



## YEARLY STATUS REPORT - 2020-2021

### Part A

#### Data of the Institution

##### 1.Name of the Institution

SWA. GULAB BAI YADAV SMRITI  
SHIKSHA MAHAVIDYALAYA

- Name of the Head of the institution DR SURENDRA KUMAR TIWARI
- Designation Principal
- Does the institution function from its own campus? Yes
- Alternate phone No. 9669154999
- Mobile No: 9424056999
- Registered e-mail ID (Principal) principal.gbyssm@gmail.com
- Alternate Email ID drsurendratiwari999@gmail.com
- Address SWA. GULAB BAI YADAV SMRITI  
SHIKSHA MAHAVIDYALAYA BORAWAN
- City/Town KHARGONE
- State/UT Madhya Pradesh
- Pin Code 451228

##### 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 **DEVI AHILYA VISHVIDYALAYA INDORE**
- Name of the IQAC Co-ordinator/Director **MRS. AJAB AMANI**
- Phone No. **07285277854**
- Alternate phone No.(IQAC) **07285277854**
- Mobile (IQAC) **9111752786**
- IQAC e-mail address **ajab52.amani@gmail.com**
- Alternate e-mail address (IQAC) **principal.gbyssm@gmail.com**

**3.Website address**<http://www.gbyssm.com>

- Web-link of the AQAR: (Previous Academic Year) <http://gbyssm.com/downloads/aqar/aqar-2019-2020.pdf>

**4.Whether Academic Calendar prepared during the year?****Yes**

- if yes, whether it is uploaded in the Institutional website Web link: <http://gbyssm.com/downloads/academic/Academic-Calendar-2020-21.pdf>

**5.Accreditation Details**

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
<b>Cycle 1</b>	<b>B</b>	<b>2.48</b>	<b>2016</b>	<b>19/02/2016</b>	<b>18/02/2021</b>

**6.Date of Establishment of IQAC****19/09/2013****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>NIL</b>	<b>NIL</b>	<b>NIL</b>	<b>Nil</b>	<b>NIL</b>

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

## NAAC guidelines

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

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

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? **Yes**

- (Please upload, minutes of meetings and action taken report) [View File](#)

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

- If yes, mention the amount

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

7 days Faculty development programme on Data Analysis and using SPSS by prof. S. K. Tyagi Date 1-7 March 2021. and

Conduct a National Seminar cum Workshop on Quality of Teacher Education in collaboration with Indian Teacher Education Community a Research Association .

Establishment of Research Center in College under the approval and affiliation from Devi Ahilya Vishwavidyalaya Indore .

Actively involved in Covid19 Relief activities in the after March 2020.

One day National webinar on Intellectual Property Rights organized on 19 January 2021

12 days Faculty Development Programme on Teacher Education in India was Conducted from 11-22 March 2021.

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
Create environmental awareness Activities among Staff and student	Initiated zero waste management in the college campus, focus on greenery
Seminar and workshops be conducted in the Institute	Four Seminar and workshops were successfully conducted in the institution.
MoUs be signed with other institute and universities	Procedure to sign MoUs with University and society were initiated.
Value added courses be included in B,Ed and M.Ed Programme	Gender Sensitization and Equality Women empowerment and Social Justices were Introduced as Value Added Courses.
Affiliation from DAVV Indore for Research Center to have Quality Research Practices in the institute.	Procedure for the Application Process was initiated and inspection Committee Visited on 20/12/2021 for further approval.

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

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Governing body	11/03/2021

**14. Whether institutional data submitted to AISHE**

**Part A****Data of the Institution**

<b>1.Name of the Institution</b>	SWA. GULAB BAI YADAV SMRITI SHIKSHA MAHAVIDYALAYA
• Name of the Head of the institution	DR SURENDRA KUMAR TIWARI
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	9669154999
• Mobile No:	9424056999
• Registered e-mail ID (Principal)	principal.gbyssm@gmail.com
• Alternate Email ID	drsurendratiwari999@gmail.com
• Address	SWA. GULAB BAI YADAV SMRITI SHIKSHA MAHAVIDYALAYA BORAWAN
• City/Town	KHARGONE
• State/UT	Madhya Pradesh
• Pin Code	451228
<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	DEVI AHILYA VISHVIDYALAYA INDORE				
• Name of the IQAC Co-ordinator/Director	MRS. AJAB AMANI				
• Phone No.	07285277854				
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• Mobile (IQAC)	9111752786				
• IQAC e-mail address	ajab52.amani@gmail.com				
• Alternate e-mail address (IQAC)	principal.gbyssm@gmail.com				
<b>3.Website address</b>	<a href="http://www.gbyssm.com">http://www.gbyssm.com</a>				
• Web-link of the AQAR: (Previous Academic Year)	<a href="http://gbyssm.com/downloads/aqar/aqar-2019-2020.pdf">http://gbyssm.com/downloads/aqar/aqar-2019-2020.pdf</a>				
<b>4.Whether Academic Calendar prepared during the year?</b>	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	<a href="http://gbyssm.com/downloads/academic/Academic-Calender-2020-21.pdf">http://gbyssm.com/downloads/academic/Academic-Calender-2020-21.pdf</a>				
<b>5.Accreditation Details</b>					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B	2.48	2016	19/02/2016	18/02/2021
<b>6.Date of Establishment of IQAC</b>			19/09/2013		
<b>7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.</b>					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
NIL	NIL	NIL	Nil	NIL	
<b>8.Whether composition of IQAC as per latest NAAC guidelines</b>			Yes		
• Upload latest notification of formation of IQAC			<a href="#">View File</a>		

<b>9.No. of IQAC meetings held during the year</b>	<b>4</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>	<a href="#">View File</a>	
<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>		
7 days Faculty development programme on Data Analysis and using SPSS by prof. S. K. Tyagi Date 1-7 March 2021. and		
Conduct a National Seminar cum Workshop on Quality of Teacher Education in collaboration with Indian Teacher Education Community a Research Association .		
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Actively involved in Covid19 Relief activities in the after March 2020.		
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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)
Governing body	11/03/2021
<b>14.Whether institutional data submitted to AISHE</b>	
Year	Date of Submission
2020	18/01/2022
<b>15.Multidisciplinary / interdisciplinary</b>	
<p>The institution is planning to start four year integrated programme. The teaching of different subjects in the form of pedagogy courses like an English pedagogy, pedagogy of Science, pedagogy of Maths and pedagogy of History and other pedagogy subjects. A Science pedagogy student can also learn the pedagogy</p>	



of English and the pedagogy of History and other pedagogy of Computer Science. The curriculum of the two year B. Ed. programme consists of compulsory theory courses, elective course and engagement with the field in the form of School Internship. The Courses on "Enhancing Professional Capacities" is also in the syllabus. "Enhancing Professional Capacities" provide ample scope for community engagement and community service

The curriculum of the two year M. Ed. programme has Perspective Courses, Tool Courses, Specialization: Thematic Courses, Teacher Education Course etc, one Specialization: Core Course out of two such courses, dissertation, practicum.. The institution has all the potential to be converted into a holistic multidisciplinary institution.

#### **16.Academic bank of credits (ABC):**

The institution has not received any direction from the affiliating University, Devi Ahilya University. Being an affiliated institution, it awaits for the University Notice in this regard.

#### **17.Skill development:**

Education institute, Gulab Bai Yadav Smriti Shiksha Mahavidhyalaya, thrive to develop necessary skills required for profession of teaching. Teaching learning process carried out at institute nurtures creativity and innovativeness. Modes of student-centric methods adopted by the teachers (discussed briefly in 2.3.1) help develop required skills among future teachers. Interactive learning methods help students to learn life skills like communication, thinking and collaborative skills with peer students and teachers. Experiential methods help to develop thinking skills among students of B.Ed. and M.Ed. Collaborative learning methods like Group discussions, Peer learning, and Peer teaching helps to develop empathy and other like skills like intra and inter personal skills among the students. Various clubs and associations at college help to nurture creativity and critical thinking among students. B.Ed. students during their visit to schools get exposure to practical knowledge, during the time they learn various skills of teaching like questioning skills, probing questioning skills, chalkboard writing skills etc. These skills are crucial in the field of Education and teaching as well. Depending upon requirement of content and nature of semester, faculty of institute provides many opportunities and platform to groom student personality. All together it helps to inculcate necessary skills among students.

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.

