. E-waste management E- waste is the most generated waste around us and if this waste is not handled, it can cause major problems so being concerned about its affect we use to collect all these E- parts which is wasteful which is no longer in use ,is disposed into non-biodegradable dustbins ,from where it is collected by the recyclers for further treatment.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
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**

Three of the above

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

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

One of the above



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

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

Sri Krishna Education College envisions a Clean and Green Campus where environmental friendly practices and education combine to promote sustainable and eco-friendly practices in the campus and beyond the campus. The green campus concept offers the institution an opportunity to take the lead in redefining its environmental culture through instilling environmental ethics among students and staff. The Institute also promotes Clean and Green campus through adopting, practicing and promoting environmental friendly practices among students and staff to generate Eco-consciousness among them and in the world around them. The increasing human foot print on earth poses great environmental challenges that continue to grow over time. An unprecedented effort as been made over the years to alleviate the adverse effects that human activities have on the ecosystem, effects that in turn alter how we interact with the earth and with each other. Inclusion of all approaches to problem solving will be necessary to effect a meaningful change.

The policy aims to create awareness among young students and public about various environment related problems and conservation of Nature and natural resources in the surrounding area and educating on how to live in Eco-friendly environment. This initiative helps the students understand each individual's responsibility to take an initiative to save the environment andtake small steps in saving the environment.

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



<b>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</b>	<b>Four of the above</b>
<b>File Description</b>	<b>Documents</b>
Videos / Geotagged photographs related to Green Practices adopted by the institution	<b>No File Uploaded</b>
Circulars and relevant policy papers for the claims made	<b>No File Uploaded</b>
Snap shots and documents related to exclusive software packages used for paperless office	<b>No File Uploaded</b>
Income- Expenditure statement highlighting the specific components	<b>No File Uploaded</b>
<b>7.1.7 - Number of expenditure on green initiatives and waste management excluding salary component during the year (INR in Lakhs)</b>	
<b>40</b>	
<b>File Description</b>	<b>Documents</b>
Data as per Data Template	<b>No File Uploaded</b>
Income Expenditure statement on green initiatives, energy and waste management	<b>No File Uploaded</b>
Any other relevant information	<b>No File Uploaded</b>
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	
<b>Challenges faced by student community in the areas:</b> <ul style="list-style-type: none"> <li>• <b>The College has engaged students in various structured activities and curriculum based projects to instill confidence, enhance critical skills - interpersonal,</b></li> </ul>	

presentation, critical and creative thinking, renew latent energy while unravelling the existing potential of students

- Hosted/organized events such as workshops on life skills, learning skills, project work and values.
- Lecture series were initiated wherein the students were exposed to lectures by professionals in various vocations; guiding them to make appropriate career choices.

#### LEADERSHIP AND STUDENT EMPOWERMENT

- Exposure visits were organized for students to other schools and national level seminars
- Workshops on goal setting, motivation and innovative pedagogy were conducted to trigger progressive thinking and self-reflection
- Coaching sessions were imparted that focused on planning and execution of activities and projects

#### IMPACT OF INTERVENTION

Impact on the overall Environment and Culture:

- Students leadership qualities enhanced, confidence, self-esteem, motivation and vision to achieve higher benchmarks
- Teachers experienced and utilized new pedagogical tools through dynamic projects

Impact on Students:

- Students exhibit renewed energy, improved self-image, motivation and raised benchmarks to perform
- They have attained enhanced levels in creativity, leadership, interpersonal, critical thinking, presentation and social skills

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
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**

**A. All of the above**

**regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized**

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

## 7.2 - Best Practices

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

**Best Practice-1: The inculcation of sense of responsibility among students**

The sense of responsibility refers to the individual's moral level to a certain level, in the process of self-awareness development of their own status and identity. The emotional changes are generated under the goal of achieving moral consciousness in participating in social activities Responsibility comes from the change of psychology. To inculcate the sense of responsibility and to initiate the psychological change process in students we follow some practices.

Evidence of Success Student's initiation and engagement in various activities, their regularity, their enthusiasm during social

activity and achievements are the Evidence of Success . Problems Encountered and Resources Required It was quite difficult to handle previously set standards and their individual attitude towards the society.

#### Best Practice-2: Effective Mechanism for Diverse Career Development

To provide quality education to achieve universal access for professional education. To promote multidisciplinary opportunities in education as well as complete professional development and effective leadership. Evidence of Success Our institution organizes various activities for the effective impartation of diverse career opportunity. Hence our institution has been being more positive and advance to foster career or professional development, including interpersonal skills that improves verbal communication, public speaking, active listening, teamwork or leadership or technical skill like Business administration, teaching learning practices for the betterment of their future. We provide very effective way to re-evaluate aspirations.

File Description	Documents
Photos related to two best practices of the Institution	No File Uploaded
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

The college is having all its endeavour to provide education to the students, mostly residing in the rural areas, by which character is formed, intellect is expanded, strength of mind is increased and so that they contribute towards Nation Building. In this course of action college has its action plan for providing platform with Innovative teaching pedagogy by which students improve their knowledge, skills and attitude by organising, participating and performing various events and activities throughout the session. In tune of above, students, staffs and faculty members are also involved and given opportunities to extend their footprints in communities and environmental eco-system by various events and activities duly framed at the beginning of the session. Over and above, to pursue Global Standards of Excellence in our endeavours for nurturing the pillars of the Nation, the Institute

is committed to design, develop and maintain the value based quality education through the process of self-evaluation and continuous improvement.

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