



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

**SWA. GULAB BAI YADAV SMRITI SHIKSHA
MAHAVIDYALAYA**

VIDHYA VIHAR BORAWAN TEHSIL KASRAWAD, DISTRICT -KHARGONE

451228

www.gbyssm.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Swa. Gulab Bai Yadav Smriti Shiksha Mahavidhyalaya (GBYSSM), Borawan is a Teacher Education Institute situated in rural area. It is established under Swa. Gulab Bai Yadav Smriti Trust, Borawan which came into effect in year 2002 under the aegis of Late Shri Subhash Yadav, Ex. Deputy Chief Minister, Government of India. The Vision of the College is “To emerge as a centre with Academic and Research Integrity for Professional Excellence in Teacher Education and allied disciplines for preparing teachers from rural and marginalized community”. The college is continuously working from last 21 years to achieve the set goals and rendering quality education in the field of Teacher Education. Since the inception GBYSSM, it is progressing steadily in academic as well as other areas.

The college is situated in “Vidhya Vihar”, Borawan. It is located in the Narmada Valley, at 22.03°N 75.66°E (22°01'48.0"N 75°39'36.0"E). Situated on Veda River, Borawan lies 15 km from Kasrawad. It falls under Tehsil Kasrawad of District Kargone. College is build up in the area of 4249 Sqm. The college works for the upliftment of rural and marginalized community. It focuses especially on empowerment of rural women through education. The female ratio is 68.59 for academic year 2021-2023. The college is affiliated to State University, Devi Ahilya University, Indore. The institute has been accredited with “B” (2.48 CGPA) grade by NAAC in year 2016, during 1st Cycle.

The college thrives to improve its quality. At present the college is having Total 46 MoUs (One international) with different colleges, university, NGOs and other institutes. With focus upon research work, college has two patents registered as its accolades. GBYSSM is continuously and untiringly working to upgrade itself in view of the NEP 2020. It is also working for growth of interdisciplinary research and allied areas of teacher education. The institute actively participates in community work like organizing programmes for spreading awareness among people related to disease "Sickle Cell Anemia" Other than this institute organises blood donation camp every year on the Birth Anniversary of its founder, Late Shri Subhash Yadav. Other programs of National Importance has been organised.

Vision

Motto of the Institution:

DEVOTION, SERVICE AND FAITH

Statement of Purpose:

“**Devotion**” - with all their hearts for Transformation

“**Service**” - with all their hands for Humanity

“**Faith**” - with all their minds for Peace and Prosperity

Our Vision:

To emerge as a centre with Academic and Research Integrity for Professional Excellence in Teacher Education

and allied disciplines for preparing teachers from rural and marginalised community.

The Core Values of GBYSSM is built on the Vision that education serves as a keystone in improving the conditions of the country. Education helps in building better futures thus, institution commits to the following core values:

Excellence: GBYSSM strives for excellence in almost all its academic pursuits. It is committed to create an innovative teaching-learning environment. It always seeks to achieve excellence in all endeavours.

Ethics and Dignity: The highest standards of honesty, fairness, respect, and professional and scholarly ethics are fundamental at GBYSSM.

Diversity: Human diversity in all its forms and values are necessary to ensure a vibrant learning society. Thus the institution is committed to provide an environment that is supportive, safe, and welcoming.

Student Focus: The institution is committed to nurture professional and personal growth of all students and teachers by promoting lifelong learning and leadership development.

Community Service: GBYSSM is eager to provide the services in the rural community through all the possible ways. It cooperatively works with other institutions, and communities. Through such partnerships, the institution strives to improve the education and the quality of life for all.

The Vision and mission of GBYSSM are communicated to the students, teachers, and other stakeholders through prospectus, college website, personal interaction, and meetings with stakeholders. The institution works are all aligned with the vision and mission of the college. The planning and implementation of activities are revised as per the same. The feedback collected from various activities helps to know the achievement of various set goals and objectives

Mission

Our mission is to build foundation for theoretical and practical knowledge. It aims to organize training programs for capacity building and professional development of student-teachers for elementary, secondary and senior secondary schools. It aims to provide extension services to school /teacher /teacher education institutes. Mission is to collaborate with professional and apex bodies. As well as inculcate 21st century skills along with aesthetic sensibilities; positive and healthy attitudes towards teaching profession. It also aims to conduct advanced level fundamental, applied, experimental and action research in teacher education. Mission is to develop among student-teachers an understanding for various psychological tenets, theories and practices along with educational needs of special groups of pupil and to acquaint teachers with diverse educational systems and classroom situations. It aims to inspire students for higher and independent study for promotion of various library and laboratory skills.

OUR MISSION :

- To build foundation for theoretical and practical knowledge in teacher education.
- To organize pre-service teacher education training programs for capacity building and professional

development.

- To prepare student-teachers for elementary, secondary and senior secondary schools and provide extension services to schools/teachers/teacher education institutes.
- To provide knowledge in the areas like value education, population education, educational technology, computer literacy/ICT, gender, school and society, pedagogical courses, guidance and counselling, 21st Century Skills and subjects like Enhancing Professional capacities (EPCs).
- To collaborate with professional and apex bodies to encourage community partnership and understand the process of socialization
- To inculcate skills like creative thinking, critical thinking, reasoning, analytical, decision making, problems solving and communication skills required for teaching-learning processes.
- To develop aesthetic sensibilities; positive and healthy attitudes towards teaching profession.
- To conduct advanced level fundamental, applied, experimental and action research in teacher education and allied disciplines for innovations in the field of Education.
- To develop among student-teachers an understanding for various psychological tenets, theories and practices along with educational needs of special groups of pupil.
- To acquaint teachers with diverse educational systems and classroom situations.
- To inspire students for higher and independent study for promotion of various library and laboratory skills.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

INSTITUTIONAL STRENGTHS:

- Well qualified and devoted faculty members.
- Full-fledged teaching plan for B.Ed. and M.Ed. courses.
- Reflective practices among teachers.
- Opportunities for teachers to update themselves.
- National Priority programs especially "Voting Awareness among Rural Areas" is one of the distinctive practices of the institute.
- Women enrolment are more as compared to men every year in both the Programs (B.Ed. and M.Ed.).
- Training ICT integration for students.
- Self-paced and value-added courses.
- Observing days of national and international importance under "Azadi ka Amrut Utsav" for Encouragement of communal harmony.
- Internship and soft skill development integrated curriculum.
- Remarkable outreach activities (context of Rural background).

- Effective mentor-mentee system and coaching for competitive exams.
- Systemized mentoring and counselling practices.
- welfare schemes for student and staff.
- Financial support for Teachers and deserving students.
- fully automated library as a learning centre.
- Well-equipped laboratories.
- Registered Alumni Association.
- Teacher quality is maintained through Orientation/Faculty Development Programs.
- Two Registered patents.
- UGC approved list publications.
- Books Publication by Faculty.
- Programs are conducted in collaboration with institutes and School under Functional MoUs.
- 46 (one international) functional MoUs and innumerable linkages for academic and outreach activities.
- Regular conduct of orientation /induction /guest. Lecturers /seminars /workshops/field visits etc., for students and teachers as well.
- NAAC accreditation with Grade B with CGPA 2.48.

Institutional Weakness

- Connectivity issues as the college is situated in rural location.
- Internet unavailability sometimes leads to lack in updating facilities.
- Frequent electricity cut-offs.
- Lack of Research orientation among students at M.Ed. Level.
- Lacks in research grants from UGC and other agencies because of 12 (B) and 2 f.
- Lacks in Collaborations with Research institutions like ICSSR, and others.
- No autonomy for revising syllabus.
- Dependent on the affiliating university for implementation of various NEP recommendations.
- Communication skills of the students lacks especially in English Language because of their schooling in Hindi Medium Schools.
- Parents of the students' needs counselling for allowing students for further education and higher degrees

Institutional Opportunity

- Enhanced infrastructure to develop e-content and ICT resource.
- Affiliation for integrated B.Ed. and M.Ed. Courses from NCTE and DAVV, affiliating Universities.
- Development of value added courses in the Recording room.
- More collaborative activities under functional MoUs.
- Projects related to rural development be planned and implemented.
- Scope for the stage participation of all students during micro teaching presentations and group activities
- Internet facility for students to pursue online courses in SWAYAM and other online platforms.
- Book bank facility for students.
- Programs for nurturing the life skills and soft skills of the students.
- Opportunities for the development of Teaching and Professional skills among the students.
- More avenues to strengthen collaborations and linkages.

- Support from management for research and professional development.
- A large number of spacious hostel rooms for girls and boys.

Institutional Challenge

- Students' orientation for higher education due to agricultural and rural background is less.
- Collection of fees is difficult as scholarships are disbursed into students' account directly.
- Cases of Utilization of scholarship money for other purposes.
- Drop out rates due to agricultural work is observed.
- Research orientation lacks among students of M.Ed.
- Facing problems for more International linkages.
- Field engagement problem among B.Ed. and M.Ed. students due to connectivity issues in the interior areas.
- Placements at State level teacher education institutes after completion of courses.
- Application in the University to start a Centre for Research is time taking process, facing challenges.
- High cost involved in procuring and maintaining instructional and informational resources.
- Usage of Regional language (Hindi and Nimari) affects students ability to have command over english language.
- Students communication skills .
- PG results and drop outs because of attitudinal issues among students and parents.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Swa.Gulab Bai Yadav Smriti Shiksha Mahavidyalaya, Borawan is affiliated to Devi Ahilya Vishwavidyalaya, 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 the Courses, (senior and junior batch both). Planning is dependent on school schedules and permissions. Academic calendar reflects tentative schedule. Committee for review and revision arrange for in-house meetings to gather reflections/suggestions on curriculum, grading, examinations of B.Ed. and M.Ed. Programs. Principal is member of Board of Studies at University. He forwards suggestions made by in-house members to university.

Syllabus for B.Ed. Program 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. 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. Special Education helps students to grasp understanding related to various special schools in Indian Context.

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 build foundation for M.Ed. program whereas elective/advanced level courses help them to get specialised in

two particular streams. Practicum helps to acquire skills through field engagement. The perspective course 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 Counselling, Educational Technology, and Curriculum Studies. Field engagement helps to expand their knowledge. Dissertation (I, II, III and IV) introduces them to field of micro research; they can opt for topics of National and International importance.

Teaching-learning and Evaluation

The institutional campus should be a place where academic activities should facilitate the learning and understanding among the students for their better tomorrow. Thus, GBYSSM helps to create such environment which accelerates professional as well as personal growth of each and every student which comes to the institute to pursue the courses. At the beginning the students are tested for their entry level and teachers prepare their plans as per the entry behaviour of the students. The diverse and varied needs of the students are recognized, and the teaching-learning is tailored as per the requirement. The Teaching-learning is not teacher-centric or mere one-way information sharing rather the teaching-learning methods employed at the institute helps to develop varied skills and competencies among the students. They are Interactive learning methods; Experiential learning methods; Collaborative learning methods etc. The cognitive and affective domain of the students is kept in mind to design the assignments, projects and other collaborative activities. E-resources are used when required. Even student teachers are trained to use TLM and other e-resources at micro-teaching presentations and school internship. 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 provides remedial classes to needy students as recommended by mentor teachers. 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. Thus, initially identified learning needs are recognized 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.

Infrastructure and Learning Resources

The college strives to develop adequate infrastructure for smooth conduct of classes, co scholastic and

extension activities. The college ensures usage of these adequate facilities among all stakeholders. The college has well-maintained ICT lab, Seminar Hall, different laboratories, Computer lab, Printers in Library and Office, LCD Projectors etc. The faculty takes classes incorporating ICT facilities when required. Some of the classrooms are equipped with Computers and LCD Projectors. The campus of institution is built in 4249 Sqm. area. The lush green ambiance with plants and trees, the biodiversity in the lap of nature is one of the best parts of the infrastructure of GBYSSM. The college take initiatives to save environment by installation of solar panels for generating energy and reduce the electricity consumption. It also installed plant for producing vermi compost. The institution has library that contains 12664 subject books, The library has membership of DELNET which is renewed every year. It also has LMS through which students can access learning material. The library supports academic needs by providing information resources such as books, journals, periodicals, CDs, Proceedings, reference books, Project Reports, etc. Along with this library have volume of books, reference books, encyclopaedias, yearbooks, digital resources, e-resources, and journals from reputed institutes (NCERT/NIEPA). The students can use N-List login credentials to access resources available. Provision of Wi-Fi enabled campus gives freedom and flexibility for faculty and students to share information from remote sources. Virtual studio is updated for shooting and editing lessons. Online classes, college website, YouTube content, MOOCs, SWAYAM, Deeksha, NPTEL, e-books, Google classrooms, email blogs, WhatsApp, etc. are were extensively used for teaching-learning and evaluation purposes. 100 Mbps speed internet facility is available in institution. The various labs at institute are Physical Science, Biological Science, and Psychology labs. Smart classroom along with studio facility in institution is used for developing e-content by teacher educators. Teachers are provided with staff quarters and basic amenities. The campus also has separate hostel facilities for girls and boys. The college provides free bus facility to students residing in nearby areas. The college has playground and gym facility for physical development of students.

Student Support and Progression

The teacher education institution is not merely for granting professional degrees rather it develops the skills and abilities of the person to become a Teacher for tomorrow. Along with degrees they are trained to be an ideal teacher with 21st century skills. The learning experiences are embedded with assignments and project works that help develop the cognitive and affective domains of the students admitted at GBYSSM. The infrastructural facilities along with resources at library, classrooms and labs aids to the students support provided at the institute. It helps to develop techno savvy teachers by embedding the hard and soft skills among the students across the curriculum topics. The practice teaching sessions and training organized at the schools catalyses the overall growth of the student teacher. The different committees present at the institute are also constituted to aid the students for their differential needs. The student's council is a platform through which they can express their views and it helps to facilitates good communication between the faculty and students. Students' council helps to build a democratic environment in the institute by actively involving into academic and administrative matters and policy. Even the non-teaching staff at the institute co-operates the students by helping them in the matters of scholarship, examination forms and other related matters. GBYSSM organizes various programs, workshops and excursions for providing exposures and experiences of the different fields from the society. The experts helps them to think upon the various issues and topics of National and international importance in the field of education. The Alumni Association at GBYSSM is a registered body which organizing meetings. Alumni join hands with the institution to organize meaningful programmes for student development. It also organizes NET/SET/TET/CTET coaching classes. The Placement Cell arranges special sessions on resume writing, interview techniques, and personality development for the students in addition to campus interviews. Workshop in collaboration with "The Mentor" and campus drive with "Gokuldas Public" school provided job opportunities to the students of GBYSSM.

Governance, Leadership and Management

The governance at GBYSSM under the leadership of Principal is effective and democratic. The institutional policy, code of conduct, by-laws and governance is in tune with vision and mission of the institute. The mechanism is effective and participatory which helps to develop a democratic environment in the functioning and governance of the institute, thus GBYSSM practices decentralization and participative management in its functioning. The institutional financial, academic, administrative and other policies reflect transparency through its functioning mechanisms. The committees and various bodies at the institute are functioning and minutes of meetings, implementation, actions taken etc. are well maintained and are successfully functioning at various levels of the management and organisation of activities and programs. The IQAC helps to monitor overall quality parameters of the institute. It also engages in the implementation of policies which helps to improve the teaching learning processes at the institute. The teachers of the institutes are provided with the seed money and other financial support for attending workshops, seminars, conferences, FDPs and CBP relevant to area of Teacher education and others. GBYSSM itself also organises professional development programs for the teaching and non-teaching staff. It is involved into system of Performance Appraisal of teachers. The financial audits at the institute help to maintain transparency in various administrative processes. Internal Quality Assurance Cell (IQAC) has contributed significantly for the quality assurance strategies to be conducted at the institute. The feedback received from the various stakeholders are utilized for reflection and review upon teaching-learning process. This helps to improve periodically the various quality initiatives at the institute. The various quality initiatives taken by IQAC helps to promoting quality culture at GBYSSM. This helps to track the aims and objectives achieved by the college.

Institutional Values and Best Practices

The institution GBYSSM has its own energy policy which streamlines the different ways of energy conservation and use of other sources of energy. Institution in its Green policy has stated the detail procedure for implementation of waste management which include the practices of E-waste management and Vermi-compost. It also has provision of various initiatives for management and conservation of water like Rain water harvesting, Reservoirs/tanks/ bore wells etc. The organic waste in and around the college is collected and dumped in compost pits. The material like parts of trees, leaf litters are collected and processed for Vermi-compost. The waste is separated at each level and source. The usage of plastic bags is discouraged in the premises. The dustbins are provided throughout the campus for dry and wet litter separately. The e-waste is disposed by selling it to the agency signed MoU for the purpose of disposing e-waste of the institute. The campus is cleaned regularly. And monitoring is done as the contract is given to housekeeping agency.