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

B.Ed. and M.Ed. Courses have provisions and different topics which help students get familiarized with various aspects of school, higher, and Teacher education. In B.Ed., CC 2, "Education in India Status, Problems and Issues" briefs students about Historical background of Indian Education. It acquaints students with scope and objectives of secondary education in India. And roles/responsibilities of bodies like NCTE, NCERT, CTE, IASE, etc. Unit 3 of CC 2 deals with CBSE/ICSE along with examination system. Elective course of B.Ed. Special Education helps students to grasp understanding related to various special schools in Indian Context. M.Ed. syllabus has provisions related to various fields of education, the perspective course 14 of Fourth semester "Contemporary and Future Perspectives of Education" covers Education for Universal Values. Advance Level courses help to get knowledge of specialized fields like Educational Administration, Special Education, Teacher Education, Guidance and counseling, Educational Technology, and Curriculum Studies. Field engagement helps to expand their knowledge in practical aspects. Dissertation (I, II, III and IV) introduces them to field of micro research; they can opt for the topics of National and International importance. Thus students of B.Ed./ M.Ed. program get exposure to school system and different perspectives of Education.

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

Performance of students is monitored on set PLOs and CLOs. Along with this professional and personal attributes are assessed too. The data is gathered at different entry levels. The gathered data

is used for further planning. Action plan and action taken report are prepared by the teachers, course coordinators and IQAC of the institute to monitor the progress among the students. These procedures help to measure the quality of overall outcome and take measures to improve the quality for the coming academic year. The students of the institute belong to rural background therefore measures are taken to cater their diverse needs. Sessions are arranged to improve their communication skills which is as important for the profession of teacher education.

The teaching-learning initiatives of institute align well with PLOs and CLOs. B.Ed. and M.Ed. departments prepare a detailed activity plan (in line with to Academic calendar/ individual teaching plan) for all papers of each semester at beginning of each academic session. Academic Plan contains information like topic/date of Class Test, assignment, presentation, practice teaching schedule, field engagement with a motive to communicate students to prepare subject content. It also helps to keep track of syllabus covered by teachers. Internship and field engagement for students give practical exposure. Special classes and remedial sessions for learners are organized to cater diverse need of students. Sessions are enriched by arranging activities for Knowledge, Application of Concept, and Problem Solving. It helps to check whether student is able to recall and implement what they have learned as well as their skills are assessed. Teachers monitor students' attitudes, values, interests, ideas to evaluate holistic development. Mentor-Mentee Session helps to check outcomes at individual level. Institution follows syllabi laid down by university and ensures completion of mentioned syllabi. Principal/course coordinator monitors execution of assigned syllabus and its timely completion. Final outcome of course is evaluated through performance of students, analysed at end of semester examination.

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

The teachers use Google groups, whatsapp and Google classrooms to communicate and share resources with students especially during COVID 19. Still some hybrid mode classes are conducted as per the needs of the students. Institutional efforts for Blended Learning The teachers of the institution are trained in the use of technology for teaching and learning. Many training programmes are organized in the institution for teachers and students on themes related to integration to technology. The teachers use a wide range of technological tools and apps like google classrooms, SPSS and other platforms to make the classes

stimulating and engaging. The students are also trained in the use of ICT resources. They are also trained to use number of e-resources for school education.

Plan for Offering Courses in ODL Mode: The Institute GBYSSM is a recognized centre for IGNOU for various certificate and diploma program.

The institution is affiliated to a University and therefore cannot offer vocational courses through ODL mode.

## Extended Profile

### 2.Student

2.1	255
Number of students on roll during the year	

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

2.2	150
Number of seats sanctioned during the year	

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

2.3	150
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	

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

2.4	108
Number of outgoing / final year students during the year:	

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

2.5	100
Number of graduating students during the year	

File Description	Documents
Data Template	<a href="#">View File</a>
2.6	255
Number of students enrolled during the year	
File Description	Documents
Data Template	<a href="#">View File</a>
<b>4.Institution</b>	
4.1	8036544.18
Total expenditure, excluding salary, during the year (INR in Lakhs):	
4.2	40
Total number of computers on campus for academic purposes	
<b>5.Teacher</b>	
5.1	19
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	19
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	

Gulab Bai Yadav Smriti Shiksha Mahavidhyalaya, Borawan is affiliated to Devi Ahilya University, Indore. Follows curriculum prescribed by University. Faculty members under guidance of Dr. Surendra Kumar Tiwari, Principal formed "Curriculum Planning and Review Committee." Meetings of committee have different agendas during year depending upon nature of program and semester. TE courses have internship (B.Ed.) and field engagement (M.Ed.) Therefore while planning; points are well considered for smooth and effective functioning of Courses, (senior and junior batch). Planning is dependent on school schedules and permissions. Academic calendar reflects tentative schedule of each course. Course coordinator adheres to planning and does needful change when required. Session was affected by pandemic, so provisions to take online classes as well as offline sessions were agendas. Hybrid mode was adopted. Meetings were conducted in hybrid mode. Decision to take online session successfully was stressed by IQAC of college.

Committee for review and revision has in-house meetings to gather reflections/suggestions on curriculum, grading, examinations of B.Ed. and M.Ed. Programs. Principal of institute is member of Board of Studies at University and actively participates in meetings of B.Ed., M.Ed., and integrated courses like B.Sc. B.Ed., B.A. B.Ed. He forward suggestions made by in-house members to University.

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	<a href="#">View File</a>
Plan developed for the academic year	<a href="#">View File</a>
Plans for mid- course correction wherever needed for the academic year	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

B. Any 5 of the above

<b>Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni</b>	
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	<a href="#">View File</a>
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<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>	<b>A. All of the Above</b>

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	<a href="http://gbyssm.com/plos_and_clos.php">http://gbyssm.com/plos_and_clos.php</a>
Prospectus for the academic year	<a href="#">View File</a>
Report and photographs with caption and date of student induction programmes	<a href="#">View File</a>
Report and photographs with caption and date of teacher orientation programmes	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 1.2 - Academic Flexibility

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

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

18

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	<a href="#">View File</a>
Academic calendar showing time allotted for optional / electives / pedagogy courses	<a href="#">View File</a>
Any other relevant information	<a href="http://gbyssm.com/syllabus.php">http://gbyssm.com/syllabus.php</a>

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

4

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



4

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Brochure and Course content along with CLOs of value-added courses	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

202

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

202

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	<a href="#">View File</a>
Course completion certificates	<a href="#">View File</a>
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**

All 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	<a href="#">View File</a>
Document showing teachers' mentoring and assistance to students to avail of self-study courses	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

21

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

21

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificates / evidences for completing the self-study course(s)	<a href="#">View File</a>
List of students enrolled and completed in self study course(s)	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 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.

Syllabus for B.Ed. Program by University consists- Core Course (CC), Enhancing Professional Capacities (EPC I, II, III and IV), Pedagogy Course (PC I, II) and optional course. It covers theoretical as well as practicum aspects. It gives opportunities for B.Ed. students to learn knowledge and practice skills required in field and provide knowledge related to various levels of schools. Also it helps to equip with the skills and knowledge to be a Teacher. Skills/competencies are acquired during internship at schools. Students are able to gain practical knowledge in school education field, skills of communication and collaboration are also learnt. Theoretical knowledge is applied to field through practice teaching and school internship.

M.Ed. syllabus prescribed by University consists of Core/Compulsory courses (with two parts: perspectives and tool courses), Elective courses (student have to opt for two advance level courses) and practicum. Core course help to build foundation for M.Ed. program whereas elective/advanced level courses helps them to get specialised in two particular streams. It consists of Educational Administration, Special Education, Teacher Education, Guidance and Counselling, Educational Technology, and Curriculum Studies. Practicum helps to acquire skills through field engagement in TEIs like DIETs, and other specialised fields like special schools, etc.

File Description	Documents
List of activities conducted in support of each of the above	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
Photographs indicating the participation of students, if any	<a href="#">View File</a>

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

B.Ed. and M.Ed. Courses have provisions and different topics which help students get familiarized with various aspects of school, higher, and Teacher education. In B.Ed., CC 2, "Education in India-

"Status, Problems and Issues" briefs students about Historical background of Indian Education. It acquaints students with scope and objectives of secondary education in India. And roles/responsibilities of bodies like NCTE, NCERT, CTE, IASE, etc. Unit 3 of CC 2 deals with CBSE/ICSE along with examination system. Elective course of B.Ed. Special Education helps students to grasp understanding related to various special schools in Indian Context.

M.Ed. syllabus has provisions related to various fields of education, the perspective course 14 of Fourth semester "Contemporary and Future Perspectives of Education" covers Education for Universal Values. Advance Level courses helps to get knowledge of specialized fields like Educational Administration, Special Education, Teacher Education, Guidance and counseling, Educational Technology, and Curriculum Studies. Field engagement helps to expand their knowledge in practical aspects. Dissertation (I, II, III and IV) introduces them to field of micro research; they can opt for the topics of National and International importance. Thus students of B.Ed./ M.Ed. program get exposure to school system and different perspectives of Education.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

B.Ed. curriculum framed for four semesters have ample opportunities. A student admitted to program get knowledge related to profession of teacher. First semester consists of four core course (CC) which lays foundation of Education for next semesters. It has one practicum i.e. EPC 1, Reading and Reflecting on Text which gives exposure to professional capacities required for teaching. Second semester covers one CC and pedagogy subjects (PC I and PC II) helps to gain understanding of two pedagogies and

Specialized as master of that pedagogy. Third semester gives exposure to school internship which covers Micro and Practice teaching lessons and observation/preparation of school records. Fourth semester provides CC and six optional courses; students have to opt for any one. It has two EPC subjects for imbining professional skills among students.

Structure of four semesters of M.Ed. program has provisions to provide ample platforms so that students of M.Ed. program get well trained for professional skills required for field. M.Ed. syllabus is divided into three main areas i.e. core/compulsory courses, elective courses and Advance level courses. While framing syllabus of B.Ed. and M.Ed. program wide range of curriculum experiences are provided that students get professional understanding of field.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 1.4 - Feedback System

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

All of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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	<a href="#">View File</a>
Action taken report of the institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## TEACHING-LEARNING AND EVALUATION

### 2.1 - Student Enrollment and Profile

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

255

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

255

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Document relating to sanction of intake from university	<a href="#">View File</a>
Approval letter of NCTE for intake of all programs	<a href="#">View File</a>
Approved admission list year-wise/ program-wise	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

118

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

118

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)	<a href="#">View File</a>
Final admission list published by the HEI	<a href="#">View File</a>
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

6

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

6

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificate of EWS and Divyangjan	<a href="#">View File</a>
List of students enrolled from EWS and Divyangjan	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 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.

**Admissions to various courses are done as per policies of MP government and affiliating University, DAVV, Indore. College ensures transparency throughout admission process. Mentoring systems assist in analysing strengths and weaknesses of students**

for guidance and assistance. Academic mentoring/ personal tutoring in subject-area are provided. Remedial classes are arranged. Personality development, orientation programmes and enrichment sessions help learners to gain knowledge for holistic growth of student. Opportunities and training to enhance skills through sessions, workshops and seminars are arranged. After assessment, answers are discussed with students to enable them understand mistakes/ weaknesses. Career related classes are organized. Online resources/ study materials are provided to strengthen knowledge. Institution assesses learning levels of students and organises programmes for learners.

- At the entry level their qualifications of PG, UG and percentage are considered
- Categorywise, geographical locations and medium of instruction are kept in mind at the entry level
- Their responses on "entry level behaviour are proqured and analysed to test their entry level knowledge.
- Well stocked library
- Counselling by faculty to appear for competitive examinations
- Communicating students their areas of weakness
- Teachers available to counsel
- Monitoring progress of students
- Evaluated answer scripts and discuss with students

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Documents showing the performance of students at the entry level	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

Six/Five of the above



**institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents highlighting the activities to address the student diversities	<a href="#">View File</a>
Reports with seal and signature of Principal	<a href="#">View File</a>
Photographs with caption and date, if any	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

**Four of the above**

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	<a href="#">View File</a>
Reports with seal and signature of the Principal	<a href="#">View File</a>
Photographs with caption and date	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**2.2.4 - Student-Mentor ratio for the academic year**

1:10

**2.2.4.1 - Number of mentors in the Institution**

15

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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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.

Varied modes of learning adopted by institute are student-centric. Conducive environment is provided to faculty for effective implementation of various modes. The methods employed to develop varied skills and competencies are

1. Interactive learning methods: Mind mapping/ Concept mapping/ Advance Organizers/ ICT-enabled teaching methods (PPT, Animations, videos, e-books)
2. Experiential learning methods: Field Trips, Poetry Recitation, Demonstration, Discussions and debates on contemporary issues, Brain storming sessions, Institutional Visits and tours
3. Collaborative learning methods: Group discussions, Peer learning, Movie discussions, Game Based learning, Peer teaching, Observation of Days of National/ International Importance

To nurture creativity and critical thinking among students various clubs and associations actively functions at college. Students are encouraged to participate in events and competitions. College organize local level field visits for students to acquaint with local issues and sensitize students, about socio-economic conditions with a motive to establish a social connection. Activities are organized for promoting the spirit of teamwork and goodwill. Institution also conducts activities such as NSS camps,

institutional social responsibility through clubs, village adoption, tree plantation, Swatch Bharat Abhiyan, and Health awareness camps in rural areas. Activities are organized for B.Ed. and M.Ed. programs depending upon requirements of semesters and nature of content.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

19

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to LMS	<a href="http://gbyssm.com/elearningresources.php">http://gbyssm.com/elearningresources.php</a>
Any other relevant information	<a href="#">View File</a>

**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**

255

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Programme wise list of students using ICT support	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Landing page of the Gateway to the LMS used	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Five/Six of the above

**Understanding theory courses Practice teaching Internship Out of class room 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	<a href="#">View File</a>
Geo-tagged photographs wherever applicable	<a href="#">View File</a>
Link of resources used	<a href="http://gbyssm.com/elearningresources.php">http://gbyssm.com/elearningresources.php</a>
Any other relevant information	<a href="#">View File</a>

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

Continual mentoring is provided by teachers. Orientation program is conducted to acquaint students with modalities of syllabus, assessment and tentative schedule of year and semester. College makes provision for students to share problems with faculty. Faculty engages with students in informal talks on various issues, academic, career, personal and vocational matters during allotted time. Guidance and counselling cell established at college works actively for students and their holistic development. It also promotes students for competitive examinations like NET, SET, CTET, MPTET etc. Faculty provides remedial classes to needy students as recommended by mentor teachers.

Student and teachers work in team. It help student to acquire many skills of teamwork. Working in team also provides platforms for nurturing diverse needs of learners. Various methods adopted (mentioned in 2.3.1) helps students to get variety of experiences and help them keep updated with recent developments in field of education. Teachers mentor 5-6 students and maintain a record of progress and their profile. College ensures to provide a friendly atmosphere to students. During practice teaching, school internship (B.Ed.) and field engagement (M.Ed.) feedback is

provided on presentations and lesson plans. This helps students to develop professional skills and overcome their weakness

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Four 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	<a href="#">View File</a>
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Education institute, Gulab Bai Yadav Smriti Shiksha Mahavidhyalaya, thrive to develop necessary skills required for profession of teaching. Teaching learning process carried out at institute nurtures creativity and innovativeness. Modes of student-centric methods adopted by the teachers (discussed briefly in 2.3.1) help develop required skills among future teachers. Interactive learning methods help students to learn life skills like communication, thinking and collaborative skills with peer students and teachers. Experiential methods help to develop thinking skills among students of B.Ed. and M.Ed. Collaborative learning methods like Group discussions, Peer learning, and Peer

teaching helps to develop empathy and other like skills like intra and inter personal skills among the students. Various clubs and associations at college help to nurture creativity and critical thinking among students.

B.Ed. students during their visit to schools get exposure to practical knowledge, during the time they learn various skills of teaching like questioning skills, probing questioning skills, chalkboard writing skills etc. These skills are crucial in the field of Education and teaching as well. Depending upon requirement of content and nature of semester, faculty of institute provides many opportunities and platform to groom student personality. All together it helps to inculcate necessary skills among students.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 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	<a href="#">View File</a>
Reports of activities with video graphic support wherever possible	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<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>	<b>Ten/All of the above</b>
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports and photographs / videos of the activities	<a href="#">View File</a>
Attendance sheets of the workshops / activities with seal and signature of the Principal	<a href="#">View File</a>
Documentary evidence in support of each selected activity	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>2.4.3 - Competency of effective communication is developed in students</b>	<b>Three of the above</b>

**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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**Four of the above**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Samples prepared by students for each indicated assessment tool	<a href="#">View File</a>
Documents showing the different activities for evolving indicated assessment tools	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**All of the above**



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

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of each response selected	<a href="#">View File</a>
Sample evidence showing the tasks carried out for each of the selected response	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

Four 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	<a href="#">View File</a>
Report of the events organized	<a href="#">View File</a>
Photographs with caption and date, wherever possible	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

All of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Samples of assessed assignments for theory courses of different programmes	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Internship program is well planned and organized for B.Ed. and M.Ed. students. Institute is situated in rural area, thus selects schools and institutes in nearby areas. It is strength of institute that it I able to serve and collaborate with rural schools. It is mutual partnership between school and institute. The schools are selected and identified for carrying out internship on mutual consensus. For M.Ed., institute of teacher education are identified for field engagement.