The institutional policy at GBYSSM is committed towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment to the staff and students of the institute. Along with this the practices like developing plastic-free campus, moving towards paperless office and Green landscaping with trees and plant are practiced extensively. The expenditure under the heads for green initiatives and waste management are worth notable in comparison to other expenditures and investment under other heads. Solar PV plant is installed and renewable energy sources are added 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 is eco-friendly.

Research and Outreach Activities

The research at GBYSSM is evident through research achievements and awards received by the faculty. The achievement made by the students and staff for outreach activities shows their responsibility towards society. The management provides seed money to promote research culture among the staff and students. It also recognizes the research activities by honouring them and providing cash incentives to faculty. The college is in the process to get recognized as Research Centre from its affiliating University. The college library also provides reference services to students. The faculty is motivated and provided with seed money to participate in national and international seminars, workshops, conferences, refresher/Orientation/Short term courses etc. The college has its own educational journal for dissemination of research work done by the M.Ed. Students, Research Scholars and Faculty. The institution encourages the faculty to excel in their efficiency by giving opportunities for their professional growth in all respects. The institution has established national and international linkages with reputed institutions, inclusive schools, government schools located in rural areas and other organizations. The institution has signed 46 MoUs which are functional. Under the functional MoUs many collaborative activities and programmes has been conducted for the staff and students at GBYSSM. Papers of faculty are published in UGC CARE Journals. Along with this subject books has been published in regional language as well as in English.

Outreach programmes are organized in the institution to inculcate social values and responsibilities in students like Sickle Cell Anemia awareness camp is one of the best practices which is carried out by institute to spread awareness in nearby rural areas. The practice was adopted to spread awareness among the people about the disease and to share about possible symptoms of SCA. It helped to collect information about patients of SCA in nearby areas. Students with such programmes spread awareness about the precautions to be taken for disease. Students in institution are motivated to be socially responsible. The national priority program helps to provide exposure and sensitizes the students for social issues. It helps them to understand the needs of the deprived and marginalized sections of the society.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SWA. GULAB BAI YADAV SMRITI SHIKSHA MAHAVIDYALAYA
Address	VIDHYA VIHAR BORAWAN TEHSIL KASRAWAD, DISTRICT -KHARGONE
City	KHARGONE
State	Madhya Pradesh
Pin	451228
Website	www.gbyssm.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Dr Surendra Kumar Tiwari	07285-292853	9424056999	07285-292853	principal.gbyssm@gmail.com
IQAC / CIQA coordinator	Parinita Ratnaparkhi	07285-277854	9893769743	07285-277854	principal.gbyssm@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Madhya Pradesh	Devi Ahilya Vishwavidyalaya	View Document

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

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	29-08-2002	24	The Validity Period is not mentioned in the NCTE recognition order

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	VIDHYA VIHAR BORAWAN TEHSIL KASRAWAD, DISTRICT -KHARGONE	Rural	9.58	4249

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,Teacher Education	24	Graduate Post Graduate	English + Hindi	100	100
PG	MEd,Teacher Education	24	B.ED	English + Hindi	50	50

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	2				1				17			
Recruited	2	0	0	2	1	0	0	1	10	7	0	17
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				2			
Recruited	0	0	0	0	0	0	0	0	0	2	0	2
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				9
Recruited	9	0	0	9
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				3
Recruited	3	0	0	3
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	0	0	1	0	0	3	5	0	11
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	6	4	0	10
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	38	1	0	0	39
	Female	60	1	0	0	61
	Others	0	0	0	0	0
PG	Male	18	0	0	0	18
	Female	32	0	0	0	32
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	11	12	8	9
	Female	25	17	14	15
	Others	0	0	0	0
ST	Male	15	19	9	4
	Female	30	23	10	13
	Others	0	0	0	0
OBC	Male	14	11	12	4
	Female	31	38	33	40
	Others	0	0	0	0
General	Male	5	7	6	7
	Female	17	23	16	21
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		148	150	108	113

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The institution is planning to start four year integrated programme. The teaching of different subjects in the form of pedagogy courses like 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 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 like Reading and Reflecting on Texts, Language Across</p>
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	<p>the Curriculum etc. “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. For Multidisciplinary Approach the students of the institution take up a pedagogy in alignment with their discipline in which they have graduated or/and post graduated. The pedagogy courses are having separate Pedagogy masters to help them understand the nature of the subject and help them gain knowledge related to preparation of lesson plans as per the classes allotted to them during internship. The classes are sometimes combined (pedagogical classes) to gain a broader understanding of certain pedagogical aspects like Open book examination, blackboard skills, common lesson plan format which are core to all the pedagogy. This has made the students compare and gain a deeper understanding between the philosophies of pedagogical practices</p>
2. Academic bank of credits (ABC):	<p>The Academic Bank Credits (ABC) needs to be implemented by the affiliating university and till date the institution has not received any direction from the affiliating University, Devi Ahilya University on Academic Bank Credit (ABC). Being an affiliated institution, it is awaiting for the University Notice and initiatives in this regard.</p>
3. Skill development:	<p>Gulab Bai Yadav Smriti Shiksha Mahavidhyalaya, thrive to develop necessary skills required for teaching profession. The teaching methodology adopted at the institutes helps to nurtures creativity and innovativeness among the students. The pedagogy employed are mostly student-centric methods by the teachers (discussed briefly in 2.3.1). Such pedagogy helps to 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 employed helps to develop critical and creative thinking skills among students of B.Ed. and M.Ed. Collaborative learning methods like Group discussions, Peer learning, and</p>

Peer teaching helps to develop empathy and other life skills like intra and inter personal skills among the students. The 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. The various workshops and programs conducted which helps to nurture skills of the students are: FDP on Teacher Education from 11/03/2021 to 22/03/2021, One Day Workshop on Reading and Reflecting on the Texts organized on 20-04-2023, One Day Workshop on Soft Skill Development organized on 21-04-2022, Webinar on Life Skill & Creativity organized on 23-03-2023, 15 Days FDP on Basic of Research organized from 02/02/2022 to 16/02/2022 helps to inculcate research skills among the students, 15 Days FDP on Capacity Building Program In “Basic Statistics for Research organized from 17/02/2022 to 03/03/2022, One Day National Workshop On Personality Development organized on 26-02-2022, TLM Competition organized on National Education Day i.e. 11-11-2022, 7 Day Faculty Development Programme on Data Analysis and Interpretation Using SPSS organized from 01/03/2021 to 07/03/2021, Workshop on Personality Development and Leadership Skills organized on 25-07-2020 Along with such programs Curriculum of the institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas. 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.

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

“NEP 2020, Para 4.27 mentions that “Knowledge of India” will include knowledge from ancient India and modern India, and a clear sense of India’s future aspirations with regard to education, health, environment, etc. These elements will be incorporated in an accurate and scientific manner throughout the school curriculum wherever relevant; in particular, Indian Knowledge Systems, including tribal knowledge and indigenous and traditional ways of learning, will be covered and included in mathematics, astronomy, philosophy, yoga, architecture, medicine, agriculture, engineering, linguistics, literature, sports, games, as well as in governance, polity, conservation. Specific courses in tribal ethno-medicinal practices, forest management, traditional (organic) crop cultivation, natural farming, etc. will also be made available.” The teachers of GBYSSM are proficient in English and the Hindi language. They use both the languages during the classroom teaching. Classroom nature is heterogeneous with both English and Hindi medium students. The bilingual instruction is ensured for understanding by all the students. The students are free to choose any of the two languages (Hindi or English) for writing exams, writing assignments, completing internship records and tasks. The language of the students and the language of the teacher are not barriers for teaching- learning process. Thus for integration of IKS in B.Ed. and M.Ed., the 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 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

	<p>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. GBYSSM also put its efforts to Promote Indian Culture, folks and other local skills in the institution. The different day celebrations of all the festival with equal vigor is observed at the institute. This promotes communal harmony and promotes the understanding among the students and staff of the institutes.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>GBYSSM outs efforts to work on “Outcome Based Education.” It has clearly defined student learning outcomes for all the courses, CLOs and PLOs are under Criteria II. The teachers do the mapping of the Program Outcomes with the Course Outcomes. They also develop unit wise student learning outcomes (General objectives and Specific objectives) for the courses they handle. The teaching – learning activities focus on OBE as well as the assessment of students is in alignment with the learning outcomes. The Curriculum prescribed by the affiliating University has taken efforts to transform its curriculum towards Outcome Based Education. Committees at University level as well as college level thrives to do necessary changes during mid terms for effective outcomes. The teachers develop teaching plans for the courses which is monitored by the concerned HODs and Principal as and when required. They decide the collaborative tasks, assignments, field work, dissertations, working on Teaching and learning materials during internships at schools. The constructivist methods are employed and it is mandatory for subject teachers to monitor unit wise student learning outcomes.</p>
<p>6. Distance education/online education:</p>	<p>GBYSSM is affiliated to a University, Devi Ahilya University; Indore therefore cannot offer courses through ODL mode. The teachers of the institution are trained and use ICT integration in teaching learning process. During the COVID times the shift to online education made teachers’ compelled to shift for online classes. Post COVID also many training programmes has been organized in the institution for</p>

	<p>teachers as well as students on themes related to integration of technology. Even the students at practice teaching level are motivated to integrate ICT resources in their teaching. The students are also trained in the use of ICT resources. The teachers use blogs, Google groups, Google sites, whatsapp and Google classrooms and other SPSS software (used to analyze data in different project work and dissertation) are used to communicate and share resources with students. Even staff themselves uses ICT for administrative purposes. The teachers at GBYSSM use a range of tools, platforms and apps to make the classes live, stimulating and engaging for the students. Teachers and students together design and produce a number of e-resources, modules for school education.</p>
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Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Electoral Literacy Club (ELC) has been set up in the College by the name of “Our Vote – Our Future”. The club has been set up by following the Resource Guide for Colleges “Electoral Literacy Club” published by Election Commission of India.</p>
<p>2. Whether students’ co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Yes, Teachers and Students are appointed as coordinators and members of the club. The students are registered as members at the beginning of the academic year. Yes, the ELC at the college level is fully functional and conducts various awareness programs and activities in the college as well as nearby areas.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The college organizes program and awareness camps to spread knowledge and understanding about voting in rural areas. An area where people are not serious about citizenships and their rights and duties. The program helps to remind them of the duty of being citizens of India. The program helps to communicate the importance of voting for well organized governance and to make them aware of their rights. Voters should not come under any kind of temptation. For this the voters are made aware by the students with the help of Electoral Literacy Club. The details of 2 students were sent as per the letter which mentions to appoint students as campus ambassadors</p>

	<p>for the implementation of publicity activities during the three-tier Panchayat general election 2021. Along with this, the college also participated in the competition organized by Election Commission of India to compose a song to spread awareness related to voting and its importance as our duty towards the democratic country.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>On the Occasion of Election Day, the Election Commission of India organized many competitions for the colleges. In “National voter Awareness Competition,” Colleges and Universities from across the country participated in this contest. The students and staff at GBYSSM participated in the song competition. In which they composed a Song in regional language to spread awareness among citizens of Madhya Pradesh, India. The song composed by GBYSSM on voting was shortlisted. And later it was selected for the National Voter Awareness Competition. The composed song by the college was awarded with certificate and cash prize 15,000/- in the form of National Award by the Hon’ble Governor Shri Gangubhai Patel. Along with this a campaign was launched by GBYSSM to get new voters enrolled as voters in the electoral roll to appear in the voter list.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>The students of B.Ed. and M.Ed. are admitted to the college when they have already completed their Bachelors Degree and/or Masters Degree as well. So almost all the students coming to B.Ed. and M.Ed. are already registered as voters in the electoral roll. During the awareness campaigns the student ambassadors do spread awareness among the students. They also organize activities in the nearby areas to make the citizens aware of their rights and duties and understand the importance of “Our Vote – Our Future”</p>

Extended Profile

1 Students

1.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
262	248	202	208	199
File Description		Document		
Institutional data in prescribed format		View Document		
Any other relevant information		View Document		
Other Upload Files				
1		View Document		

1.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
150	150	150	150	150
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		
Institutional data in prescribed format		View Document		

1.3

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

2021-22	2020-21	2019-20	2018-19	2017-18
75	75	75	75	75
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
116	104	100	98	96
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

1.5

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

2021-22	2020-21	2019-20	2018-19	2017-18
87	102	95	91	89
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

1.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
148	150	108	113	106
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

2 Teachers**2.1**

Number of full time teachers year wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
20	20	20	18	17
File Description		Document		
Institutional data in prescribed format		View Document		
Copy of the appointment orders issued to the tea		View Document		

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

2021-22	2020-21	2019-20	2018-19	2017-18
20	20	20	20	20
File Description		Document		
University letter with respect to sanction of p		View Document		
Any other relevant information		View Document		

3 Institution**3.1****Total expenditure excluding salary year wise during the last five years (INR in lakhs)..**

2021-22	2020-21	2019-20	2018-19	2017-18
53.62	74.33	49.10	43.44	41.62
File Description		Document		
Audited Income Expenditure statement year wise d		View Document		

3.2**Number of Computers in the institution for academic purposes..****Response: 74**

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

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1

Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation.

Response:

Swa. Gulab Bai Yadav Smriti Shiksha Mahavidhyalaya , Borawan is affiliated to Devi Ahilya Vishwavidyalaya , Indore and the revision and upgradation of the syllabus is done at the University level, the college has a mechanism for effective, documented curriculum delivery.

Curriculum planning :

Curriculum planning is the collective responsibility of all teachers in the institution to ensure breadth balance and coherence in all the learning experiences provided to the students. The planning begins before the commencement of every academic year. The planning is done to create learning environments that helps student-teachers evolve into informed, skilled and ethical decision makers. The implementation of the planned curriculum is reviewed periodically and the review is again a collective effort of the teachers.

The planning of the curriculum is done through two ways:

- Extensive deliberation on course work plans of teachers.
- Development of action plans by individual teachers.

Deliberation on course work plan developed by teachers:

The teachers decide on the courses they would teach for an academic year in a meeting before the commencement of the academic year. The teachers develop a plan for teaching their courses and get them finalized in a staff meeting. In recent years, a Curriculum Planning Committee has been constituted for streamlining the process of curriculum planning. External experts are also invited for the Curriculum Planning Meetings. Teaching plans include detailed descriptions of the learning experiences planned for the courses. Each teacher presents her teaching plan and the others provide their observations. Suggestions given by the teachers are noted. The teachers use their discretion to arrive at the final teaching plan for their courses.

Value added courses are offered to the students not only to enhance their employability quotient but also to develop skills needed for life. The teachers discuss on the following aspects the meetings:

- Kinds of value-added courses
- Value added courses to be mandated

- Modes to be adopted
- Schedule for the courses
- Collaborations needed
- Certification for value added courses

Development of action plan by teachers:

The curriculum for the programmes of the institution goes well beyond what is prescribed by the university. A wide range of activities are carried out every year to support the learning that occurs within the syllabus. The activities are planned through clubs, committees and cells of the institution. Every teacher develops an 'Action Plan' for the year which includes such activities. The action plans are submitted to the principal at the beginning of the academic year. A meeting is convened by the principal to discuss the action plans of the teachers. The discussion helps to resolve conflicting time schedules and provides greater clarity on the activities to be done.

Review of plans:

There is periodical review of the plans developed by teachers. The progress in the teaching plans and action plans are reviewed during staff meetings. Meetings are also convened by the Curriculum Planning Committee to review the implementation of teaching plans. Apart from these, the teachers reflect on the daily activities and this makes them reflective practitioners. The teachers also send their answers for monthly reflection questions sent by the principal at the end of every month through Google form. Self-reflection makes review of plans systematic and a regular activity in the institution.