Well planned orientation for internship semester of B.Ed. and M.Ed. are organized so that internship/field engagement is effective. Teacher in charge connects with school's principal/staff to know schedules and timetable. B.Ed. students according to pedagogy and qualifications are attached with schools and classes. Where they will deliver their lesson plans. Along with, provisions are made so that students able to learn other activities of school to gain better understanding of field. Each school has 10-15 B.Ed. students with one supervisor teacher form the institute to monitor the activities. Assessment is broadly distributed in pedagogies, lesson plan preparation and presentation. Concerned principal/teacher and at school give their input on performance of student. All records/register are presented by students for evaluation and present a final lesson plan.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**2.4.9 - Number of students attached to each school for internship during the academic year****2.4.9.1 - Number of final year students during the academic year**

100

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Plan of teacher engagement in school internship	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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	<a href="#">View File</a>
School-wise internship reports showing student engagement in activities claimed	<a href="#">View File</a>
Wherever the documents are in regional language, provide English translated version	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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 of internship is important and carried at different levels. Institute level students are introduced about school internship. Different activity which has to be conducted at school**

is briefly introduced and simultaneously monitoring mechanism is also decided. Role are as follows:

**Teacher Educators:** Teacher educators is enormous, right from teaching about basic of pedagogy subject, its lesson plan format and blue prints to conduct test etc. Pedagogy master corrects and check lesson plans before presentation at school. Evaluate presentation in school which has been allotted for supervision. This mechanism helps in effective monitoring of internship program at the stretch.

**School Principal:** School Principal plays important role from granting permission till evaluation and marking of interns at their schools. They are actively involved in all the activities and have to evaluate students placed at their schools

**School Teachers:** School teachers guide and monitor all interns during time of internship. They monitor student's activities and provide necessary feedback and marks on performance.

**Peers:** Peer has to observe and provide feedback to peers for presentation in classes. This mutually helps them to know about strengths and weaknesses of each other. They get chance to overcome weaknesses and learn from strengths of others.

File Description	Documents
Documentary evidence in support of the response	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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)**

All of the above

File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	<a href="#">View File</a>
Two filled in sample observation formats for each of the claimed assessors	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

<b>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</b>	<b>Four of the above</b>
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File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	<a href="#">View File</a>
Five filled in formats for each of the aspects claimed	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 2.5 - Teacher Profile and Quality

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

19

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	<a href="#">View File</a>
English translation of sanction letter, if it is in regional language	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

5

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificates of Doctoral Degree (Ph.D) of the faculty	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

19

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

19

File Description	Documents
Copy of the appointment letters of the fulltime teachers	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**Teachers of institute keep themselves updated. Continuous professional development (CPD) is achieved. Teachers participate**

in various workshops, seminar and symposium. They keep themselves updated with the policies and documents published on websites of apex bodies like NCTE, UGC, MHRD. In accordance to policies, staff secretary with prior permission of the Principal of the Institute arrange for in house meetings and discussion forums. Teachers can present their views and discuss with colleagues about the same. Principal, Dr. Surendra Kumar Tiwari is member of various committees at DAVV. He is also member of NAAC. Visits College for inspection and actively participates in programs at district and state level. During in house meeting his views and learning adds a lot to professional understanding of teachers.

Teachers also participate in various programs organized by HRDC. All this helps keep themselves update professionally. NEP 2020 and its implementation was thrust area of discussion during this academic session. The agenda and meeting minutes are maintained and circulated among staff. Library helps teachers with new books and policy documents to keep update with content. Teachers arrange for brain storming sessions for M.Ed. and B.Ed. students to keep students update with topics of national and international importance.

File Description	Documents
Documentary evidence to support the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 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

Academic calendar is prepared at the beginning of year. College distributes academic calendar to all faculty members and students. It contains - lists of total working days, lists of holidays, date of orientation programmes, other programs, tentative dates of internal examination, and end semester examination. College follows academic calendar and executes it rigorously. Continuous Internal Evaluation (CIE) consists of lessons plans, assignments, projects, internship and co-curricular activities etc. College adopts method of assessing academic performance of students on a continuous basis. Continuous assessment in theory and practical subjects is done as per University norms.

Besides this formal assessments, revision work, class tests,

assignments and student presentations are integral to teaching-learning and process of evaluation. A continuous system of online evaluation was also put in place. Besides evaluation, Institution strictly adheres to semester-wise academic calendar as per affiliating University. Mentoring system at institute helps to know about students on individual basis. This helps to maintain record of progress of students. During internship weight age to each activity performed by students at school is monitored. This helps to evaluate student's performance. Records of evaluation I maintained by in charge teacher and submitted to Examination cell to forward to affiliating university.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Five of the above

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	<a href="#">View File</a>
Annual Institutional plan of action for internal evaluation	<a href="#">View File</a>
Details of provisions for improvement and bi-lingual answering	<a href="#">View File</a>
Documentary evidence for remedial support provided	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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



Mechanism to deal with internal/external examination related grievances is transparent. It is time-bound and efficient at college and university level. With reference to evaluation for university examinations review of answer scripts are done by university. Right to information (RTI) provision can also be availed.

Grievance Redressal Committee deals with issues related to marks/ grades awarded to students for internal assessment. Beginning of semester, faculty members inform students about various components in assessment process for semester. Tentative dates of internal/external examinations are well communicated in academic calendar. Day-to-day performance of students is assessed for regularity, performance, viva, and promptness in submitting record. Progress/ academic achievement of students are recorded in terms of performance through internal/external examinations, assignments and seminars. Continuous and summative evaluations are ensured through these mechanisms in each semester/ academic year. Corrected answer copies of internal tests of students are distributed for verification by students. If any grievances arise then appropriate authorities redress them. Marks obtained by students in internal assessment/tests are displayed on notice board.

Feedback is collected from students on various attributes/aspects of teaching and evaluation. IQAC ensures for corrective measures. Suggestion boxes are placed to enable students to give suggestions on all aspects of institution

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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.

Beginning of each academic year, academic calendar is distributed to all faculty members and students. Calendar contains lists of working days/ holidays, date of orientation programmes, cultural programmes, NCC activities, tentative date of internal examination and end semester examination as per University calendar. Academic calendar is prepared and followed rigorously. Principal and Course

coordinators monitor implementation of Calendar. Time Table and schedules are displayed on notice board and college website. Institution strictly adheres to semester-wise academic calendar. Internal evaluation is continuous and is carried out throughout the year as per plan. It consists of internal evaluation of lessons plans, assignments, projects, internship and co-curricular activities as per scheduled. Academic performance of students is assessed on a continuous basis. College conducts Internal Assessment according to decided schedule. Marks obtained by students are uploaded on University website at appropriate time. The syllabus and timing of these assessments are communicated to students well in advance. The examination pattern follows the norms laid down by affiliating University. Besides these formal assessments, revision work, class tests, assignments, internship, field engagement and student presentations are conducted for B.Ed. and M.Ed. both the programs as per the academic calendar decided at the start of the semester.

## 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 teaching-learning initiatives of institute align well with PLOs and CLOs. B.Ed. and M.Ed. departments prepare a detailed activity plan (in line with to Academic calendar/ individual teaching plan) for all papers of each semester at beginning of each academic session. Academic Plan contains information like topic/date of Class Test, assignment, presentation, practice teaching schedule, field engagement with a motive to communicate students to prepare subject content. It also helps to keep track of syllabus covered by teachers. Internship and field engagement for students give practical exposure.