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

1.1.2

At the institution level, the curriculum planning and adoption are a collaborative effort;

Indicate the persons involved in the curriculum planning process during the last completed academic year

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

Response: A. Any 5 or more of the above

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

1.1.3

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

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

Response: A. All of the above

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

1.2 Academic Flexibility

1.2.1

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

Response: 76.52

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

2021-22	2020-21	2019-20	2018-19	2017-18
19	19	17	17	16

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

2021-22	2020-21	2019-20	2018-19	2017-18
23	23	23	23	23

File Description	Document
Data as per Data Template	View Document
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View Document
Any other relevant information	View Document
Academic calendar showing time allotted for optional / electives / pedagogy courses	View Document
Paste link for additional information	View Document

1.2.2**Average Number of Value-added courses offered during the last five years****Response:** 5.8**1.2.2.1 Number of Value – added courses offered during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
13	3	3	4	6

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

1.2.3**Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years****Response:** 52.46**1.2.3.1 Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last**

five years

2021-22	2020-21	2019-20	2018-19	2017-18
133	112	107	100	135

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

1.2.4

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

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

Response: A. All of the above

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

1.2.5

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

Response: 27.35**1.2.5.1 Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
75	65	56	63	47

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

1.3 Curriculum Enrichment**1.3.1**

Curriculum of the Institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas

Response:

- **Understanding of the Field of Teacher Education:**

Teacher preparation begins with making the B. Ed. students of the institution understand the concept of teacher education. The course “**Education in India- Status, Problems and Issue**” in B. Ed. programme includes concepts that lead to the development of a broader understanding of teacher education. The policy frameworks on education in pre-independent and post-independent India and five-year plans are dealt extensively to provide a deep understanding about the history of teacher education in the country.

The M. Ed. students are made to understand the requirements to become a teacher educator. They are made to undertake field immersion in a teacher education institution for three weeks. The Compulsory Course “**Contemporary & Future Perspective of India**” and Advance level Course “**Teacher Education**” in M.Ed. programme develops a comprehensive understanding of teacher education in the country.

The curriculum of this institution offered for the B.Ed. and M.Ed. Programmes provides opportunities to acquire knowledge and skills of a world-wide teacher curriculum to include the core areas of teacher behavioural components and skills so that the learning areas are focussed towards the attitude formation of a global curriculum. The knowledge domain emphasizing on acquisition, integration, construction, analysis, synthesis and application are provided through classroom transaction, seminars/webinars, workshops, extension lectures, discussions, debates, projects, assignments. Students are provided conceptual knowledge and application to create representative models and simulation scenarios

- **Procedural Knowledge:**

Teacher Education reaches different levels of education such as pre-primary, primary, elementary, secondary and higher secondary. The quality of pedagogical inputs, practicum and practice teaching experiences prepares the student teachers of the institution adequately for teaching at the secondary and higher secondary levels. The teachers demonstrate the preparation of innovative teaching aids. In addition to all these, special programmes are organized to help the student teachers to gain procedural knowledge and skills for teaching at different levels. Programmes focussing on Montessori Method, adolescent education and teacher development have been organized. M.Ed. students are taught to use SPSS for statistical analysis.

- **Capability for extrapolation:**

Extrapolation of the skills acquired by the students of the institution makes learning meaningful. Students of the institution are reflective and they ask questions on why and how. They brainstorm, mind map, peer teach and discuss to organize their thoughts for all the courses. They apply these teaching strategies during their internship. The ICT knowledge they gain in the institution helps them to make short films on various topics. They learn to think critically and creatively. They apply the knowledge they gain in the institution in event management and organizing field trips.

- **Skills/Competencies:**

Life skills and soft skills workshops are organized for the trainees by experts and college teachers. Students learn about emotional intelligence, critical thinking, negotiation and communication, collaborative skills, self-esteem, stress management, and positive thinking. Team building skills are developed in the classrooms. Students are involved in group work and discussion. They are introduced to the tools and techniques of collaboration. Classroom tasks and assignments enrich their learning and facilitate the development of life skills. Two value added courses “**E-Content Development and ICT Tool Development**” were made mandatory for students in 2020- 2022.

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

1.3.2

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

Response:

The school system in India is diverse and the students need to understand the diversities as they are to working this set up in future. The institution therefore ensured that the students were familiarized with the diversities that exist in the Indian system. This is done in the following ways:

- The students were made known about the history behind the development of the present-day school system along with the concepts that deal with the sociological foundations of education in the courses they learn.
- A special session on “**Role on Different Boards in Indian education System in Context of NEP-2020**” was organized for the students. Recourse Person Mr. Saroj Parida and faculty of the college explained the functional differences between Central Board of Secondary Education (CBSE), Indian Certificate of Secondary Education (ICSE), International Baccalaureate (IB), State Board of Secondary Education and National Institute of Open Schooling. Students who had studied in different boards shared their experiences. This helped to gain a deeper understanding in the norms, standards, curriculum, textbooks and assessment patterns of different boards of education in the country.
- The students were taken to schools following CBSE syllabus, ICSE syllabus and State Board Syllabus in the locality. These visits helped the students to become familiarized with the differences in the functional aspects of the schools following different boards of education.
- Special sessions were organized for students to get a clear idea about the state-wise variations in education system. A teacher of the college explained the variations that are present in the school education system of different states. An expert with an experience of having worked in different school setups was also invited for a special address on state-wise variations in the education system.
- A webinar was organized for the students on " Role and Responsibilities of Higher Education Institution in Effective Implementation of NEP-2020". The salient features of education system of United States of America, Finland, Sweden, Iraq, Japan, France, United Arab Emirates, Kuwait, South Africa, United Kingdom, Pakistan and Canada were explained by the speakers. This helped the students to know about the significant aspects of the education system of those countries and Role and Responsibilities of Higher Education Institution in Effective

Implementation of NEP-2020. It also helped them to understand the key differences between the education system of India and other countries.

- The students were asked to review a book in Hindi language written by Dr. A. B. Bhatnagar and Suresh Bhatnagar. The book's name translated in English is "Indian Education System: History, Development and Contemporary Problems". This book speaks about the history of education system, development of education systems in India, educational thoughts of thinkers, innovative experiments in education and education systems of different countries. Book review helped the students to get a broad understanding about education. A reading and discussion session on the chapter on "Indian Education System: History, Development and Contemporary Problems" was organized for the students. This led students to discuss and refine their understanding about the education system of other countries.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View Document
Paste link for additional information	View Document

1.3.3

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

Response:

- **Enhancing Professional Capacities:**

The learning engagement of students is assured by the institution through its way of planning and delivery of a wide range of curricular experiences. The syllabi for the different programmes form the base upon which learning experiences are built. The learning experiences are designed to make students reflect a deeper and sophisticated understanding of the academic disciplines. The B. Ed. curriculum includes components that reinforce the learning that can happen through theory papers. To enhance professional capacities of student teachers, there are practical courses for which assessment is fully on internal basis. Two of these courses "Reading and Reflecting on Texts" and "Drama and Art in Education" are prescribed for B. Ed. first year. Two of this courses "Understanding the self" and "Understanding of ICT" is prescribed for B. Ed. second year. For each of these courses special efforts are made to help students develop professional competencies. Books that can sharpen the understanding of educational concepts are taken up for reading and reflection. Students are made to use drama as a critical pedagogy. Activities are developed to make students realize and appreciate the transformative

role of ICT in education. Reflection exercises are given for introspection and making students establish their identity in personal and life. The other practical records require students to interact with the community and become acquainted with the realities in the education system of the country. Work experience in the form of internship exposes the students to the different functional aspects of schools. All these learning engagements make student teachers apply their theoretical understandings in real life situations.

- **Learning Engagement through Special Lectures/ Special Addresses/ Special Sessions:**

The concepts prescribed in the syllabi are extended adequately to include experiences that add value to the making of teachers. This is done through the special lectures/ special addresses/ special sessions organized by the institution. These provide information that may not be included in the syllabus, but nevertheless supports the learning of the courses. They supplement the task of teacher preparation and provide potent messages for the student community who are to take up roles as teachers and teacher educators in future.

- **Learning Engagement through Seminars/ Webinars/ Workshops:**

It is a regular practice of the institution to organize seminars, webinars and workshops for teaching and student community at large. The themes of such programmes are planned to prepare students for the teaching profession. The teachers and students of the institution are the primary beneficiaries of these programmes. Some of the themes that have added vigour to the learning engagement of students are as follows:

- FDP on Teacher Education in India
- FDP on Basic of Research
- Capacity Building Programme on Basic Statistics for Research
- Workshop on Madhya Pradesh Rajya Yuva Niti
- Living Value Education
- Quality Development, Management and Challenges in Teacher Education
- Sexual Harassment and its impact on Woman
- Professional ethics and Code for Teacher Education
- Differentiated Instruction

The institution thus keeps the learners engaged at the cognitive, emotional, behavioural, social and cultural levels by its efforts so that they are primed to become well-rounded individuals.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.4 Feedback System

1.4.1

Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders.

Structured feedback is obtained from

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

Response: A. All of the above

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

1.4.2

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

Response: A. Feedback collected, analysed and action taken and feedback available on website

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

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

Response: 83.33

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

2.1.2

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

Response: 82.93

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

2021-22	2020-21	2019-20	2018-19	2017-18
72	75	52	56	56

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

2.1.3

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

Response: 1.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
3	3	2	1	1

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

2.2 Honoring Student Diversity

2.2.1

Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students..

Response:

Ways of Entry Level Assessment

A well-defined entry level assessment is in place in the institution. The institution has the following four ways to understand the learning needs of students and their level of readiness to undergo professional education programme:

- Entry Level testing
- Non-scholastic talents inventory
- Reading and writing assessment
- Generation of student profile

Entry level testing:

The entry level testing is done to understand the students' information and communication technology usage, certain components of soft skills (social competence, leadership, time management, stress management, emotional competence), vocabulary, reading comprehension, pedagogical content knowledge and attitude towards teaching. All these pre-requisites help to understand the readiness of students to undergo professional education programme. The entry level testing was done earlier by written mode earlier. Online entry level assessment using Google form is being done in the recent years. The testing in the last completed academic year was done for fifty marks. The entry level testing questions were developed by the teachers who lead the Research and development cell in the college. The results were analysed and used for generating student profile.

Non-Scholastic Talents Inventory:

A Talent Show was organized for the students to get to know their non-scholastic abilities by the Student Council of the college. Students were asked to demonstrate their special talents. Students were free to do anything that they consider to be a special talent. The performances of the students were noted in an Observation Schedule by the teachers who are in charge of the Student Council.

Reading and Writing Assessment:

Considering the importance of language proficiency for the teaching profession, a reading and writing assessment in Hindi and English language was done. The students were asked to read a passage and answer a few questions. They were also asked to write in their own words an abridged version of the content they had read. The responses of the students and the remarks given by the teachers indicate the language ability of the new entrants.

Generation of Student Profile:

The data gathered from the above three modes are collated to give an overall picture of the abilities of students. The profile of the learners thus constructed are given to the mentors and pedagogy teachers. The mentoring system is a strong support system for the students. The mentors develop a rapport with the students entrusted under their care and find out their academic expectations and needs. Based on the information in the student profile and the needs identified by mentors, the pedagogy teachers and mentors work together to provide the required academic support to the students. The results of the entry

level assessment are used to provide services that cater to the skill requirement of students to succeed in the task of becoming teachers.

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

2.2.2

Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through

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

Response: A. Any 5 or more of the above

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

2.2.3

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

Response: As an institutionalized activity in accordance with learner needs

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

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 12.48

2.2.4.1 Number of mentors in the Institution

Response: 21

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

2.3 Teaching- Learning Process

2.3.1

Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning

Response:

Planning for Varied Modes of Learning

The focus of teaching strategies is to make students use their learning to become effective teachers. The teaching plans developed for all courses document the strategies used in classrooms. Every teaching plan is all-inclusive showing:

- Student-centred teaching strategies to be employed
- e-resources cited by teachers
- Enrichment content and special lectures planned
- Additional inputs as recent developments in certain concepts
- Assignments and group project

The teachers make use of experiential and participative learning strategies in different forms for teaching certain concepts in each course. These strategies are documented with the help of Active Learning Method Format developed by the institution.

Learning Modes Used :

There are seven courses for B. Ed. first year students and five courses for B. Ed. second year students. There are four courses for M. Ed. students in each semester. Teachers employed the following experiential and participative learning strategies:

- Discussion- Open discussion, group discussion, focus group discussion, panel discussion, fish bowl technique for discussion
- Debate
- Visual mapping by students- concept maps, mind maps, info graphics
- Brainstorming- with and without using technology
- Presentation of case studies
- Presentation of activity worksheets
- Online quizzes
- Reflection exercises
- Flipped learning
- Group presentations by students
- Use of online applications for activities
- Group projects

Rationale for the Adoption of Learning Modes :

Discussion in various forms allowed students to be active participants in the learning process. The teachers moderated the discussion using questions to drive the reasoning of students. The teachers ensured that students were actively engaged during the discussion.

Debates developed the critical thinking and collaborative learning skills of students. Debates were conducted both in online and offline mode and they helped students to look at concepts with different perspectives.

Visual mapping techniques helped the students to present ideas logically with attention to the relationship between concepts. This made them gain a deeper understanding of concepts.

Group presentation by students developed the creativity and communication skills of students. Variety in presentation of concepts led to new understandings and also resolved cognitive conflicts.

Brainstorming encouraged the generation of ideas that were consolidated by the teachers. Worksheets

made students engrossed in the learning process. Case studies challenged the reasoning of students and reflection exercises made them relate their life experiences to the concept learnt.

Flipped learning was well received by the students as it created an interactive learning environment and was used in combination with other strategies.

Online quizzes were administered by the teachers and this kept the students alert and attentive in the classroom. Online applications like Wheel of Names, Quizziz, Canva, Nearpod, Answer Garden and Polls Everywhere were used by the teachers to increase the learning engagement of students.

Group projects were given for a few courses to develop the research skills of students although not prescribed by the University.

The teaching strategies used by the teachers ensured the active engagement of students in the classroom. They were also models for students to use in their future workplaces.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.3.2

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

Response: 42.11

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

2021-22	2020-21	2019-20	2018-19	2017-18
8	8	8	8	8

File Description	Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link of LMS	View Document

2.3.3

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

Response: 86.26

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

Response: 226

File Description	Document
Programme wise list of students using ICT support	View Document
Landing page of the Gateway to the LMS used	View Document
Documentary evidence in support of the claim	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Any additional Links	View Document

2.3.4

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

- 1. Understanding theory courses**
- 2. Practice teaching**
- 3. Internship**
- 4. Out of class room activities**
- 5. Biomechanical and Kinesiological activities**
- 6. Field sports**

Response: A. Any 4 or more of the above

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

2.3.5

Continual mentoring is provided by teachers for developing professional attributes in students

Response:

Education in the institution does not stop with completion of the syllabus prescribed by the University. Every minute of stay in the campus is converted into a learning moment for the students. The academic experiences are planned by the teachers to guarantee the development of personal and professional attributes required for the teaching profession. Special efforts are put forward by the institution to develop the professional attributes of students which include communication skill, group work, managing work place relationships, balancing work and home responsibilities and being updated in the chosen specialization.

- **Mentoring for Team Work:**

Team work is integral in all the activities of students. It begins with the morning assembly where a group of students are made to share responsibilities every day. The teaching learning process provides ample scope for collaborative work. Cultural programmes are organized in the institution on various occasions to stand as testimonial to team work. A number of outreach activities are organized regularly and the students share responsibilities with a team spirit. The teachers delegate responsibilities to the students and lead them to work together to achieve common goals.

- **Mentoring for Dealing with Student Diversity:**

The student teachers become cognizant of inclusive practices by the teachers who demonstrate them every day in the classroom. The varied group situations during the teaching learning process gives them a ground for practicing inclusion. Apart from these, special efforts are put forth to help students prepare for dealing with student diversity in their future roles as teachers. The course “Learning and Teaching” for B. Ed. students includes topics like preparing teachers for diverse classroom, techniques for teaching diverse learners and strategies for addressing the needs of diverse learners. This helps the students get introduced to the concept of diversity. A “Workshop on **“Inclusion and Inclusive Strategies”** is

organized for the students. Apart from this special lecture on differentiated instructional strategies and dealing with different categories of students are organized in the form of special lectures and seminars.

- **Mentoring for Professionalism:**

The student teachers are trained to take up their work in a professional way. Our teachers emphasize the need for respectful communication, safeguarding the self-esteem of others, demonstrating patience and taking ownership of failures while working in a group. Special sessions emphasizing teacher professionalism are also organized by the institution.

- **Mentoring for Stress Management:**

Ways of managing stress and balancing home and work responsibilities become a topic discussed now and then in the classroom. Experts in the field of psychology and counselling are invited to help students learn about these.

- **Mentoring for Being Updated:**

Students are kept updated on recent developments that can make them successful in personal and professional life. Invited talks on recent developments that add value to the preparation of teachers are conducted regularly. The potential value of movies in education is realized. Therefore, movies that educate students on technology and teaching related concepts are screened.

All these go into the making of teachers with the right attitude and aptitude for the teaching profession

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

2.3.6

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

1. **Special lectures by experts**
2. **'Book reading' & discussion on it**
3. **Discussion on recent policies & regulations**

4. **Teacher presented seminars for benefit of teachers & students**

5. **Use of media for various aspects of education**

6. **Discussions showcasing the linkages of various contexts of education- from local to regional to national to global**

Response: A. Any 5 or more of the above

File Description	Document
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	View Document
Documentary evidence in support of the selected response/s	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.3.7

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

Response:

Case 1

Teaching and Learning Process for the Course “Gender, School and Society”

Teaching learning process in the institution makes the students feel connected and engaged with what they learn. A description of the teaching learning process for the course “Gender, School and Society” will be helpful to understand this.

- **Teaching Learning Process:**

The course deals with key gender concepts distributed in the form of five units. The teaching plan is prepared taking into consideration the objectives of the course, the nature of the learners and the potential benefits of the teaching strategies. Some of the teaching strategies used in addition to the regular lectures are listed below:

- **Tabulation exercise for identifying sex and gender statements:**

After explaining the differences between the terms ‘sex’ and ‘gender’, the teacher gave a few

statements. The students tabulated the statements under the category's 'sex' and 'gender'.

- **Stick diagram activity for gender roles:**

The students were asked to present a few professions by drawing stick diagrams in groups. The activity brought out the deep rooted and unconscious gender role perceptions of students.

Discussion:

The video "Tamanna" was screened and this was followed by questions for discussion. The discussion provoked the students to relate their life experiences on gender specific household work, gender pay gap, gender socialization and gender- specific parenting.

Reflection exercise:

The students were asked to complete the sentences "Being a female means....." and "Being a male means.....". The answers of the students were taken up for discussion and this made them analyse the gender beliefs they hold.

Participatory learning:

The students were asked to recall their school days and talk about the duties they had in schools. This was compared to the duties assigned to boys in schools. The participation of students helped them to understand gender-based role assignment in schools.

Worksheet:

The students were asked to fill in a worksheet- "Sexual Harassment. Direction: Read the Statements and circle the response that best Supports your opinion.

Impact of Teaching Learning Process:

The students took an active role in the classes and became sensitized to identify and even challenge gender bias around them. The impact of their learning resulted in the following:

- Staging of tableaux on gender themes during "International Women Day" in creative and innovative ways.
- Completion of two group research projects depicting their intellectual ability.
- Development of communication and discussion skills during tasks and assignments.
- Being able to empathize with the women members of the family
- Preparation of citations for women achievers from non-elite groups creatively.

Several situations proved that students had internalized what they had learnt. On the whole, the teaching learning process transformed students into women who can look at things around them through a genderless.

Case 2

Active Learning Method :

The teaching learning process in the institution includes many strategies aimed at making students construct knowledge on their own. One popular learning strategy " Active Learning Method "was used by teachers to teach certain concepts. Having realized the benefits of the strategy, teachers began to use it for teaching.

Active Learning Method in Classroom in Practice:

Active learning is a term used to describe instructional strategies that promote students' active participation in knowledge construction processes. Such strategies may include hands-on activities, brief writing and discussion assignments, problem solving tasks, information gathering and synthesis, question generation, and reflection-based activities, among others. Together, these approaches seek to engage learners' higher order thinking skills through the production and articulation of knowledge, as opposed to through the passive transmission of facts and ideas.

Active learning strategies are built upon constructivist theories of learning, which emphasize the importance of building connections between one's prior knowledge and new experiences and concepts. As such, active learning tasks are designed to tease out learners' current understanding, make that understanding explicit, and then create opportunities for learners to integrate new knowledge into their understanding.

Active Learning Method in classroom has been used to teach the following concepts this year:

- Mode of Cognitive Development
- Speaking and Listening Skills
- Methods of Teaching
- Types of Test Items
- Constructivist Approach to Teaching
- Social and Medical Model of Disability
- Inclusion
- Postural Deformities and Corrective Measures
- Research Proposal
- Steps in the Process of Research

Students' Response to Active Learning Method :

The students experienced multiple benefits and were able to take ownership of their learning. The success of Active Learning Method in classroom is evidenced through the following:

- The students expressed their interest in using active learning method in classroom during their internship. Some of them used it and were happy about the results.
- An interesting part of Active Learning Method in classroom were the questions generated by the students. The students began to prepare questions related to the videos they watched. This reversed the role of the teacher and student. The teachers and students became partners in the teaching learning process.
- The students explored ways of creating educational videos. The teaching resources they created demonstrated their creativity.

- The discussion skills of the students increased tremendously. Students learnt to express their differences in opinion by respecting the views of others.
- Active Learning Method in classroom became a place for practicing communication. The students developed speaking and listening skills unconsciously during the discussion sessions.
- The students were able to empathize with other school students attending online classes. This made them use novel ways of integrating technology for sustaining the attention of students.

Active Learning Method in classroom engaged the students in learning and nurtured their creativity, innovativeness, reasoning, communication, empathy, conflict resolution and collaborative skills.

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

2.4 Competency and Skill Development

2.4.1

Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include

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

Response: A. Any 8 or more of the above

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

2.4.2

Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as

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

Response: A. Any 8 or more of the above

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

2.4.3

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

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

Response: A. All of the above

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

2.4.4

Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses

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

Response: A. All of the above

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

2.4.5

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

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

Response: A. All of the above

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

2.4.6

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

- 1.Planning and scheduling academic, cultural and sports events in school**
- 2.Planning and execution of community related events**

3. Building teams and helping them to participate
4. Involvement in preparatory arrangements
5. Executing/conducting the event

Response: A. All of the above

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

2.4.7

A variety of assignments given and assessed for theory courses through

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

Response: A. Any 4 or more of the above

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

Other Upload Files

1

[View Document](#)

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

- **Identification of Schools:**

The internship for the second year B. Ed. students is coordinated by two faculty members designated as 'Teaching Practice Coordinators'. The internship work begins with identification of host schools for internship. The University has made it obligatory for student teachers to go for internship to government and Reputed Non-government schools. The teaching practice coordinators send requests to government and Reputed Non-government schools regarding accommodation of student teachers for internship. school preference of student teachers is sought for internship. The choices of the students are respected and they are placed as per their wish. Sometimes it may not be possible to place them in the schools they prefer. In such cases they are asked to opt for another school.

- **Collaborative Planning for Internship:**

The teaching practice coordinators visit host schools and acquaint the school heads and school teachers with the internship programme. Their visit is crucial to ensure a smooth internship journey for student teachers. The teaching practice coordinators communicate the internship expectations from host schools. The teaching practice coordinators and school personnel plan together the internship experiences to be offered in the host schools. They work together to support the development of competencies of the interns. The formats for observation of student teachers during internship are provided to the school head and school teachers with a request to provide the needed professional support to the interns.

- **Student Orientation:**

The teaching practice coordinators organize an orientation for student teachers. They are oriented on their work as an intern and requirements to complete the internship successfully. They are provided general guidelines for attendance, observation of classes, peer feedback, classroom teaching and completion of internship related records. The student teachers are asked to comply with the rules and regulations of the host schools. They are asked to plan the observation by pedagogy teachers after due consultation with them. The doubts of the student teachers are also clarified during the orientation.

- **Orientation to Teachers:**

The teaching practice coordinators provide the college supervising teachers or pedagogy teachers a clear picture of how they are expected to support the experiential learning by student teachers during internship. Their roles with regard to the internship are well defined and procedures to assess the internship performance of the student teachers are developed. The number of observations by supervising teachers are left to the discretion of the supervising teachers.

- **Defining Assessment Modes:**

Separate formats are developed for the observation of internship performance by supervising teachers,

school head, school mentors and peers. Self-observation formats are also distributed to the student teachers to reflect on their classroom experiences and record their impressions. The teaching practice coordinators thus streamline modes of assessment of internship performance.

- **Visit to Innovative Schools:**

The student teachers are taken to visit innovative schools prior to their teaching practice. This familiarizes students with the different kinds of school set ups and prepares them to meet the diversity during internship.

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

2.4.9

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

Response: 11.6

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

Response: 10

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

2.4.10

Nature of internee engagement during internship consists of

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

Response: A. Any 8 or more of the above

File Description	Document
Wherever the documents are in regional language, provide English translated version	View Document
School-wise internship reports showing student engagement in activities claimed	View Document
Sample copies for each of selected activities claimed	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

- **Internship Monitoring Mechanism:**

Effective integration of theory and practice during internship is ensured by the strong monitoring mechanism adopted by the institution. The performance of the student teachers during internship is monitored by different persons on a regular basis. The observations of different persons are collated by the supervising teachers to arrive at a final conclusion about the quality of internship experiences of student teachers. The persons involved in the observation are teacher educators (also referred to as supervising teachers or pedagogy teachers), school teachers, school head and peers. The student teachers record their self-evaluation in the prescribed format. They also maintain a reflective journal during teaching practice.

- **Observation by Teacher Educators:**

The teacher educators observe the student teachers in the host schools on a regular basis. Every observation recorded in terms of motivation strategies, explanation of concepts, use of instructional aids, classroom management, classroom interaction, recapitulation and use of novel teaching strategies. The teacher educator holds a conference with the student teacher to present feedback immediately after the observation. The post observation conference is very crucial to refine the teaching competencies of the student teachers.

- **Observation by School Teachers:**

The school teachers record their observations with regard to the planning of instruction, content delivery, use of teaching aids, classroom interactions, questioning skills, assessment methods adopted, completion of assigned tasks, use of technology, cooperation, acceptance of criticism and demonstration of work habits. The teacher educators and school teachers work together to provide constructive feedback to the student teachers. A common observation form is used for this purpose. The common observation form allows for a comparison of the standards observed by the school teachers and teacher educators. The areas of agreement and disagreement are noted and this helps to improve the accuracy of further observation.

- **Observation by School Principal:**

The school head also plays an important role in the observation procedure. They make an occasional visit to observe the student teacher and record their observations in a separate form. They record their observations of subject knowledge, communication skill, adherence to school regulations, cooperation extended for all school activities and volunteerism of the student teachers. The school teachers and school head make use of every opportunity to provide oral feedback to the student teachers on the work they do during internship. The school teachers demonstrate teaching methods and assessment methods to the student teachers during the teaching practice. All these contribute to the experiential learning of the student teachers.

- **Observation by Peers:**

The peers are an additional source of information on student performance. The peers are encouraged to observe the classes of student teachers and provide suggestions for improvement. They are asked to record their observations in terms of motivation given, content delivery, use of teaching aids, blackboard usage, classroom interactions, questioning skills, use of appropriate examples and use of technology. The comprehensive monitoring of different persons ensures a thorough analysis of student teacher performance during internship.

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

2.4.12

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

- 1. Self**
- 2. Peers (fellow interns)**
- 3. Teachers / School* Teachers**
- 4. Principal / School* Principal**
- 5. B.Ed Students / School* Students**

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

Response: A. All of the above

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

2.4.13

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

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

Response: A. All of the above

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	View Document
Five filled in formats for each of the aspects claimed	View Document
Any other relevant information	View Document
Any additional Link	View Document

2.5 Teacher Profile and Quality

2.5.1

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

Response: 95

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View Document
English translation of sanction letter if it is in regional language	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.5.2

Percentage of fulltime teachers with Ph. D. degree during the last five years

Response: 57.89

2.5.2.1 Number of full time teachers in the institution with Ph.D. degree during last five years

Response: 11

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

2.5.3

Average teaching experience of full time teachers for the last completed academic year.

Response: 8.75

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

Response: 175

File Description	Document
Copy of the appointment letters of the fulltime teachers	View Document
Any other relevant information	View Document

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

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

Response:

- **Professional Development Initiatives:**

The teachers of the institution are keen on updating themselves in the light of the changes happening across the globe. This happens by their participation in conferences/workshops/seminars/refresher courses/short term courses/faculty development programmes, reading books and journals on education, doing online and offline courses, giving invited talks in various forums, classroom interactions, networking with other professionals and membership in professional bodies. There are strong support structures existent in the institution for the professional development of teachers. Teachers are encouraged to attend professional development programmes organized by other institutions. The college management provides financial support to teachers upon request to attend seminars, workshops and conferences. The teachers use the resources available in the library and the e-resources to know the recent developments in education. They learn new technologies and use them through self-exploration. Teachers complete online courses and are updated on modern trends in education. The participation of teachers as resource persons in various forums impels the process of learning and this keeps them attentive to the changing aspects of education. The classroom interactions are a great source of learning for teachers. The preparation for the classes and the questions that arise during classroom interactions fuel the knowledge hunt of teachers.

- **Knowledge Sharing Forum:**

The institution organizes faculty development programmes on a regular basis. Experts from outside are invited to serve as resource persons for faculty development programmes. ‘Knowledge Sharing Forum’ is another way of faculty development. The teachers who get a chance for knowledge updating by participation in a seminar/workshop/conference share what they have learnt with the others in the institution through Knowledge Sharing Forum. A convenient time is scheduled for knowledge sharing and communicated to all teachers. The benefits of participation trickles down from the direct participant to the other teachers who receive the inputs through the knowledge sharing sessions. Learning intensified with teachers attending webinars on diverse themes. Teachers who felt that they had some essential learning came forward to share their knowledge gain through in-house forums. Many ways of integrating technology into teaching were shared by the teachers who had attended sessions on technology enabled teaching.

- **Networking with Others:**

Teachers are invited to serve as resource persons in academic forums. This widens their professional networks. Teachers also leverage technology to get connected with colleagues and other professionals outside the institution. There are Google groups and WhatsApp groups for teachers of the institution as modes of professional communication. All e-circulars, announcements by the Devi Ahilya Vishwavidyalaya, Indore, education news and articles on education are shared using Google group and WhatsApp groups. The teachers are also members of many academic WhatsApp groups. The membership in such groups help them to know and share the latest information in the field of education. The principal of the college communicates the information received from university to the teachers on a regular basis. The collective capacity to network with others has made teachers updated and informed about new developments in education. The institution thus has an ecosystem conducive to make the teachers life-long learners.

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

2.6 Evaluation Process

2.6.1

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

Response:

- **Purpose of Continuous Internal Evaluation:**

The institution follows Continuous Internal Evaluation to allow students demonstrate their learning at regular intervals and this is beneficial to both the students and teachers. Students are able to build on their existing knowledge and receive regular feedback on their learning progress through cognitive and non-cognitive assessment tasks. Teachers are able to diagnose the learning difficulties of the students and plan remedial instruction on the basis of continuous internal assessment.

• Components of Continuous Internal Evaluation:

The continuous internal assessment includes two components namely internal evaluation of term exams and internal assessment of tasks and assignments.

The term exams are conducted as per the academic calendar and the Exam Committee takes the responsibility of conducting the term exams. The internal or term exams were conducted for 25 marks B.Ed. and 20 Marks M.Ed. for full courses and 75 marks B.Ed. and 80 marks M.Ed. for External theory as per the University norms. The teachers who teach the different courses are entrusted with the responsibility of preparing question papers for internal evaluation. The question bank developed by the teachers help in the construction of question papers based on Bloom's taxonomy. Higher order thinking is encouraged through the questions asked in the term exams. Information about the internal exams is communicated to the students through the notice board and e-notice two weeks prior to the exam. The teachers serve as invigilators for the term exams. The answer scripts are corrected by the respective teachers and distributed to the students. Students clarify their doubts, if any about the evaluation process. The results are collectively published and communicated to the parents.

The non-cognitive abilities of the students are also assessed by way of the tasks and assignments that run along all the courses. The teachers enjoy a greater leeway to personalize the prescribed tasks and assignments and these are mentioned in their teaching plans. The teachers grade the performance of students in tasks and assignments with an eye for the development of certain professional attributes. Attributes like organizational skills, communication skills, team work, creativity and attention to quality are assessed and the results are made known to the students within a week after the assessment. Timely feedback to students on their performance motivates and accelerates learning and also helps teachers to plan remedial instruction. Continuous internal evaluation in the institution is done although not mandated by the University. This makes evaluation an integral part of the teaching learning process and not a year-end activity.

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

2.6.2

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

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

Response: A. Any 4 or more of the above

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

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

- **Role of Exam Committee:**

Exam Committee is constituted to take responsibility for the conduct of internal assessment, Devi Ahilya Vishwavidyalaya, Indore examination related duties and practical exam. The Exam Committee develops an Annual Institutional Plan for Internal Assessment at the beginning of the year and this is included in the academic calendar. Although internal exams are not mandatory as per university guidelines, they are conducted for the continuous evaluation of student performance. The Exam Committee develops guidelines for the conduct of internal exams and orients the students on the procedure of internal assessment. The Exam Committee prepares the examination schedules and allocates responsibilities to the teachers for the conduct of internal assessment. The Exam Committee looks into the redressal of examination related grievances.