Special classes and remedial sessions for learners are organized to cater diverse need of students. Sessions are enriched by arranging activities for Knowledge, Application of Concept, and Problem Solving. It helps to check whether student is able to recall and implement what they have learned as well as their skills are assessed. Teachers monitor students' attitudes, values, interests, ideas to evaluate holistic development. Mentor-Mentee Session helps to check outcomes at individual level. Institution follows syllabi laid down by university and ensures completion of mentioned syllabi. Principal/course coordinator monitors execution of assigned syllabus and its timely completion. Final outcome of course is evaluated through performance of students, analysed at

end of semester examination.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 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	<a href="#">View File</a>
Certified report from the Head of the Institution indicating pass percentage of students program-wise	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Performance of students is monitored on set PLOs and CLOs. Along with this professional and personal attributes are assessed too. The data is gathered at different entry levels. The gathered data is used for further planning. Action plan and action taken report are prepared by the teachers, course coordinators and IQAC of the institute to monitor the progress among the students. These procedures help to measure the quality of overall outcome and take measures to improve the quality for the coming academic year. The students of the institute belong to rural background therefore measures are taken to cater their diverse needs. Sessions are arranged to improve their communication skills which is as important for the profession of teacher education.

The mentor-mentee and session for preparation of competitive exam helps students for their professional growth. It also helps to track the record of the students for further improvements in their personality, skills and knowledge. Internal assessments are done on the basis assignment submissions, presentation in the institute as well as at school during internship. B.Ed. and M.Ed. departments monitor the performance of students and use it further for improvements at individual as well as institutional level.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 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

86

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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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 syllabus designed for B.Ed. and M.Ed. courses are designed in line with horizontal and vertical professional development of skills of students in teacher education program. Details mentioned in 2.7.3 and documents uploaded related to assessment tasks of the students reflects that the diverse learning needs of the students are catered right from the day they get admission to the teacher education course. The students admitting to the programs of B.Ed. belong to different disciplines like commerce, biology, mathematics, and engineering etc. With such diverse background, the challenge for teacher educators lies to tune them with the skills and abilities required for the profession of teaching and learning fields. The skills required in teacher education courses are quite different from the other disciplines; therefore the students are monitored right from the entry level. Thus initially identified learning needs are identified and actions are taken to

improve their performance. The activities and assignments designed help them to inculcate the necessary skills in themselves for future course of action and career. Our institute helps students to improve their communication skills and personality by arranging various short term programs and sessions by the experts.

File Description	Documents
Documentary evidence in respect to claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 2.8 - Student Satisfaction Survey

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

[https://docs.google.com/forms/d/e/1FAIpQLSc6e2\\_KFEbxbuEPJ5Tjkv-9qpxcnc081ZszN48aq9vrccNlKQ/viewform](https://docs.google.com/forms/d/e/1FAIpQLSc6e2_KFEbxbuEPJ5Tjkv-9qpxcnc081ZszN48aq9vrccNlKQ/viewform)

## 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

1

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Sanction letter from the funding agency	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

1

File Description	Documents
Sanction letter from the funding agency	<a href="#">View File</a>
Income Expenditure statements highlighting the research grants received certified by the auditor	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

<p><b>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</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>
Institutional Policy document detailing scheme of incentives	<a href="#">View File</a>
Sanction letters of award of incentives	<a href="#">View File</a>
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	<a href="#">View File</a>
Documentary evidence for each of the claims	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

<p><b>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</b></p>	<p>Four of the above</p>
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File Description	Documents
Documentary evidences in support of the claims	<a href="#">View File</a>
Details of reports highlighting the claims made by the institution	<a href="#">View File</a>
Reports of innovations tried out and ideas incubated	<a href="#">View File</a>
Copyrights or patents filed	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 3.2 - Research Publications

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

15

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	<a href="#">View File</a>
E-copies of outer jacket/contents page of the journals in which articles are published	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 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

5

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	<a href="#">View File</a>
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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 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

11

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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 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

1126



File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	<a href="#">View File</a>
Report of each outreach activity with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 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

1147

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

1147

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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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 and Enabling Center 1. Identify institutes/ NGOs which will help students in learning community service and developing sensitivity towards social issues 2. Incentivize students participating in outreach activities. 3. Establish a separate center for differently abled students and make all possible efforts for their academic progression Creating a bridge between community and the Institution is the foremost goal for initiating the outreach and extension program. Well-structured outreach and extension activities develop skills in students that can significantly contribute to their overall development. It is a process of 'going back to community' and 'enabling the community'

through understanding, analyzing, applying and creating social good with the help of our students and other stakeholders. Our focus with our 'Gender sensitization Program' is to create experienced and conscious communicators to engage with intersectionalities related to gender and communicate the message of 'Gender Equity' for creating a more equitable world. As an institution we are curating our own workshop with gender experts and other organizations (Asia Foundation and Men Against Violence and Abuse) working in the field. 3500 students and teachers were part of these programs. Staff provides funds for the development of mandir and community centre for student and staff welfare. Davawala were donated with an amount of 25000 as part of community services. Covid relief fund of 51,000 was provided by the Trust.

File Description	Documents
Relevant documentary evidence for the claim	<a href="#">View File</a>
Report of each outreach activity signed by the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

3

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Appropriate certificates from the awarding agency	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 3.4 - Collaboration and Linkages

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

8

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

8

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
List of teachers/students benefited by linkage – exchange and research	<a href="#">View File</a>
Report of each linkage along with videos/photographs	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

9

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copies of the MoU's with institution / industry/ corporate houses	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Five/Six of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of each activities with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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 quality in teaching learning process is maintained by adopting appropriate policies and procedures for utilizing the infrastructure facilities of the college. The library supports the academic needs of the student, research scholars and Faculty of the college by providing information resources such as books ,journals periodicals ,CDS proceedings ,reference , project reports, all india educational journal research, Ph.D. thesis, Buch survey N.C.E.R.T, NCF 2005 all volumes, foreign writers research book, psychological tool and tests and apparatus. The college subscribes to the National DELNET membership and information services infrastructure for scholarly content N- list. The digital library of the institution can be assessed through the local area network(LAN) within the campus. The library has an organized collection of thesis of M.Ed. students, publication of teachers, subscribed and open-access e -journal, collection of teachers, digitized books, educational articles, various Commission reports, question papers of Bed and Med, seminar proceedings etc., Laboratory facilities. Physical and health department of the college is very active and encourages students to participate in various activities such as yoga, aerobics, sports items etc. Last month of the semester was affected by the Pandemic and thus required changes were made.

File Description	Documents
List of physical facilities available for teaching learning	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

01

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Link to relevant page on the Institutional website	<a href="http://gbyssm.com/geotag.php">http://gbyssm.com/geotag.php</a>
Any other relevant information	<a href="#">View File</a>

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

**72,614**

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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 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 strives to develop adequate infrastructure for the smooth conduct of classes, co scholastic and extension activities. The college ensures the usage of these adequate facilities among all the stakeholders. The college has well-maintained ICT lab, Seminar Halls, different laboratories, Computer lab, Printers in Library and Office, LCD Projectors etc. The faculty takes classes incorporating the ICT facilities when required. Some of the classrooms are equipped with Computers and LCD Projectors. The library supports the academic needs of students, research scholars, and faculty of the college by providing information resources such as books, journals, periodicals, CDs, Proceedings, reference books, Project Reports, and theses. The Digital Library of the institution can be accessed through the Local Area Network (LAN) within the campus. The library has an organized collection of M.Ed. dissertations, faculty publications, and open-access e-journals, and educational articles and various commission reports,

question papers of B.Ed. And M.Ed., Seminar Proceedings, etc.

File Description	Documents
Bill for augmentation of library signed by the Principal	<a href="#">View File</a>
Web-link to library facilities, if available	<a href="http://gbyssm.com/library.php">http://gbyssm.com/library.php</a>
Any other relevant information	<a href="#">View File</a>

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

Library 1. Automation of Library and Library services 2. Make library user friendly. 3. Subscribe only reference books typically required for undergraduate and post graduate education 4. As far as possible purchase e-books 5. Subscribe e-journals and databases which may be needed for research in both faculties. 6. Make library remotely available to users 7. Set up browsing centres in the library for students 8. Digitize old and rare manuscripts in the library and make it available for all.

File Description	Documents
Landing page of the remote access webpage	<a href="#">View File</a>
Details of users and details of visits/downloads	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

All of the above

File Description	Documents
Data as per Data template	<a href="#">View File</a>
Receipts of subscription /membership to e-resources	<a href="#">View File</a>
E-copy of the letter of subscription /member ship in the name of institution	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

15,190

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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 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

54

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	<a href="#">View File</a>
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	<a href="http://gbyssm.com/library.php">http://gbyssm.com/library.php</a>
Any other relevant information	<a href="#">View File</a>

**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**

All of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 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

Teachers reach out to the students through various technological mediums and channels. The college has its own learning management system. Students get all learning resources which are made available by the teachers through Moodle. The LMS platform provides facility of 'Anytime learning'. The learners can see lecture recordings, videos, presentations, notes, can join forums



for discussions and debates; and can even upload their assignments, projects in this learning management system. Alongside the learning resources, evaluation process is also available in this learning management system. Other platforms being used are google classroom, Microsoft Teams, facebook live, google groups and youtube live for academic activities. Teachers of the institution also bring out the latest lecture series through their own youtube channel. The college also has its official youtube channel to reach out to all its students. Teachers use platforms such as Google meet, Zoom and Microsoft Teams for online teaching. Learning modules, ebooks and virtual labs are also made available. Teachers use IIT virtual labs for English language learning and science practicals. Hence the ICT tools help students to assess their own knowledge and potential. The tests conducted and usage of the students on Moodle show outcome of use of ICT tools

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

3:1

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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**4.3.3 - Available bandwidth of internet connection in the Institution (Leased line)  
Opt any one:**

D. 50 MBPS - 250MBPS

**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**

Three of the above

## Lecture Capturing System (LCS) Teleprompter Editing and graphic unit

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to videos of the e-content development facilities	<a href="https://youtu.be/7PHMzdOUjy4">https://youtu.be/7PHMzdOUjy4</a>
List the equipment purchased for claimed facilities along with the relevant bills	<a href="#">View File</a>
Link to the e-content developed by the faculty of the institution	<a href="http://gbyssm.com/elearningresources.php#">http://gbyssm.com/elearningresources.php#</a>
Any other relevant information	<a href="#">View File</a>

### 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)

1750280.42

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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. Physical facility and Academic facility Classrooms Policies for Maintenance Regular cleaning and maintenance is carried out so as to provide an effective learning environment to the students. Some of the class rooms are provided with the electricity generated by hybrid wind and solar plant present in college campus. Regular cleaning is outsourced for

maintenance of buildings and other facilities.. . Proper ventilation is done so as to maintain a dry environment near bookshelves. Regular dusting and cleaning is done by using vacuum cleaners. Pest control is carried out so as to increase the life of valuable resources of the library. Furniture and fixtures are centrally repaired as per the requirement. Library is fully automated. Computerized issuing and returning of books is done so as to save time. Book exhibitions are conducted in the library and books suggested by staff members are included in the library. Open access is given to students to the books so as to have effective referencing and exploring of new books related to

File Description	Documents
Appropriate link(s) on the institutional website	<a href="http://gbyssm.com/policy-documents.php">http://gbyssm.com/policy-documents.php</a>
Any other relevant information	<a href="#">View File</a>

## STUDENT SUPPORT AND PROGRESSION

### 5.1 - Student Support

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

Five fo the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	<a href="#">View File</a>
Sample feedback sheets from the students participating in each of the initiative	<a href="#">View File</a>
Photographs with date and caption for each initiative	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Nine or more of the above

File Description	Documents
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

A. All of the above

File Description	Documents
Data as per Data Template for the applicable options	<a href="#">View File</a>
Institutional guidelines for students' grievance redressal	<a href="#">View File</a>
Composition of the student grievance redressal committee including sexual harassment and ragging	<a href="#">View File</a>
Samples of grievance submitted offline	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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)**

Two of the above

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	<a href="#">View File</a>
Report of the Placement Cell	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 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
<b>14</b>	<b>108</b>

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports of Placement Cell for during the year	<a href="#">View File</a>
Appointment letters of 10 percent graduates for each year	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 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).

**14**

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	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**11**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copy of certificates for qualifying in the state/national examination	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 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

After - admission, orientation program was organised for both - courses, B.Ed. and M.Ed. to orient - students about - college, courses, detailed syllabus, curricular and co-curricular activities. World environment day was celebrated on 5th June 2020-21. Followed by World eye donation day on 10th June 2020-21. NCC meeting was held to plan - activities of - coming six months. International yoga day was celebrated on 21 June 2021 by performing various asana during - assembly. - same day speech competition was organized on topic 'Yoga and its Importance.' This was followed by - Tree plantation drive in - college campus on 8th July 2020-21. - birth anniversary of Lokmanya Tilak was celebrated by organizing quiz competition on topic "India after Independence." Celebration of National youth week was observed from 12 August 2020-21 to 19 August 2020-21. Hindi day was celebrated by organizing essay writing competition on "Importance of Language" TEACHERS DAY CELEBERATION was done on 5th September 2020-21. - discussion related to great teachers was held on - same day to through light upon - different great personalities as Teachers. Personality development program was organized on 26th September 2020-21.

File Description	Documents
Copy of constitution of student council signed by the Principal	<a href="#">View File</a>
List of students represented on different bodies of the Institution signed by the Principal	<a href="#">View File</a>
Documentary evidence for alumni role in institution functioning and for student welfare	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

10

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	<a href="#">View File</a>
Copy of circular / brochure indicating such kind of events	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 5.4 - Alumni Engagement

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

The Alumni Association of College is registered. The Alumni contribute in following ways: 1. Contribution in the form of conducting workshops and guest lectures through ALUMNI Connect programme for all departments. 2. They also contribute in Career Orientation and progression of students. The Association aims to encourage the members to take active interest in the activities and progress of the Alma Mater, provide assistance for all round development of the College, promote and encourage friendly relations among all the members, provide career counselling to students of the College and establish scholarship programmes for needy and deserving students. Any past student of the College having studied at-least one academic year in the College is eligible to become a member of the Association.

File Description	Documents
Details of office bearers and members of alumni association	<a href="#">View File</a>
Certificate of registration of Alumni Association, if registered	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

All of the above



**activities other than class room activities**  
**Support to curriculum delivery Student**  
**mentoring Financial contribution Placement**  
**advice and support**

File Description	Documents
Documentary evidence for the selected claim	<a href="#">View File</a>
Income Expenditure statement highlighting the alumni contribution	<a href="#">View File</a>
Report of alumni participation in institutional functioning for the academic year	<a href="#">View File</a>
Any other relevant information.	<a href="#">View File</a>

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

2

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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Other members include Management and Principal as Patrons, all outgoing students as life members, members of past teaching staff as honorary members and all current teaching staff as Associate members. The Association presently has 850 members. Alumni have contributed to development of the institution through valuable feedback, guidance and counselling to students and through donations.

The Alumni Association of College is registered. The Alumni contribute in following ways: 1. Contribution in the form of

conducting workshops and guest lectures through ALUMNI Connect programme for all departments. 2. They also contribute in Career Orientation and progression of students. The Association aims to encourage the members to take active interest in the activities and progress of the Alma Mater, provide assistance for all round development of the College, promote and encourage friendly relations among all the members, provide career counselling to students of the College and establish scholarship programmes for needy and deserving students. Any past student of the College having studied at-least one academic year in the College is eligible to become a member of the Association.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## GOVERNANCE, LEADERSHIP AND MANAGEMENT

### 6.1 - Institutional Vision and Leadership

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

The institution follows decentralized and participatory mode of decision making, for effective management The Apex body of the college administration is the governing body consisting of Manager, Principal, senior faculty, and nominee of the retired faculty. The governing body meets thrice a year as needed. The principal present the report of college activities before the body. The body review the report, discuss and gives valuable suggestion. The next level of the Management is the college council , whose members are the principal and senior member of the faculty. The college also has a steering committee to implement the decision taken in the governing body and college counselling and ensure smooth functioning of the the college. The next level included the principal, Faculty and Staff. The principal conducts regular meeting of the faculty and staff to discuss various issues related to the academic and non academic functioning of the college. The next level is the student union which comprise the elected representative of the student community. A member of the faculty is assigned the duty of student advisor who act as a link between the student Union and the faculty.

File Description	Documents
Vision and Mission statements of the institution	<a href="#">View File</a>
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

A member of the faculty is assigned the duty of student advisor who act as a link between the student Union and the faculty. The member of the faculty are assigned duties of the various committee and clubs. The student support programs are carried out under the strong support and guidance of college management at the beginning of the Academy year. Members of the faculty meet under the leadership of the principal and decides the scheduled for the academic year and assigned various duties to different faculty. The teacher are the convenors or member in various academic and non academic committee and clubs of the college. Member of the administrator staff is also member of various committee and clubs. Student union organizes various programme under the leadership and guidance of the staff advisor. Union associations like PTA and Alumni supports the college through supply of funds and expertise at various occasion. All details regarding the office bearers are mentioned in the academic calendar

File Description	Documents
Relevant documents to indicate decentralization and participative management	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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.