- **Mechanism for Exam Related Grievance Redressal:**

The Exam Committee is headed by the principal who is assisted by two faculty members. The Exam Committee members explain the procedure for redressal of internal exam related grievances at the beginning of the academic year. The students can report their grievances to Exam Committee members. Additionally, an email ID has been created for reporting exam related grievances and the same is communicated to the students through the notice board. The students can send an email about their grievances within a week after the declaration of results of internal assessment. Immediate action is taken to redress the exam related grievances of students. The grievances of students related to university exams can also be reported to the Exam Committee.

The Internal Assessment is transparent and the performance of students in the internal exams are assessed within a week after the exam. The corrected answer scripts are distributed to the students and they are free to clarify their doubts with regard to the correction of answer scripts. The teachers give appropriate explanation to the doubts raised by the students. If the students are not satisfied with the explanation provided by the faculty members, they can approach the Exam Committee members for further action. The Exam Committee convenes a special meeting with the students and teachers involved to discuss the matter. The Exam Committee weighs the evidence available and makes decisions for the redressal of exam related grievances. The group grievances of the students, if any, can also be brought to the attention of the Exam Committee who work to resolve the issue.

• Grievances Reported:

There has been no major exam related grievances in the past years. The students raised doubts on the correction of a few answers in the different courses in some occasions. The course teachers provided explanation to the individual students who became convinced with the explanation given. There were also certain instances when the teachers had to re-correct some answers and make changes in the marks given for those answers. Other than these, no major grievance was reported to the Exam Committee regarding internal exams. Grievances like non-receipt of mark statements and wrong entry in mark statements from university were reported to the Exam Committee and immediate actions were taken in this regard.

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

2.6.4

The Institution adheres to academic calendar for the conduct of Internal Evaluation

Response:

- **Preparation of Academic Calendar:**

The academic calendar is the central scheduling system of the institution around which the different academic and administrative activities/ events are planned. The academic calendar is developed by the Academic Calendar Committee in line with the academic calendar of Devi Ahilya Vishwavidyalaya, Indore which is the affiliating University. The academic calendar is developed after a rigorous process of consultation with the other academic and administrative units of the institution. The academic calendar is developed at the beginning of the academic year and uploaded in the college website. The academic calendar is printed and distributed to the students and teachers every year. The academic calendar provides a clear earmarking of time for the various academic and administrative activities of the institution.

- **Preparation of Annual Plan for Internal Evaluation:**

The academic calendar includes the dates for the conduct of internal evaluation. The Exam Committee develops a tentative annual plan for internal evaluation at the beginning of the academic year. The Exam Committee and Academic Calendar Committee work together to finalize the dates of internal evaluation. The dates of internal evaluation are made known to the faculty members and students through the academic calendar. This helps the teachers to plan the teaching learning process accordingly. It also helps the students to get prepared for the internal evaluation in advance. The institution adheres to the academic calendar for the conduct of internal evaluation. This ensures a smooth conduct of all activities in the institution. The other works related to conduct of internal evaluation like correction of answer scripts, provision of opportunities for improvement and publishing of results are completed within ten days after the conduct of internal exams.

- **Adherence to Academic Calendar for Internal Evaluation:**

Although the institution aims for complete adherence to the academic calendar for the conduct of internal evaluation, there has arisen unforeseen circumstances which led to slight changes in the internal evaluation schedules. The heavy rains in the monsoon months and unexpected social events were reasons for the revision of internal examination schedules. In such rare circumstances the Exam Committee announces the revised schedule after due consultation with the Academic Calendar Committee. The second & third wave of COVID- 19 induced lockdowns brought in disruption of the regular academic schedule. This affected the adherence to academic calendar as well. The institution, however developed its own academic calendar after a series of online deliberations with all faculty members. The academic calendar thus developed has been immensely helpful in the execution of all academic and administrative activities. Changes were made now and then in line with the announcements made by the University for curricular activities and examinations. The adherence to the academic calendar for the conduct of internal evaluation has thus been advantageous for the internal evaluation procedure of the institution.

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

2.7 Student Performance and Learning Outcomes

2.7.1

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

Response:

- **Programme Learning Outcomes, Course Learning Outcomes and Student Learning Outcomes**

The Devi Ahilya Vishwavidyalaya, Indore, to which the institution is affiliated provides norms and regulations for the B. Ed. and M. Ed. programme. The syllabus and regulations for B. Ed. And M.Ed. programme in the year 2021- 2022 stated Programme Learning Outcomes (PLOs).

The PLOs of both the programmes form the basis for the planning of teaching learning process. The PLOs are realized through the attainment of learning outcomes for different courses, known as Course Learning Outcomes (CLOs). The CLOs stated by the University are personalized by the teachers considering the needs of the learners. The PLOs, also known as Programme Outcomes (POs) are mapped with the CLOs, also known as Course Outcomes (COs). The mapping is done to know the areas of strong, moderate and weak association between the PLOs and CLOs. This helps to determine the CLOs that are strongly related to PLOs and also ensure the coverage of all PLOs through the CLOs of the different Course.

The CLOs of each course are further segmented into unit wise Student Learning Outcomes (SLOs). The SLOs are developed by the teachers immediately after they commit themselves to teaching a particular course. The attainment of the SLOs lead to the attainment of CLOs which in turn lead to the attainment of PLOs.

- **Integration of Student Learning Outcomes in the Teaching-Learning Process:**

The SLOs form the bedrock of the teaching plan for different courses. The teaching plans for all courses are developed by the teachers before the commencement of the academic year. The teaching plan encompasses aspects like assignments, constructive approaches, collaborative tasks, enrichment content, presentation on recent developments, discussion on contextual linkages, group projects and special

lectures.

The teachers consider the SLOs for every unit when they plan the different aspects of the teaching plan. Tasks and assignments prescribed by the University are integrated into the teaching plan in ways that make certain the attainment of SLOs. The learners are made to construct knowledge of the content through participatory approaches that effectuate the attainment of SLOs. Additional inputs are provided in the form of enrichment content for a deeper understanding of the concepts. The recent developments in the course concepts are provided wherever they have the scope of sharpening understanding of course content. Discussions on contextual linkages are also included to provide a cross regional and locational comprehension of concepts. The teacher also plans for bringing in experts to deliver special lectures that can lead to an integrated understanding of course concepts. All these leads finally to the attainment of SLOs. The SLOs are the foundational steps to reach the CLOs. The entire process of teaching and learning is thus carefully planned and executed in line with the CLOs for the different courses.

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

2.7.2

Average pass percentage of students during the last five years

Response: 90.27

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

2021-22	2020-21	2019-20	2018-19	2017-18
87	102	95	91	89

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

2.7.3

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

Response:

Performance Assessment:

The student performance is measured in terms of cognitive, affective and psychomotor domains. An assessment of all the three domains leads to a better understanding of the progress in student performance and the emergence of attributes that are fundamental to the process of teacher preparation. The cognitive attainment is monitored through the scores of students in internal or term exams. The development of professional attributes are traced through the learning tasks that are prescribed by the University and personalized by the teachers to suit the needs of the learners.

Assessment of Cognitive Attainment:

The Devi Ahilya Vishwavidhyalaya, Indore does not prescribe internal exams for internal assessment in B.Ed. programme. Class tests are a part of internal assessment procedure prescribed by University for M. Ed. programme. Internal exams are conducted for both B. Ed. and M. Ed. students and the results are analysed for the attainment of Course Learning Outcomes (CLOs). The questions asked in the internal exams ensure adequate testing of CLOs. Two internal exams are conducted for second year B. Ed. students and three internal exams are conducted for first year B. Ed. students. One internal exam for each semester is conducted for M. Ed. students. The cognitive attainment of students is ascertained by analysing the attainment of students question wise. The question wise analysis helps to understand the attainment of the different CLOs which are given in the form of Student Learning Outcomes (SLOs). The SLOs that show lesser attainment demand probing to understand reasons behind the lower levels of attainment. This is done by interacting with the students. Remedial support is planned accordingly to make sure that student performance in these areas increase.

Assessment of Professional Attributes

Tasks and assignments run along the syllabus prescribed by the Devi Ahilya Vishwavidhyalaya, Indore. These are integrated into the teaching plan and they form the basis for the assessment of the development of professional attributes in students. Five dimensions of personal attributes namely, organizational skills, communication skills, teamwork, creativity and attention to quality are considered. These dimensions are indicators of affective and psychomotor attainment. Remarks in all these dimensions are recorded in the transcript of the internal assessment.

In addition, the University has prescribed a few courses called Enhancing Professional Capacities (EPC) for the B. Ed. programme. The first year B. Ed. students complete three EPCs namely Reading and Reflection on Texts, Drama and Art in Education and Critical Understanding of ICT. The second year B. Ed. students complete one EPC named Understanding the Self. Teachers who are in charge of these courses conduct assessment and record the marks secured by students. Further, the students are asked to prepare a term paper that helps them to reflect and consolidate their learning experiences.

Internal Exams and Term Paper Preparation are a part of the institutional internal assessment procedure. Therefore, the marks for these are not sent to the University. The internal assessment carried out at regular intervals helps to keep track of the progress in student performance at the cognitive, affective and psychomotor levels

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

2.7.4

Performance of outgoing students in internal assessment

Response: 100

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

Response: 116

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

2.7.5

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

Response:

Initially Identified Needs:

The needs of the students were initially identified through the mentoring system. The mentors held meetings with the mentees to understand the expectations of the students to fulfil their academic needs. Training in English language skills and soft skills were the two commonly identified needs of the learners.

Assessment Tasks:

The internal assessment procedure at the institutional level is aimed at tracking student performance at the cognitive, affective and psychomotor levels. Apart from this regular assessment, the improvement of student performance across certain areas is assessed by comparing the performance of students at the entry level and exit level. Such an assessment helps to understand how far the initially identified needs of the students were catered to by the concerted efforts of all teachers.

Entry and Exit Level Assessment:

The entry and exit level assessment included the following areas: Soft Skills, Attitude towards Teaching Profession, ICT Usage, Vocabulary, Reading Comprehension and Pedagogical Content Knowledge.

Comparison of Soft Skills, Vocabulary and Reading Comprehension:

A number of skill development initiatives were taken up by the institution to develop the soft skills of the students. The institution collaborated with educational agencies to organize soft skill training for students. Despite the pandemic situation, many online skill development programmes were organized for the students. Spoken English classes were organized to help students overcome their inhibition in speaking English. This provided opportunities to practice speaking in simulated situations. Certain sessions were reorganized to improve the vocabulary of students. The teachers encouraged the students to

use the library resources for academic and non-academic purposes. The cumulative advantage of all these efforts was an increase in the performance of students in the exit level assessment. Performance in Soft Skills increased by 19 %, Vocabulary increased by 33 % and Reading Comprehension increased by 28 %.

Comparison of Attitude towards Teaching Profession:

There was an increase in the positive attitude towards teaching profession by 15 %. This evidenced the success of the teacher preparation process as it led to an increase in the positive attitude of students towards the teaching profession.

Comparison of ICT Usage and Pedagogical Content Knowledge:

The ICT usage of students showed a sharp increase by 12 %. This evidenced the success of Basic Computer Proficiency Course in acquainting the students with digital technology and encouraging them to use technology for learning. The Pedagogical Content Knowledge of the students showed an increase by 13 %. The pedagogy courses and the internship experiences of the students led to an increase in the pedagogical content knowledge of the students.

The entry and exit level assessment also provided useful inputs for reflection on the efforts taken by the institution to cater to the needs of the students. This becomes a basis for the continued efforts of the institution to design learning experiences to better cater to the needs of the students. The entry and exit level assessment is done by the Research and Development Cell of the institution.

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

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 3.99

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	1	0	0	1

File Description

Document

Sanction letter from the funding agency

[View Document](#)

Data as per Data Template

[View Document](#)

Link for additional information

[View Document](#)

3.1.2

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

Response: 0.3

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

2021-22	2020-21	2019-20	2018-19	2017-18
2.00	0.25	0	0	1.00

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

3.1.3

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

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

Response: A. Any 4 or more of the above

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

3.1.4

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

- 1.Participative efforts (brain storming, think tank,etc.) to identify possible and needed innovations**
- 2.Encouragement to novel ideas**
- 3.Official approval and support for innovative try-outs**
- 4.Material and procedural supports**

Response: A. All of the above

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

3.2 Research Publications

3.2.1

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

Response: 3.11

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

2021-22	2020-21	2019-20	2018-19	2017-18
8	13	9	11	18

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

3.2.2

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

Response: 1.21

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

2021-22	2020-21	2019-20	2018-19	2017-18
11	4	4	2	2

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	View Document
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher year-wise	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

3.3 Outreach Activities

3.3.1

Average number of outreach activities organized by the institution during the last five years..**Response:** 3.6**3.3.1.1 Total number of outreach activities organized by the institution during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
6	2	2	5	3

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

3.3.2**Percentage of students participating in outreach activities organized by the institution during the last five years****Response:** 95.26**3.3.2.1 Number of students participating in outreach activities organized by the institution during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
242	240	195	198	191

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

3.3.3

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

Response: 94.19

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

2021-22	2020-21	2019-20	2018-19	2017-18
248	232	194	195	185

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

3.3.4

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

Response:

The clubs, committees and cells at GBYSSM organize various outreach activities in order to achieve set goals. Every year they plan number of outreach activities which involves students and teachers. At GBYSSM outreach activities are planned as per rural area which considers the needs of local community. The activities planned help to sensitize students to solve the problems of marginalized people of society which helps to fulfill present needs of society. The roles and responsibilities during outreach activities are pre-planned and executed under the supervision of in-charge teacher and students. They also join hands with institute those who have signed MoUs with GBYSSM for mutual collaboration. The following are the various clubs and committees at GBYSSM that look after the organization of outreach activities.

1. Alumni Association
2. Electoral Literacy Club.
3. Internal Quality Assurance Cell
4. Library Committee

5. Swachhta Action Plan Committee
6. Women Development Cell
7. Energy Club

In year 2022-2023 the following four outreach programs were organized. The outreach activities conducted were: Visit to Rewa Society, Maheshwar as Community Service on 30-01-2023, Historical Place Visit to “Maheshwar Palace” as Community Service on 30-01-2023, Educational visit/Tour Mahesh Drusthi Kalia Kendra Indore as Academic programme on 14-01-2023, Internship at Nimar Abhyudaya Rural Management and Development Association, Lepa Punarvas as Academic programme on 31-01-2023 attended by 93 students.

In year 2021-2022 the following three outreach programs were organized which included Blood Donation Camp as Community Service on 01-04-2021 attended by 150 students, One Day Awareness Program on Gender Sensitization as Awareness Program on 25-02-2021 attended by 180 students, 2 days state level Seminar on the theme “Assessment and Evaluation” as Academic program on 28-02-2021 attended by 145 students.

During the year 2020-2021 and 2019-2020, the programs were conducted to curb the effects and spread of COVID-19 for which following program were organized. NSS of the institute and Alumni Association organized for community services on 11-11-2019 attended by 70 students, Blood Donation Camps was organized on 01-04-2018 attended by 113 students.

During the academic year 2018-2019 and 2017-2018 following outreach programs were organized which included Career Development Program for School Students as Awareness Program on 12-02-2018 attended by 98 students, Health and Hygiene awareness program as Community Service on 10-04-2018 attended by the 95 students, Go green: Environmental Program as Community Service organized on 06-06-2018 attended by 105 students, Swatch Bharat on Mahatma Gandhi Jayanti organized on 02-08-2018 attended by 90 students, Traffic Awareness Program by NSS as Awareness Program on 15-01-2017 attended by 30 students, Cleanliness Drive in the Rural Campus organized on 18-08-2016 attended by 50 students.

The students served as volunteers to sensitize and spread awareness for various social issues. It helped the students to become socially responsible by learning about the various social problems and by searching for solutions to eradicate such problems from the society. The above given outreach activities worked to bridge between the society and the educational institutes where youth are shaped for future of the country.

File Description	Document
Report of each outreach activity signed by the Principal	View Document
Relevant documentary evidence for the claim	View Document
Any other relevant information	View Document

3.3.5

Number of awards and honours received for outreach activities from government/ recognized agency during the last five years**Response:** 13**3.3.4.1 Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
05	1	1	4	2

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

3.4 Collaboration and Linkages**3.4.1****Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years****Response:** 11**3.4.1.1 Number of linkages for faculty exchange, student exchange, research etc. during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
39	2	4	7	3

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

3.4.2

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

Response: 22

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

Response: 22

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

3.4.3

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

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

Response: A. All of the above

File Description	Document
Report of each activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories, sports field, fitness center, equipment, computing facilities, sports complex, etc. for the various programme offered

Response:

Infrastructure:

Our institution has adhered to the requirements mentioned by the statutory body National Council for Teacher Education (NCTE) for the conducting of the Teacher Education Programmes. The built-up area of the college building and the college hostel together is greater than the requirement for B. Ed. and M. Ed. programmes specified by NCTE. The sprawling campus of the institution spreads over 9.5 acres with 4249 sq. m. of built-up area. The green ambience of the institution with plants and trees fascinates everyone. There are many trees in the Neem & Ashoka trees and Nature Walk which add to the scenic beauty of the campus.