Information for Deputy Director Collegiate education and university level are conveyed to all the the member of the college through email and published in our website. Biometric attendance terminal for all the faculties. Academic calendar made available to the faculty and students through websites. Students' stipend and scholarship are provided through e- grants websites run by the state government of Madhya Pradesh. The college ensures periodical financial auditing by authorized agencies. The institution prepares financial statements annually and the same helps to carry out the financial audits. Conducts periodic test. Internal assignment by respective course coordinators are taken up. The standard of the internal assignment is processed by the college coordinator and the principal. College also conduct model examination, semester examination and Practical Examination. It also conducts unit test, written and viva voce as model Exam. They also discuss previous year question paper. Before examination display of internal marks based on a well-structured Evaluation process is done by the course coordinators. Later student are classified into various categories and individualized attention is provided. Examination and Evaluation stages of the institution are mentioned in the academic calendar, which is prepared in accordance with University and government calendar.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 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

**Curriculum Development:** College follow curriculum of DAVV, Indore

**Teaching and Learning:** Qualified faculty are appointed by selection committee, DAVV, Indore. College has a well-equipped library.

**Evaluation Strategies:** DAVV, Indore conducted end term examination. IQAC developed internal assessment Criteria for

internal Evaluation.

**Research and Development:**

Observation of DIET, Govt PG College of Education, Aganwadi centres, Residential school, innovative centres, primary, middle school, radio-station and health centres. Project work, psychological testing, action research are included in real class room solution. Portfolio Development for holistic/integrated understanding of self is undertaken by students.

**Library, ICT and physical infrastructure Instrumentation:**

Library quipped with Wi-Fi with different types of books. Computer lab, projector in seminar hall, psychological lab, science lab is also in institution.

**Human Resource:**

College has set practices of integrating teaching staff. Faculty and students are encouraged to attain computer literacy. Workshops and seminars are organized.

**Collaboration with students and society:**

Institution organizes awareness programmes like Swach Bharat Abhiyan, Beti Bacaho Beti Padao Abhiyan, Environmental awareness programmes in collaboration with society.

**Admission of Students:**

College follows online admission procedure.

**Planning and Development:**

Institution prepares future teacher to understand worth of course by writing reflective journals. College is planning for integrated B.Ed. and M.Ed. Course.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	<a href="http://gbyssm.com/downloads/policy-documents/strategic_development_deployment.pdf">http://gbyssm.com/downloads/policy-documents/strategic_development_deployment.pdf</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

The College functions as per the guidelines of university grants commission . The apex body (decision making body) being the Governing body of the College. Final approvals for revisions in the curriculum, new academic programmes and policy making is been decided by the Governing Body AND AFFILIATING UNIVERSITY .The Internal Quality Assurance Cell (IQAC) works as a system and implements quality initiatives, promotes quality circles in college and monitors all academic and administrative processes and reports to the Principal and the Governing Body. Apart from this, the IQAC prepares proposals for funding (research as well as general/college level) and provides compliance to all funding agencies. Other Statutory and Non Statutory Committees have well defined roles and responsibilities and report to the Principal. Administrative procedures regarding appointment and implementation of services rules are carried out by the Registrar of the College. Service rules and appointment procedures prescribed by the University Grants Commission and State Government, Department of Higher Education are followed.

File Description	Documents
Link to organogram on the institutional website	<a href="http://gbyssm.com/downloads/organogram-gbyssm.pdf">http://gbyssm.com/downloads/organogram-gbyssm.pdf</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

Five/Six of the above

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

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Screen shots of user interfaces of each module	<a href="#">View File</a>
Annual e-governance report	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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.

This helps in review of funds, planning and preparing budget of the next financial year. External Financial Audit is conducted Audit is also carried out periodically by the Office of the Accountant audited by the CA, and then submitted to the OFFICE. A no-objection certificate is received after settlement of accounts. Accounts for the examinations conducted in the College on behalf of the University are also audited, first by the Principal and Audit objections, if any, in case of all the above audits are complied with promptly by the Accounts section of the College, and the CA is also consulted whenever required.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	<a href="#">View File</a>
Action taken report with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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

Felicitation and appreciation of faculty members for degree or

special achievement. Staff Quarters/ Residential Quarters are provided to the Principal, Chief Rector of Hostel and few teaching-non teaching staff of the college in campus.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View File</a>
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 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

19

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Institutional Policy document on providing financial support to teachers	<a href="#">View File</a>
E-copy of letter/s indicating financial assistance to teachers	<a href="#">View File</a>
Certificate of participation for the claim	<a href="#">View File</a>
Certificate of membership	<a href="#">View File</a>
Income Expenditure statement highlighting the financial support to teachers	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

3



File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Brochures / Reports along with Photographs with date and caption	<a href="#">View File</a>
List of participants of each programme	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### **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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

the Institution has a performance appraisal system. Teachers have to submit filled-in format for PBAS (Performance Based Appraisal System) to the Principal. Apart from that, Annual Proformas are submitted by the Teachers/HODs/Librarian/Office/Cell-incharges to the IQAC which help in collation and cross checking of the information. For Career Advancement under PBAS formats submitted to the Principal at the end of every academic session are forwarded after approval by an Internal Scrutiny Committee. After the evaluation of the report by the Principal and Management, it is communicated to respective department for improving shortcomings

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	<a href="#">View File</a>
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 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

Annual Financial Audit account is done by a Chartered Accountant, most recently This helps in review of funds, planning and preparing budget of the next financial year. External Financial Audit is conducted Audit is also carried out periodically by the Office of the Accountant General, A no-objection certificate is received after settlement of accounts. Accounts for the examinations conducted in the College are also audited, first by the Principal , if any, in case of all the above audits are complied with promptly by the Accounts section of the College, and the CA is also consulted whenever required.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	<a href="#">View File</a>
List of audit objections and their compliance with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

49,250

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	<a href="#">View File</a>
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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.

all the activities (academic) and creation of infrastructure are carried out as per the guidelines of funding agencies and also ensure timely submission of progress reports and also audited statement of expenditure. The other resources mobilized by the college are through the student fees (college share). At the end of every The resources mobilized through college funds is utilized for maintenance and repairs, annual maintenance contracts for computers and other such electronic equipment's, creation of new infrastructure for academic purposes and also for recurring expenses of all the departments. Funds are also utilized to add IT infrastructure in the campus with specific requirements of online education.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 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

IQAC of the institution is constantly working on the quality improvement in various areas. Under the aegis of IQAC the Academic Planning Committee prepares a detailed academic plan for each academic year and ensures optimum utilization of the available infrastructure. Academic Calendar is prepared and uploaded on the institutional website. IQAC, through discussions and recommendations, identifies need of improvement towards teaching learning and prepares a plan of action for upcoming session. Specific formats prepared by IQAC are used to collect information from individuals, HoDs, Cells, office, Library and Hostels. Based on these reports, incremental improvement in quality is identified, and lacunae, if any, are addressed by IQAC, the College administration and Management.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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.

Autonomy has given us the much-needed flexibility in the examination process. Our internal assessments are designed in such a way that the student's multiple talents are examined. These may include Open book tests, quizzes, teaching in schools, seminars, class assignments, problem solving, including assignments on book reading, book reviews, movies, research paper review, visits to national laboratories, visits to science museums, poster designing on a particular subject, in house publications, mini projects, science day celebrations and volunteering for science day exhibitions at national institutions. Similarly senior students mentoring the juniors help the juniors gain confidence and insights into the subject and helps them in their future course. In the lab courses too groups of students are encouraged to set up experiments and discuss with the whole class. It is noticed that as students can choose the type of assignment, he/she would like to take other students are also exposed to the assignment their peers have done hence a particular subject can be learnt in various different ways and methods. Literature survey assignments are also given to encourage students to get familiar with using the library and web site searches.

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

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

4

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of the work done by IQAC or other quality mechanisms	<a href="#">View File</a>
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Four of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to the minutes of the meeting of IQAC	<a href="http://gbyssm.com/downloads/iqac/IQAC_2020_21.pdf">http://gbyssm.com/downloads/iqac/IQAC_2020_21.pdf</a>
Link to Annual Quality Assurance Reports (AQAR) of IQAC	<a href="http://gbyssm.com/aqar.php">http://gbyssm.com/aqar.php</a>
Consolidated report of Academic Administrative Audit (AAA)	<a href="#">View File</a>
e-Copies of the accreditations and certifications	<a href="#">View File</a>
• Supporting document of participation in NIRF	<a href="#">View File</a>
Feedback analysis report	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

The college has a functional IQAC setup as per norms that includes Teacher Representatives, Members from Management, a representative of Administrative Staff, one nominee each from Local Society, Students, Alumni, Employers, Industry and Parent. IQAC has constituted a feedback committee which seeks feedback regularly from all stakeholders. Based on the feedback an action is taken in the form of a communication to the concerned teachers and the teachers are suggested to conduct bridge courses, add-on courses and remedial courses and to use ICT based teaching methods to improve the teaching learning process. IQAC organises induction program for teachers and Trainer's Training on teaching pedagogies for newly inducted teachers. Every teacher is expected to submit a work done report periodically on teaching learning process and co-curricular and extracurricular activity. Every year teacher is expected to fill annual Performance Based Appraisal Form which IQAC scrutinises for API verification

File Description	Documents
Relevant documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 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.

ØSolar PV plant is installed and renewable energy sources must be added in campus.

- LED lights is used in the campus and should be used at all places.

ØBLDC Fans should be used instead of conventional ones.

- All room are well ventilated and good day light presents

Note - We appreciate use of green power and LED lights at some places in the campus.

The green initiative planning, efforts, activities, implemented in the college campus like Plantation, Waste Management, Rain Water Harvesting, Plastic ban, Conservation of Energy, Energy Management and various Environmental Awareness activities. Sabs Energy Enviro Pvt Ltd has verified campus data of GULAB BAI YADAV SMRITI SHIKSHA MAHAVIDYALAYA Khargone (M.P.) also maintenance of the campus eco-friendly.

The green initiative planning, efforts, activities, implemented in the college campus like Plantation, Waste Management, Rain Water Harvesting, Plastic ban, Conservation of Energy, Energy Management and various Environmental Awareness activities. Sabs Energy Enviro Pvt Ltd has verified campus data of GULAB BAI YADAV SMRITI SHIKSHA MAHAVIDYALAYA Khargone (M.P.) also maintenance of the campus eco-friendly.

File Description	Documents
Institution's energy policy document	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<p>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.</p> <p>Organic waste material like parts of trees, leaf litters collected &amp; dump in compost pits. This compost pit is in Botany Dept.</p> <p>The waste papers from college centrally collected answer sheets and question papers from Autonomous Dept. Practical records collected from science laboratory. Newspapers and magazines from library, etc. The Vendor recycle the paper as per the agreed the vendor. All paper waste given to vendors for recycling at regular intervals.</p> <p>The waste is separated at each level and source. Throwing the waste anywhere is strictly prohibited. Usage of plastic bags is discouraged within the premises of the College. Dustbins are provided throughout the campus. The administrator in each building confirms that the waste in each floor is collected at selected time to time. Dry garbage from college campus collected by hour keeping staff from different collection point (from different lab, office, hostel.) Indore Municipal Corporation has system to collect the garbage daily from the Institute campus solid waste. The primary goal of solid waste management is reducing and eliminating adverse impacts of waste materials on human health and environment to support economic development and superior quality of life. The entire campus is duly cleaned regularly by sweepers and cleansing works</p>	
File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant</b>	<b>All of the above</b>



File Description	Documents
Documentary evidence in support of each selected response	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Income Expenditure statement highlighting the specific components	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

All of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

The Green Audit taken up by GULAB BAI YADAV SMRITI MAHAVIDYALAY has been divided into Three stages:

- Data/ /Observation
- Analysis of finding
- Recommendations
  
- the plant diversity of college campus. This is a continuous process and helps in maintenance and conservation of flora of campus.

- To identify the plantspecies growing in the area.
  - To make a habit wise list along with their frequency.
  - To generate basic data for further reference.
  - To create awareness among students.
- Biodiversity is the part of the campus. A rich biodiversity not only provides the shelter to many species around the college but also take us closer to the nature and for a student it is very important to connect to nature at every level. Gulab Bai Yadav Smriti Shiksha Mahavidhyalay is home to many different species around the campus. It has a very rich biodiversity.It consistsof the following different animals in the campus-

a) Family Bufonidae

- Common Toad (*Duttaphrynus Melanostictus*)

b)Family Dicroglossidae

- Common Bull Frog (*Hoplobatrachus Tigrinus*)
- Common Skittering Frog (*Euphlyctis Cyanophlyctis*)
- Burrowing Frog (*Sphaerotheca Braviceps*)

c)Family Rhacophoridae

- i. Common tree frog (*Polypedates maculatus*)

d)Lizard Family

- House wall lizard (*Hemiductylus flaviviridis*)
- Common Bark Gecko (*Hemiductylus leschenaultii*)
- Brahmini (*Lygosoma punctata*)
- Many keeled grass skink (*Eutrophis carinata*)
- Goh or Goyra or Monitor lizard (*Varanus bengalensis*)
- Girgit or Garden lizard (*Calotes versicolor*)

• Reptiles Family

- iIndian Rat Snake - (*Ptyas Mucosa*) iiCobra - (*Serpentis*)

File Description	Documents
Documents and/or photographs in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

<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>All of the above</b>
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File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	<a href="#">View File</a>
Circulars and relevant policy papers for the claims made	<a href="#">View File</a>
Snap shots and documents related to exclusive software packages used for paperless office	<a href="#">View File</a>
Income- Expenditure statement highlighting the specific components	<a href="#">View File</a>

<b>7.1.7 - Number of expenditure on green initiatives and waste management excluding salary component during the year (INR in Lakhs)</b>
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**5,11, 484**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statement on green initiatives, energy and waste management	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**Best practices-** 1. Title of the Practice: Establishment of Sustainable and Green Campus: Zero Waste Management for the present academic year 2. Objectives of Practice: • Train students teacher to become protectors of Nature. • Transform classroom from knowledge into life application • Importance of sustainability in human society 3. The Context: • The 'Zero Waste management' and paperless e-governance 4. • Green Campus with fruit trees, ornamental plants, medicinal garden, space for cultivation • Well developed herbal garden • Well developed medicinal plants • Well developed ornamental plants •

2. Title of the Practice: Working for quality research culture in the Institute 2. Objectives of Practice: • Imbibe enquiry skills among students of B.Ed. and M.Ed. • Take up projects topics at B. Ed. level which helps to get useful data for future planning • Take up dissertation topics which are currently important for the society • Research and dissemination be promoted by the faculty of the institute • More research projects and activities be conducted at the institute. • Applied for Research Centre from the affiliating University. • Seminars and workshops conducted • Faculty of the institute motivated to participate in various programs • Inhouse meeting conducted to discuss

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**A. All of the above**

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

## 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 practices-** 1. Title of the Practice: Establishment of Sustainable and Green Campus: Zero Waste Management for the present academic year 2. Objectives of Practice: • Train students teacher to become protectors of Nature. • Transform classroom from knowledge into life application • Importance of sustainability in human society 3. The Context: • The 'Zero Waste management' and paperless e-governance 4. • Green Campus with fruit trees, ornamental plants, medicinal garden, space for cultivation • Well developed herbal garden • Well developed medicinal plants • Well developed ornamental plants •

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File Description	Documents
Photos related to two best practices of the Institution	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 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

#### TITLE OF THE PRACTICE

Curbing Sickle Cell Anemia (SCA)

#### OBJECTIVES

- To spread awareness among the people about the disease.
- To share about the possible symptoms of SCA.
- To collect information about patients of SCA.
- To share about the precautions for the disease
- To share about the medical treatment for SCA
- To provide financial aid and/or services, if required individually or in group.

#### RESOURCES REQUIRED

- Pamphlet, in regional language, with information, symptoms and treatment of SCA.
- Canopy, if required to be placed in the rural areas

#### OBSTACLES FACED

- Regional Language to communicate with the local people
- Carefree attitude of the people
- Spot the correct interior/rural place, date and time to arrange for the program.

#### STRATEGIESADOPTED TO OVERCOME THEM

- Group of students those who have knowledge of that area were included in that visit
- Convince people by counseling and guiding them for further support.

**IMPACT OF THE PRACTICE**

- Connectedness among the people residing in the interior rural areas
- Raised awareness among people.
- Treatment awareness spread among people
- Fatality rate can be decreased up to some extent if widely such awareness programs are organized.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>