The following infrastructure facilities are available in the campus to support teaching- learning process:

- Multipurpose hall with an area of 220 sq. m.
- ICT enabled classrooms
- Seminar Rooms
- Library cum Reading Room
- Network Resource Centre
- Psychology Lab
- Biological Science Lab
- Physical Science Lab
- Art & Craft Resource Centre
- Health and Physical Education Resource Centre
- Multipurpose Play Field
- Fine Arts Room
- Fitness Centre
- Principal's Office
- Staff Rooms
- Administrative Office
- Studio Facility

The other infrastructural facilities available in the institution include:

- Canteen
- Parking Space
- Store Room
- Separate Toilet Facility for Students and Staff

- Hi-tech restrooms and napkin incinerators to ensure the hygiene of students
- Sick room to provide first-aid services
- Two RO plants each with a capacity of 3000 litres per hour for clean drinking water
- Safeguard against fire hazards in all parts of the buildings
- CCTV security system

Facilities available:

- There are a good number of recognized schools within reasonable distance for fieldwork and practice teaching-related activities of the student teachers.
- The school "Priyadarshini Public Hr. Sec. School" managed by under JNCT Trust is readily available for practicum activities.
- College library area of 110 sq. m. The library has adequate seating facilities and houses 12664 volumes of books, reference books, educational encyclopaedias, yearbooks, digital resources, e-resources. 27 referred journals of Education and 6 journals of other disciplines are subscribed by the college library.
- Network Resource Centre is well equipped with 74 computers and internet connectivity exclusively for students' use.
- Photocopy Machine is available for students and teachers both in the library and computer laboratory to get copies of the required materials.
- There are Fifteen classrooms and labs equipped with ICT facilities such as projectors, podiums, smartboards, laptops or computers with high-speed internet connectivity and speakers.
- Spacious and well-equipped laboratories for Physical Science, Biological Science, Psychology and Computer are available.
- 200 metres track, basketball court with floodlight and volley ball court are also available.
- High jump and long jump pits, javelin and shot-put pits are also available.
- Indoor games such as carom and chess are there.
- Well maintained UPS inverters with batteries and 10 KVA Cummins generator corroborates unconstrained power supply.
- Buses and cars are available to take our students for field visits and for other curriculum related visits to other institutions.

The institution has more than adequate facilities for the various programmes offered.

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

4.1.2

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

Response: 100

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

Response: 8

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

Response: 8

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

4.1.3

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

Response: 11.03

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

2021-22	2020-21	2019-20	2018-19	2017-18
13.44	7.07	7.52	0.27	0.62

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

4.2 Library as a Learning Resource

4.2.1

Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software

Response:

The library of the college is located on the first floor with good infrastructure and ambience. There is regular subscription to newspapers, magazines and journals, thereby augmenting the library as a rich source of knowledge.

The College has progressed from a manual facility to an automated Integrated Library Management System (ILMS). Users could perform rudimentary searches based on title of book, year of publication, key words to obtain the location of books in the library with precision. However, users had to frequent the library to check out and return books. With the partial automation of the library system, identifying and physically locating books was facilitated.

- **GRANTHAM LMS:**

The college Library is partially automated through (**GRANTHAM. V.7.0 Library Software**) which is connected with one server and Local Area Network. This software is of assistance to the library for its housekeeping operations such as acquisition cataloguing, circulation, OPAC, serial control, stock verification, Member module etc. The following are the modules:

- **Acquisition module**

This module helps in handling the major functions related to the acquisition of library materials. It deals with the following functions like ordering of materials, receiving of materials, payment, budget control, reports and analysis.

- **Catalogue module:**

This module shows the details about the books and their location in the library. The resource ranking facility in this module helps to find how many times a book has been used and which was the topmost resource used. The history of accessed resources can also be viewed using this module. Subject wise and department wise purchase of resources in a given period can be listed. Gift register helps to view the books donated to the library.

- **Serials module:**

This module makes keeping track of serials an easy task. It covers the following functions like subscription management of our library, issue arrival schedule generation, checking in of issues, non-receipt of issues, reminders, back volume management, reports and analysis.

- **Member module:**

The members of the library are added through this module by providing a member ID. The most frequent user of the library can be identified with user ranking facility. The history of the members and the books issued are generated in reports. The resources not taken can also be identified. Generation of no due certificate can be done member wise, group-wise and department wise.

- **Circulation module:**

This module takes care of all possible circulation related functions in a library. It covers the following activities like membership management, issue, return, renewal, reservation, overdue charges, fine, reports and analysis. The due list is maintained as follows: one week for students and one month for teachers. A fine of 1 rupee per day per book per member is collected and maintained using a fine collection register.

- **Master Report module:**

This module helps to make entry for the resources and add them to the library management system. The resources are entered with details of author, publisher, subject, supplier and location.

- **OPAC:**

The users search books with keywords, the field that the book belongs to and the language in which they are written. The search results are displayed as the front page of the book, the name of the author, title, publication and the year of publication.

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

4.2.2

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

Response:

The college library is a window to the latest information in teacher education. Being an integral part of academic and research work, the library provides information services to support the teaching and learning, research and outreach activities of the college by creating state-of-the art facilities and offering innovative services. Keeping students at the heart of the library hub, the library is engaged in designing and delivering need-based information services.

- **DELNET facility is available for the staff and students of the college.**
- **INFLIBNET SUBSCRIPTION :**

The institution has a total of 277 N-List users out of which 176 are active users. The college renews subscription every year and creates member login for B.Ed. and M.Ed. students. All the teaching faculty have member login to refer the e-resources off campus. Beneficiary colleges, registered for the NLIST, a college component of E-Shodh Sindhu, can access 6,150 electronic journals and 1,99,500 electronic books including e-books available through national subscription. Students and teachers of the institution can access the resources remotely through the individual login credentials and refer resources for assignments, learning, practicum and research work.

- **Resources available through INFLIBNET:**

Access to South Asia Archives (SAA) and World E-Book Library (WEL), subscribed by eShodh Sindhu on behalf of National Digital Library (NDL), are made available to member colleges of N-LIST Programme through proxy server set up at INFLIBNET Centre and this facility is provided to the N-List members of the institution for remote access.

The INFLIBNET Centre provides Inter Library Loan (ILL) services for the benefit of users from colleges enrolled under the N-LIST. All faculty, staff and students from member colleges are welcomed to use this service and request journal articles and chapters from books that are not available through resources subscribed under the N-LIST. The requests for articles can be sent online using Online ILL Request Forms available on the N-LIST website. Users are required to log-in with their user ID and password to request for articles using N-LIST ILL Service. The user's credentials for ILL request are the same that have been provided to the users in colleges for accessing N-LIST resources. **N-List address:** <https://nlist.inflibnet.ac.in/> will take the users to the home page.

- **Training for Remote access:**

The Library Committee of the college organizes orientation programme on the resources and services available in the library at the beginning of every academic year. The students are taken to visit the different sections of the library and motivated to use the available resources. The students are trained to check the availability of library resources via the intranet. The students are trained to use their N-LIST login credentials to access of e-resources available for teaching and learning.

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

4.2.3

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

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

Response: A. Any 4 or more of the above

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

4.2.4

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

Response: 0.72

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

2021-22	2020-21	2019-20	2018-19	2017-18
1.98	0.165	1.16	0.162	0.13

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

4.2.5

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

Response: 7.62

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

Response: 402

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

Response: 391

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

Response: 502

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

Response: 464

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

Response: 389

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

4.2.6

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

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

Response: A. All of the above

File Description	Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

The institution integrates technology in the teaching-learning process which creates pathways for differentiated and participative instruction to meet the unique needs of students as autonomous learners within a broader classroom climate. Teacher educators of the institution apply technology to acquire, demonstrate and communicate information to the students. The institution is therefore well equipped with CT and internet facilities to support the technology integration by teachers.

ICT resources available

The ICT facilities available in the institution include:

- Multimedia projectors
- Electronic podium
- PA system comprising speakers, microphones, amplifiers and mixers
- Laptops
- Desktops
- Digital cameras
- Video cameras

The laptops and desktops are highly configured systems available for use by teachers and students. All these ICT tools support teacher-educators and student-teachers to infuse digital teaching and learning. The high-speed Wi-Fi connectivity throughout the campus helps in the integration of ICT tools for teaching and learning.

Classrooms and Multipurpose Hall with Wi-Fi facility:

The institution has ICT enabled classrooms for pedagogy classes. Separate classrooms fitted with projectors and laptops are available in Pedagogy of English, Hindi, Mathematics, Physical Science, Biological Science and History classes. Well equipped, furnished and galleried classrooms are also available for B.Ed. and M.Ed. students. The institution has a multipurpose hall with public address system, ICT facilities and high-speed internet connectivity. This hall can accommodate 180 persons and most of the programmes are organized here. An air-condition seminar hall with all the ICT facilities is available for accommodating smaller groups. An air-conditioned conference hall equipped with all technological devices is also available in the institution. All the above ICT resources provide a conducive environment to facilitate learning.

• Network Resource Centre and Library:

The library is Fully Network Resource Centre (NRC) of the institution has Seventy Four computers, Four laptops and Tablets with high speed internet connectivity, headphones and essential SPSS software for learning. The projector in the Network Resource Centre is useful to organize hands on training sessions and workshops. The institution has a spacious library with Kota stone floor. It has five computers with high configuration for the exclusive use of research scholars. The ICT facilities in the library and Network Resource Centre provide a conducive environment for self- directed learning.

Studio Facility:

Studio facility in the institution is used for developing e-content by the teacher educators. The studio is acoustically treated and has computer with BanQ Interactive Panel, audio interface, studio headphones, microphones, quality audio cables, recording facility and editing software. The institution has an audio-visual room to store all the electronic equipment safely.

• Wi-Fi Connectivity and Speed:

The present Wi-Fi facility is Fiber to the Home (FTTH) connection which was established in the campus in the year 2016. The Wi-Fi routers are placed in the Principal's room, staffroom, NRC and library to spread signals to larger areas. The institution used broadband connection from BSNL service providers before the procurement of FTTH internet services. 100 Mbps speed offers 12.5 MB per second transfer rates. An equal upload speed is also guaranteed by the FTTH connection.

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

4.3.2

Student – Computer ratio for last completed academic year

Response: 3.54

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

4.3.3

Internet bandwidth available in the institution

Response: 100

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

Response: 100

File Description	Document
Receipt for connection indicating bandwidth	View Document
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	View Document
Any other relevant Information	View Document
Link for additional information	View Document

4.3.4

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

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

Response: A. All of the above

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

4.4 Maintenance of Campus and Infrastructure

4.4.1

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

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
53.62	74.33	49.10	43.44	41.62

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

4.4.2

Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. are in place

Response:

The institution has a systematic procedure to maintain and utilize physical, academic and support facilities.

- **Physical Infrastructure Maintenance Policy:**

1. Civil, plumbing and electrical maintenance is a regular process.
2. Stock verification is done annually.
3. RO drinking water plant is under annual maintenance.
4. CCTV and bio-metric system are regularly maintained.

- **Physical Infrastructure Maintenance Procedure:**

Maintenance of pipelines, electrical equipment, air conditioners, CCTV and biometric devices is undertaken by permitted vendors of the institution. Teachers and administrative staff are allotted responsibilities for prevention management.

- **Library Maintenance Policy:**

1. Library works on all days except public holidays from 10.30 a.m. to 5 p.m.
2. Library Grantham software is used for data maintenance.
3. Stock verification is done at the end of every year.
4. Library systems and SPSS software are under continuous maintenance.
5. N-LIST subscription is renewed every year for staff and students.
6. Research scholars from other colleges are permitted to refer library resources upon request.

• **Library Maintenance Procedure :**

The Library Committee of the college takes care of the development, use and maintenance of library resources. Library automation helps to keep track of cataloguing of resources, circulation of resources and visits of users. The library software is updated whenever needed. Research scholars from other institutions are permitted to refer the library resources after submission of a request letter. The librarian of the college renews the annual N-LIST subscription.

• **ICT Infrastructure Maintenance Policy:**

1. Network Resource Centre is kept open for users from 10.30 a.m. to 5 p.m. on all working days.
2. Laptops and systems maintenance is done every month.
3. All systems have antivirus installations.
4. Software updating is done as per the requirements.
5. Internet and Wi-Fi facility are freely available for teachers.
6. The Network Resource Center is permitted for use by outsiders for educational purposes only on request.

• **ICT infrastructure Maintenance Procedure:**

Staff in charge maintains the computers and other accessories on a periodical basis. Faults of the system are noted and rectified every month. Need for new requirements or replacements are notified to the college Secretary. Installation of antivirus and other software is done by the service engineer of the institution.

• **Laboratory Maintenance Policy:**

1. Lab equipment are maintained periodically.
2. Stock taking of equipment is done annually.

• **Laboratory Maintenance Procedure:**

Faculty members are trained to handle laboratory equipment. Stock registers are maintained and verified annually. Any repair work is done immediately.

- **Sports Infrastructure Maintenance Policy:**

- 1.Sports infrastructure is available for use from 08 to 09.30 a.m. and 5 to 6.30 p.m. on all working days.
- 2.Sports equipment stock is maintained annually.

- **Sports Infrastructure Maintenance Procedure:**

Track is maintained by regular weeding and levelling. Stock register is maintained and verified annually. Sports infrastructure is given for the usage of students after a written requisition .

File Description	Document
Any additional information	View Document
Appropriate link(s) on the institutional website	View Document
Link for additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

A range of capability building and skill enhancement initiatives are undertaken by the institution such as:

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

Response: A. All of the above

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

5.1.2

Available student support facilities in the institution are:

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

9.Canteen**10.Toilets for girls****Response:** A. Any 8 or more of the above

File Description	Document
Upload any additional information	View Document
Geo-tagged photographs	View Document
Paste link for additional information	View Document

5.1.3

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

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

Response: A. All of the above

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

5.1.4

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

- 1. Monetary help from external sources such as banks**
- 2. Outside accommodation on reasonable rent on shared or individual basis**
- 3. Dean student welfare is appointed and takes care of student welfare**
- 4. Placement Officer is appointed and takes care of the Placement Cell**
- 5. Concession in tuition fees/hostel fees**
- 6. Group insurance (Health/Accident)**

Response: A. Any 5 or more of the above

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

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 15.52

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

2021-22	2020-21	2019-20	2018-19	2017-18
16	38	4	3	11

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

5.2.2**Percentage of student progression to higher education during the last completed academic year****Response:** 20.69**5.2.2.1 Number of outgoing students progressing from Bachelor to PG.**

Response: 17

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

Response: 1

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

5.2.3**Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)****Response:** 7.97**5.2.3.1 Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
12	5	9	4	7

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

5.3 Student Participation and Activities

5.3.1

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

Response:

GBYSSM student council is formed as a student representative body as a liaison between the staff and students. They are instrumental in ensuring smooth implementation of cocurricular activities by mobilizing students to participate, plan and execute the various range of activities conducted by the college.

- **Aim of Student Council:**

The purpose of the student council is to give students an opportunity to develop leadership by organizing and carrying out responsible activities. The student council takes active part in organizing different activities of the college. Its aim is to connect the student body with administrators and alumni, as well as to support College initiatives in the areas of recruitment and development.

- **Formation of Student Council:**

The Student Council of the college consists of a body of selected representatives from the student population to shoulder important responsibilities. The faculty members do the selection after a period of observation of the leadership potentials and volunteerism of students. The first-year students are inducted into the Student Council every year as office bearers. The second-year students become advisers to the

Student Council as their internship for 16 weeks keeps them away from the college premises for four months.

• **Functions of Student Council:**

1. The Student Council serves as a communication channel between students and the teachers. Teachers communicate certain instructions for academic work and co-curricular activities through the Student Council. The Student Council communicates the ideas, opinions and interests of the students to the teachers and management. Effective communication by the Student Council of the college helps in building trust and relationships, boosts teamwork and leads to smooth institutional functioning.
2. The Student Council is a primary consultative body for student related decisions like value added courses, timings for library work, timings for remedial classes, support needed for online teaching and other matters during internship.
3. The Student Council is proactive in the maintenance of campus facilities. The Student Council reports any leakage or problem with light fixtures / fans or littering in the campus to the college administration.
4. The representatives of the different clubs work in tandem with the teachers who lead the clubs to organize meaningful programmes in the institution.
5. The Student Council helps in the realization of democracy as a way of life. The office bearers of the Student Council work together and demonstrate participatory democracy in all aspects of its functioning. The Student Council makes the decisions only after consultation with all the students. The students who take up the different positions in the Student Council get trained to become leaders.
6. The Student Council took a lead role in organizing programmes like National Education Day, Teachers Day and Basant Panchami Celebration. The Student Council is the breeding ground for leadership qualities like innovation, delegation, accountability, positivity and resilience. Days of educational significance like International Mother Language Day and World Mental Health Day were celebrated by the Student Council for promoting student welfare. The Student Council contributes to the promotion of social values and communal practices among the students through its various programmes.

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

5.3.2

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

Response: 4.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
08	07	02	03	02

File Description	Document
Upload any additional information	View Document
Reports of the events along with the photographs with captions and dates	View Document
Data as per Data Template	View Document
Copy of circular / brochure indicating such kind of events	View Document
Paste link for additional information	View Document

5.4 Alumni Engagement**5.4.1**

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

Response:

There is an active alumni association in the college. The mission of the Alumni Association is to foster a mutually beneficial relationship between the Institute and its alumni. **Alumni Association of the college was registered in Madhya Pradesh society Registration act 1973 Registration no 3/30/08/24044/22 Date- 11.02.2022.**

- **Alumni Association:**

The college has a strong network with its alumni who belong to different age groups and who regardless of their age or work status remain connected to its alma mater. The Alumni Association is a registered body that occupies an important place in the organizational hierarchy. The institution in 20 years of its

existence has produced teachers who are today key players in different capacities in many institutions. They cherish the bond with the institution and are responsive to the invitations of the Alumni Association. The relationship with alumni has been mutually rewarding over the years. The institution offers mentoring to alumni and the alumni contribute in many ways to the growth of the institution.

- **Alumni as Consultative Members:**

Alumni are represented in the IQAC of the institution right from the time of its inception. Two Executive Committee Members of the Alumni Association are also members of the IQAC and Curriculum Planning Committee. Both of them are experienced administrators in their schools. They make sure that the voices of alumni are accounted in the developmental plans of the institution. They suggest quality measures for all aspects of institutional functioning. They take part in the deliberations of the IQAC meetings and Curriculum Planning Committee meetings and offer valid suggestions for the improvement of teaching learning process. The experiences of these alumni have increased the efficiency of the working of the IQAC and Curriculum Planning Committee.

- **Alumni Expertise for Institutional Programmes:**

Enriching programmes are organized with the help of Alumni Association which guarantees a steady supply of resourceful persons for student development. Many of our alumni serve as teachers in schools, colleges and universities in the state. They hold responsible positions in their workplaces. The institution utilizes the expertise of the alumni to foster the growth of the students of the institution. The Alumni Association helps to identify alumni to serve as resource persons for the programmes planned for a given academic year. The different clubs of the institution plan activities and programmes by involving alumni of the institution. Many of our alumni although working in other states, do not miss an opportunity to serve their alma mater. Although the alumni, most of them being teachers are busy with their institutional work, show readiness to address the students through the programmes of the institution. The rich experiences of the alumni working in diverse backgrounds supplements the knowledge they gain in the institution. The alumni have shared their knowledge of technology integration with the student teachers and this proved to be immensely helpful during the transition to online education during the pandemic. The alumni who visit the institution serve as a source of motivation and inspiration to the students to become competent teachers.

The Alumni Association contributes immensely to the functioning of the institution by providing a thinktank of experts not only for consultation but also for organizing enriching programmes for the student community.

File Description	Document
Upload any additional information	View Document
Details of office bearers and members of alumni association	View Document
Certificate of registration of Alumni Association, if registered	View Document
Paste link for additional information	View Document

5.4.2

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

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

Response: A. Any 6 or more of the above

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

5.4.3

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

Response: 14**5.4.3.1 Number of meetings of Alumni Association held during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
4	2	3	2	3

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View Document
Paste link for additional information	View Document

5.4.4

Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them.

Response:

Alumni members are actively involved in the various aspects of improving quality in the institution. Successful alumni are invited to motivate the student teachers. An alumni representative is a member of the IQAC of the college. The alumni are invited to publish articles in the in-house research journal. They are informed about the seminars and workshops for professional development. The rich practical experiences of alumni are tapped and recorded for further reference. Regular communications are through WhatsApp with regard to government notifications and other educational matters. The Alumni supports the institution whenever required specially during the time of visits of various Apex bodies, Accreditation organizations etc. They continuously motivate, nurture special talents by providing a common platform for professional interest such as sharing of knowledge and experiences of their teaching. Alumni are encouraged to go for higher studies and to give professional help, provision for library reference whenever required. Qualified and competent alumni are communicated regarding recruitment in college and other institutions. They communicate vacancies arising in respective schools to facilitate placement. Thus, Alumni create linkage with service and professional organizations in the field of education. Many alumni teachers from different schools had volunteered their support in providing their valuable time to be judges for various scholastic activities such as skits, Music, General Knowledge, Essay Writing, Debate, etc. At times the best of the students with required qualifications are given opportunity to teach in the co-operating institutions, further with good performance they are recruited for faculty positions in this college. There is an active alumni association in the college. The mission of the Alumni Association is to foster a mutually beneficial relationship between the Institute and its alumni. The members of the Alumni are eminent personalities from the teaching profession. They

share their experience with the students and motivate them for their career development in various domains. They provide valuable feedback that helps in providing enriching insights in various areas to the institution. Alumni share their experiences and knowledge in various disciplines which inspire students. The alumni give support to the students through interaction, guidance and placement. Alumni help in creating career opportunities for the students. Alumni come to campus as recruiters for their institutions and provide opportunity for students to work in their institutions. Alumni guide the students regarding various scholarships provided by government and non-government organizations for higher studies. Alumni guide the students how to crack in competitive examination. . They gift books to the library and Donate Money to visual impaired Schools. Alumni expressions were considered in the areas of guidance and counselling the below socio-economic level students for their vertical mobility. All these valuable recommendations made us organize community engagement programs, various talks on strategies to promote attitude towards self /others, and develop assessment rubrics, publishing their ideas in our in-house journal “ **Nimar Educational Review International** ”.

File Description	Document
Upload any additional information	View Document
Documentary evidence in support of the claim	View Document
Paste link for additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission

Response:

The GBYSSM institution through its mission and vision strives to provide quality teacher education in the Rural Nimar Region of Madhya Pradesh. Through vision it makes its best possible efforts to transform the trainees into effective teachers for the future of the country. The institute has successfully completed its 20 years of services in the field of Teacher education and research.

MOTTO:

The Motto of the Institute is inscribed as follow:

Motto of the Institution

DEVOTION, SERVICE AND FAITH

Where

“**Devotion**” stands for - with all their hearts for Transformation

“**Service**” stands for - with all their hands for Humanity

“**Faith**” stands for - with all their minds for Peace and Prosperity

VISION:

The Vision of GBYSSM is to emerge as a centre with Academic and Research Integrity for Professional Excellence in Teacher Education and allied disciplines for preparing teachers from rural and marginalised community.

MISSION:

Thus the Mission of the Institute GBYSSM aims to organize training programs for capacity building as well as mission is to build foundation for theoretical and practical knowledge and professional development of student-teachers for elementary, secondary and senior secondary schools. Mission is to develop among student-teachers an understanding for various psychological tenets, theories and practices along with educational needs of special groups of pupil and to acquaint teachers with diverse educational systems and classroom situations. It aims to inspire students for higher and independent study for promotion of various library and laboratory skills.

COMMITTEE AND CELLS FOR EFFECTIVE LEADERSHIP AND PARTICIPATIVE MECHANISMS :

The following committee and cells were formed at GBYSSM, for academic year 2021-2022. The committees and cells were formed for the proper functioning of the various curricular and extracurricular activities in and outside the college campus.

- Guidance & counselling committee
- Discipline cell
- Time-table committee
- SC, ST, OBC and EWS students' fund committee
- Parent-teacher planning system cell
- Sports committee
- Virtual classes committee
- Remedial class committee
- Red cross society committee
- NSS consultancy cell
- Academic excellence cell
- Save energy and cleanliness cell
- Anti - ragging committee
- Research and development cell
- Women's cell
- Right to information cell
- ICT cell and information and communication committee
- In-house programme planning advisory committee
- AISHE committee
- Internal Quality Assurance cell (IQAC)
- Examination result and compilation committee
- PG scholarship and hostel/accommodation committee
- Student common room in charge
- Grievance cell

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 retired faculty. Governing Body: The governing body meets thrice a year as needed. The Principal present the report of college activities before the body. The body reviews the report, discusses and gives valuable suggestion. College Council: The next level of the Management is the college council, whose members are the principal and senior member of the faculty.

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

6.1.2

Institution practices decentralization and participative management

Response:

The governance at GBYSSM under the leadership of Principal is effective and democratic. The institutional policy, code of conduct, by-laws and governance is in tune with vision and mission of institute. The mechanism is effective and participatory which helps to develop a democratic environment in the functioning and governance of the institute, thus GBYSSM practices decentralization and participative management in its functioning. The institutional financial, academic, administrative and other policies reflect transparency through its functioning mechanisms. The committees and various bodies at institute are functioning and maintain minutes of meetings, implementation, actions taken etc. They are successfully functioning at various levels of the management and organization of activities and programs.

DECENTRALIZATION AND DECISION MAKING AT GBYSSM:

The mechanism of decentralization is well reflected through various bodies which are functioning well at GBYSSM for the achievement of the set goals and objective. The arrangements and hierarchy at various levels of management symbolize the process of decentralization in institute. The various committees and cells at the college have students' representatives, so that they can share the student's grievances and issues through teachers. At the later stage issues of the students are discussed with higher authorities (HoDs, Principal/Management). The issues related to discipline, scholarship, remedial sessions, placement etc are well resolved through successful functioning of the concerned cells and committees. The Management Committee and Internal Quality Assurance Cell (IQAC) have authority to make important institutional decisions. The other cells and committees are headed by teachers with student representatives.

PARTICIPATIVE MANAGEMENT AT GBYSSM :

GBYSSM believes in participative management and the same is reflected in the functioning of various cells and committee. The college maintains transparency at different level of management in sharing of information. The information and communication committee helps to circulate various notices, circulars

and other academic matters among students, teachers and other stakeholders. The college website is the best medium to circulate necessary information. The communication process followed at GBYSSM is top and bottom. In other words college ensures upward and downward communication among its stakeholders. The management and Principal of GBYSSM are available to the students and other staff for communication of various decisions and notices. They can easily approach the higher authorities for sharing their problems to sort the solution.

The academic committees like In-house programme planning advisory committee and Innovative and Incubation Committee also play crucial role so that academic and innovative ideas be shared and implemented when and where required. The same is circulated to the affiliating University, DAVV for their approval and necessary changes. The curriculum committee at the institute level has conducted meeting and forwarded the minutes on ITEP to the University for syllabus and necessary changes in the academic domain. The alumni, students and Experts from the field of Education are members of various college committees and cells. Thus participative management processes involves the staff, students, stakeholders and management for the institutional development. The plans are developed by the process of decentralization by the administrative bodies at GBYSSM.

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

6.1.3

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

Response:

RESPONSE:

GBYSSM maintains transparency at its different levels of working. The various departments related to finance, academics, and administration have their bylaws which help to maintain transparency at different level. The information and decisions are floated among the stakeholders through various platforms like college website, decision making body, and various meetings. The managerial approach is thoroughly participative, democratic, and judicious which strives to maintain academic qualitative growth of the college.

FINANCIAL FUNCTIONS:

GBYSSM has well structured administration which has different committee and cells at various levels. The organogram of GBYSSM well reflects the administrative setup. Transparency is maintained in all

the financial information and reports. All financial matters of the college pass through an internal and external financial audit for complete accuracy and transparency. External Financial Audit is done once in a year by a Chartered Accountant. The last five year audit statements are also available at the website of the college.

ACADEMIC FUNCTIONS:

The entire academic functions of college ensure absolute transparency in all its functions. The higher education portal of Madhya Pradesh Government during admission counseling sessions helps in the process of admission of B.Ed. and M.Ed. The students' admission is monitored by the admission committee at the college level. After different rounds of the counseling the seats of admission are filled as per the reservations rules of MP Government. The academic calendar is prepared at the beginning of every academic year. While preparing academic calendar, the university academic calendar is referred, which is later circulated among students. The contact details of the convener of various committees and cells are provided on website so that they can contact the teaching and administrative staff as and when required. The attendance records are prepared at regular intervals and published on college notice board and website. The results of the term exams are also published on notice board after each semester end exam. The recruitment of teachers is done through open advertisement as per the college code 28 rules of the affiliating university, DAVV, Indore. The profile of the teachers is uploaded on website of the college.

ADMINISTRATIVE FUNCTIONS:

The management committee is at top of organogram as it is highest authority for undertaking the decisions. At the academic level the IQAC of college is at the top of the decision making body. All the administrative and academic functions are carried by concerned authorities at different levels. They all try to maintain a good level of transparency in their functioning. All administrative and academic processes of developments are monitored by the Management Committee and IQAC of the college.

The Annual Quality Assurance Reports (AQARs) of last five years are published on college website. The meeting minutes of various bodies are displayed on the website. The feedback forms of all stakeholders i.e. teachers, students, practice teaching schools (PTC), alumni are available at college website. The feedback analysis reports are uploaded at end of each semester end exams. This procedure helps to maintain transparency at different level of administrative functions.

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

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

RESPONSE:

A strategic plan was developed to achieve the mission, vision and core values of the institution for a period of ten years. The Management of the college has formulated the following fourfold strategic plan. The strategic plan was developed under the following four areas:

- Curricular management,
- Co/extracurricular management
- Extension management and
- Administrative management.

USING STUDENT CENTRIC METHODS IN CLASSROOM:

The teachers at GBYSSM are encouraged to use student centric methods in the classroom. Student centric methods help students to actively participate in the teaching- learning process. At the same the students are encouraged to use these student-centric methods in the lesson plan and practice teaching sessions at the school. For these purpose various activities, workshops and special talks are organized at the college level. Following are the list of workshops and seminar organized to promote use of student's centric methods in the classroom.

- Seminar On "Strategies of Effective lesson Planning"
- Practice Session "Outcomes Activities Strategies" Based Small Group Teaching
- Micro Teaching Practice session
- Reading & Reflecting on the Text
- Assessment of Learning
- Certificate in ICT Tools Development
- Hands-on training-on E-Content Development
- Orientation on Organizing Field Visit

The teachers employ a number of constructivist and collaborative pedagogies in the classroom. All these have strengthened the role of teachers as facilitators.

PROGRAMS ORGANIZED TO STRENGTHEN PEDAGOGICAL APPROACHES:

A number of programmes were organized at GBYSSM to familiarize teachers and students with the emerging trends in teaching-learning. The institute strives to prepare the future teacher to understand the worth of the course by writing reflective journals starting which includes their personal experiences related to B.Ed. programme. A series of Training programs and Workshops were organized at GBYSSM

by head of institution for future development process for strengthening of Pedagogical Approaches.

- Training in Construction of "Question Paper Based on Blue Print"
- Workshop on "Tools of Assessment" (Construction of Observation schedule)
- Workshop on "Tools of Assessment" (Construction of Rubrics for performance tests)
- Workshop on "Tools of Assessment" (Construction of Rubrics for oral assessment)

TECHNOLOGY INTEGRATION IN THE TEACHING-LEARNING PROCESS:

The teachers at GBYSSM have updated their teaching-learning by integration of technology in their day to day classroom teaching. The teachers use Google classroom groups, whatsapp groups, and blogs. During the COVID-19 period students were enrolled in Google Classrooms to facilitate sharing of resources and creation of assignments for both B.Ed. and M.Ed. Programs for the different courses. Teachers make use of a number of apps to make the classes interactive and stimulating. SPSS software, LMS and subscription to various journals helps students to refer a number of books and journals for further studies and learning material.

Teachers have started developing teaching plans in the recent years which include the constructivist student centric strategy to be employed with the students.

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

6.2.2

The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

Response:

Response:

At GBYSSM the different institutional, academic and administrative bodies, strive to achieve quality in all its academic and administrative decision making aspects with the involvement of almost all the stakeholders. The organogram of the Institute depicts a hierarchical framework. It also lays a plan to highlight duties, responsibilities, accountability and authorities at different stage of the college administrative work.

DESCRIPTION OF THE ORGANOGRAM

The GBYSSM is operated under Trust named Swa. Gulab Bai Yadav Smriti Trust. Under the headship of the chairman, the Secretary and the Principal of college serve as the operational heads of the institution. The College Management Committee is apex body of the institution and Managing Trustee and Secretary are the important decision makers in it. IQAC of the college look after the Academic and Administrative Management. It is another decision making body that ensures the quality culture at the institution. IQAC is the chief advisory body for academic and administrative management in the institution. It conducts meeting every three month to reflect upon the quality initiative of the college. It is also responsible for conducting Academic and Administrative Audits (AAA) every year. There are Heads and Coordinators of the cells and committee which plays various roles by holding responsibilities and authority at different levels. The entire organizational structure of the institution caters to needs of students and other stakeholders and work for achievement of the set Goals and objectives of Teaching-learning process.

ADMINISTRATIVE MANAGEMENT:

The College functions as per guidelines of university grants commission. The apex body (decision making body) being the Governing body of College. Final approvals for revisions in the curriculum, new academic programmes and policy making is been decided by Governing Body and affiliating university, Devi Ahilya University (DAVV), Indore. At college level, 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. Service rules and appointment procedures prescribed by the University Grants Commission, Affiliating University, DAVV and State Government, Department of Higher Education are followed.

The college follows the service rules prescribed by CODE 28 of the affiliating University as well as norms laid by the NCTE. The recruitment advertisement is published in newspapers followed by the proper process at the University level. Recruitment process is carried out according to the norms of the University, a body comprising of university and management representatives, Principal, external subject experts decides the worthiness of candidates by the performance in the interview according to the parameters specified. Regular student feedback on improving quality of teaching learning process as well as Institutional governance are taken for timely corrections. This feedback is analyzed and discussed with concerned faculty in presence of the Principal. Grievance redressal committee is formed which include Principal and teacher's representative who looks into matters related to grievances of staff and students. Suggestion/ complaint box is kept at the reception, near the office for the same.

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

6.2.3

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

- 1.Planning and Development**
- 2.Administration**
- 3.Finance and Accounts**
- 4.Student Admission and Support**
- 5.Examination System**
- 6.Biometric / digital attendance for staff**
- 7.Biometric / digital attendance for students**

Response: C. Any 3 or 4 of the above

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

6.2.4

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

Response:

RESPONSE:

At GBYSSM there are various bodies, cells, and committees which work for effectiveness towards the achievement of set goals. Each committee and cells have their own set objective and bylaws that helps various bodies to implement their resolutions / decisions. All the committees have to maintain their records of agenda, meeting notice and meeting minutes and decision taken. The following are the details of the IQAC committee which is the top most authority to take decisions in favor of setting quality culture and initiative in the college.

IQAC at GBYSSM:

The Internal Quality Assurance Cell (IQAC) at Gulab Bai Yadav Smriti Shiksha Mahavidyalaya (GBYSSM), Borawan was established on 19/09/2013, since quality enhancement is a continuous process. The IQAC will become a part of the institution's system and work towards the realization of the

goals of quality enhancement and sustenance. The following are the primary objectives of the IQAC

- To develop a system for conscious, consistent and catalytic action to improve the academic and administrative performance of the institution.
- To promote measures for institutional functioning towards quality enhancement through the internalization of quality culture and institutionalization of best practices.

The Functions expected by the IQAC are Development and application of quality benchmarks/parameters for various academic and administrative activities of the institution; Facilitating the creation of a learner-centric environment conducive to quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process; Arrangement for feedback response from students, parents and other stakeholders on quality-related institutional processes. The Dissemination of information on various quality parameters of higher education is also done by the IQAC of the college.

The various agendas of the IQAC Meetings were as follows

- To discuss about national seminar to be organized in year 2022.
- To plan for National & International MoU.
- To constitute Research & Development Cell as per UGC guidelines.
- To establish Institution Innovation Council (IIC) as per the norms of ministry of education.
- To plan & apply for National Institute of Disaster Management (NIDM) & collaborative activities.
- To organize online Quiz competition for voters day.
- To plan for Alumni Activities after successful registration of Alumni Association.
- To Plan for AQAR submissions.
- To plan for awareness programme on voters' day.
- To purchase rare books in the library.
- To prepare for voter awareness song competition.
- To organize for plantation drive in collaboration with alumni association.
- To organize sickle cell Anemia awareness camp.

OUTCOME OF THE DECISIONS:

The IQAC meeting and decisions helped to implement various quality initiatives in the college. It included decisions like planning and successfully organizing National Seminar in the Month of May 2022. It helped to sign various MoUs with different schools, institutes of National and International Importance. Thus the IQAC of the institution has played a major role in ensuring the quality culture for both the teachers and the students of the college.

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

At GBYSSM following list of Welfare Measures are available for Teaching and Non-Teaching Staff.

HEALTH BENEFITS:

- Pantry area in the staff room with refrigerator and cooktop facility.
- Provision of college vehicle to go to hospital in case of any emergency.
- Green & Clean pollution free campus.
- Sustainable environmental conditions.
- Purified RO water facility / water cooler.
- Workshop, sessions & seminars on happiness / mental health / yoga.
- Bima policy for teaching & non-teaching staff.

PROFESSIONAL DEVELOPMENT BENEFITS :

- Increment after successful completion of Ph.D.
- Special leave for Ph.D. related works / Coursework.
- Conducting need-based Faculty Development Programmes.
- Free round the clock internet facility throughout the campus.
- Individual cabins with connectivity ports and spacious work area.
- Purchase of rare books & subject related books as per teacher requirement.
- Permission to attend seminar / conference / FDPs / refresher course / orientation course to all the faculties.

LEAVE BENEFITS:

- Grant of earned leave, on duty leave, maternity leave, medical leave and casual leave when need arises.

- Special permission to nursing mothers for child care by making needed compensatory arrangements.
- Leave Benefits to attend Ph.D. Viva – voce at university teaching department (UTD).
- Duty Leave to conduct semester end Viva – Voce Exams.

SECURITY BENEFITS:

- Addressing the needs of faculty if any
- Freedom to voice on any issues to the Secretary and the Principal.
- CCTV facility in the campus for sense of security.
- Six months maternity leave with salary for unaided faculty.
- Free bus Facility for teaching & non-teaching staff & vehicle is provided as per norms.
- Availability of guards at different security points in and around the campus.

FINANCIAL BENEFITS:

- Financial support to attend seminars / workshops / conferences based on their interests
- Diwali allowance for unaided faculty.
- Diwali sweets and gifts are also given to employer.
- Provision of increment to unaided faculty.
- Financial support for grade IV employees in the case of marriage or any financial crisis.
- Complementing the faculty with gifts during marriage or any such functions
- Employment Provident Fund facility for teaching and non-teaching faculty.
- Financial support for institutional research projects.
- Accommodation to teaching and non-teaching faculty at a subsidized cost in college hostel, if required
- Fee concession for students whose parents are working under the sister institute under trust.

OTHER BENEFITS:

- Priority to the deprived and marginalized women in appointment of non-teaching/ maintenance staff.
- Provision of free uniforms to grade IV employees.
- Transport facility to both teaching and non-teaching faculty for academic purposes.
- Residential Quarters are available for the teaching staff.

There is an effective implementation of welfare measures for both teaching and non-teaching faculty in institution to create a healthy and productive working environment. Effective implementation of welfare measures for teaching and non-teaching staff takes place after following the proper hierarchy channel of various decision making body .

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	View Document
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.3.2

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

Response: 41.05

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

2021-22	2020-21	2019-20	2018-19	2017-18
18	12	9	0	0

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

6.3.3

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

Response: 51

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

2021-22	2020-21	2019-20	2018-19	2017-18
26	16	4	2	3

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

6.3.4

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

Response: 12.63

6.3.4.1 Total number of teachers undergoing online/face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
04	05	03	0	0

File Description	Document
Data as per Data Template	View Document
Copy of Course completion certificates	View Document
Any additional information	View Document
Link for additional information	View Document

6.3.5

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

Response:

GBYSSM has a performance appraisal system for both teaching and non-teaching staff. The College has a systematic process to assess both its teaching and non-teaching staff's job performance. They are assessed on the basis of productivity in accordance with set educational objectives. The performance appraisals are carried out to assess the other aspects as well like citizenship behavior, potential for future improvement, academic portfolio, publications and innovative teaching-learning performance. Along with this strengths and weakness are also assessed into the appraisal. The objective behind the appraisal is to identify potential aspects for improvement. On the basis of the appraisals IQAC plans for further areas of improvements and organizes for FDPs, Workshops, and other Professional Development Programs that can help the teaching and non-teaching staff for their command on contemporary issue related to education.

PERFORMANCE APPRAISAL SYSTEM FOR TEACHERS:

Teachers have to submit filled format for PBAS (Performance Based Appraisal System) to Principal. Apart from that, Annual Proforma are submitted by Teachers/HODs/Librarian/Office/Cell-in charges to the IQAC which help in collation and cross checking of the information. For Career Advancement, PBAS formats are submitted to Principal at the end of every academic session. These are forwarded after approval by AAA Committee. AAA audit committee and the Principal looks after the evaluation of the report.

The performance appraisal form for the teaching faculty is circulated during the end of every academic year and the faculties are required to fill in the required details and submit the same to the Principal. The performance appraisal form includes general information to collect the personal details of the faculty and academic qualifications. It also includes research experience, training, research projects, classes taught during the year for UG and PG, publications of Research papers and books done during the year. The details related to participation in seminars, workshops and conferences are also entered in the proforma. It also includes information related to various online courses pursued by the faculty during the year. Teaching faculty are also asked to write about the innovations and contributions and their future plans in teaching such as design of curriculum, teaching methods, evaluation methods, preparation of resource materials and remedial teaching or student counseling etc. They also reflect on the entire teaching experience and prepare & submit a reflective portfolio at the end of each academic year. Based on these reflections they prepare SWOC analysis. The Principal and IQAC help to give personal suggestions and

feedback for further areas of improvement, if any. Thus the entire performance appraisal aimed at improving the entire teaching-learning system of the institution.

Performance Appraisal System for Non- teaching Staff :

The proforma for non-teaching staff appraises their abilities to maintain files and records, to learn new work, technical skills, and knowledge of rules, regulations and procedures. The non –teaching staff is motivated to attend various professional development programme like Tally, and use of other software and data management systems. The Principal then objectively appraises each of their performance in the academic year and suggest for improvement.

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

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

Every academic year institution conducts internal or /and external financial audit. The trust under which the college is regulated believes and follows strong financial policy. The processes of financial audits are in place in the institute.

Auditing in the Institution :

Auditing plays a crucial role in the functioning of the institution as it provides a systematic way of confirming the authenticity of its financial statements. The college has well-known mechanism for conducting internal and external audits every year to make sure financial fulfillment. The College practices a transparent financial management policy through internal and external audits. The role of the internal and external auditors is clearly defined. The internal auditors examine issues related to the College's practices and risks, while the external auditors examine the financial records and raise opinions regarding the financial health of the College. Audits are conducted annually.

The statutory audit covering all financial and accounting activities of the College is scrutinized, including:

- Receipts from fee, grants, contributions, interest earned and returns on investment;
- All payments to staff, vendors, contractors, students and other services provided online.

All observations made from the statutory audit are documented in the report. Objections and irregularities are examined by the College's financial committee, internal auditor and treasurer and corrective actions taken. Contributions from external sources such as alumni contributions, donations, are maintained in separate accounts for tracking. A major portion of the College funding comes from student tuition fee. The institution makes it a practice to engage a Chartered Accountant for an external quarterly audit. There is methodical verification of payments, receipts, vouchers of cash transactions, ledgers and cash book. The audit report is prepared by the Chartered Accountant and presented to the management. The observations in the audit report are considered by the management and immediate corrective action is taken with regard to the misstatements indicated in the report. The internal and external quarterly audit prepares the institution for the statutory audit. Any queries, in the process of audit will be attended immediately along with the supporting documents within the prescribed time limits.

The different level of auditing in the institution ensures integrity, transparency and quality of all financial transactions. They serve to maintain the financial health of the institution.

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

6.4.2

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

Response: 0.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0.4925	0	0

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

6.4.3

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

Response:

Response:

The availability of funds is necessary for the effective performance of any organization but the mobility of fund is even more essential. Even with sufficient available funds, without the wise and planned usage and coordination, all the efforts taken for expansion will be ineffective. The institute has a well-defined method to check effective and efficient utilization of existing financial capital for infrastructure development, maintenance and for improving academic facilities, Technological advancement, green initiatives and others. The budget of GBYSSM is prepared by the Principal with the help of the supportive staff at the beginning of every academic year. Even the support of the administrative staff is taken when required. Every year recurring and non-recurring expenditures are taken into consideration for all the major decisions. All the major financial decisions are taken by the Secretary of the institution and the Principal.

At GBYSSM following Sources of funds are available: The following are the sources of funds in the institution:

Fees collected from the students, Trust Donations, Alumni Fund, Grants received from stakeholders, non-government bodies, individuals and philanthropists Funds received from alumni and donors for conducting programmes and welfare measures

Utilization of funds

The following are the overheads of the expenditure incurred annually:

Maintenance Expenses:

This includes the cost incurred to keep the assets and other material resources in good working condition, along with maintenance of garden and vehicles. These costs may be spent for the general maintenance of items like computers, electrical goods, buildings, bio gas plant, and solar power plant. Garden

Maintenance is also included under this head.

Infrastructure Augmentation Expenses:

It includes the expenditure for construction work, purchase of equipment, books, technological up gradation, and other resources.

Salary Expenses:

The Payment of salary of Teaching and Non-teaching staff is under this head.

Fuel Expenses:

The college owns vehicles which are used for the academic and administrative purposes. The cost incurred for fuel comes under this head.

Recurring Expenses:

Subscription charges for magazines and newspapers, electricity bills come under the recurring expenses which are incurred frequently and on a periodic basis.

Publication expenses:

The expenses incurred for the publication of edited books published by the institution come under this head.

Expenses for Organizing Academic Programmes:

This includes the expenditure on organizing various academic programmes such as seminars, workshops, conferences, and special lectures.

Miscellaneous Expenses:

This includes postage charges, the charges incurred for printing, purchase of stationery and other expenses. At the end of every the resources are 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	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View Document
Link for additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies

Response:

INTERNAL QUALITY ASSURANCE CELL (IQAC):

The college Internal Quality Assurance Cell (IQAC) of Swa. Gulab Bai Yadav Smriti Shiksha Mahavidhyalaya Borawan was established on 19/09/2013 since quality enhancement is a continuous process, the IQAC will become a part of the institution's system and work towards the realization of the goals of quality enhancement and sustenance. The prime task of the IQAC is to develop a system for conscious, consistent and catalytic improvement in the overall performance of institutions. For this, during the post-accreditation period, it will channelize all efforts and measures of the institution towards promoting its holistic academic excellence

Objective:

The primary aim of IQAC is

- To develop a system for conscious, consistent and catalytic action to improve the academic and administrative performance of the institution.
- To promote measures for institutional functioning towards quality enhancement through the internalization of quality culture and institutionalization of best practices.

Strategies:

IQAC shall evolve mechanisms and procedures for

- Ensuring the timely, efficient and progressive performance of academic, administrative and financial tasks;
- The relevance and quality of academic and research programmes;
- Equitable access to and affordability of academic programmes for various sections of society;
- Optimization and integration of modern methods of teaching and learning;
- The credibility of the evaluation procedures;
- Ensuring the adequacy, maintenance and proper allocation of support structure and services;
- Sharing of research findings and networking with other institutions in India and abroad.

Functions:

Some of the functions expected from the IQAC are :

- Development and application of quality benchmarks/parameters for various academic and administrative activities of the institution;
- Facilitating the creation of a learner-centric environment conducive to quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process;
- Arrangement for feedback response from students, parents and other stakeholders on quality-related institutional processes.
- Dissemination of information on various quality parameters of higher education;
- Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles;
- Documentation of the various programmes /activities leading to quality improvement;
- Acting as a nodal agency of the Institution for coordinating quality-related activities, including adoption and dissemination of best practices;
- Development and maintenance of an institutional database through MIS for the purpose of maintaining /enhancing the institutional quality;
- Development of Quality Culture in the institution;
- Preparation of the Annual Quality Assurance Report (AQAR) as per guidelines and parameters of NAAC, to be submitted to NAAC.

Benefits:

IQAC will facilitate / contribute

- Ensure the heightened level of clarity and focus in institutional functioning towards quality enhancement;
- Ensure internalization of the quality culture;
- Ensure enhancement and coordination among various activities of the institution and institutionalize all good practices;
- Provide a sound basis for decision-making to improve institutional functioning;
- Act as a dynamic system for quality changes in HEIs;

Build an organized methodology of documentation and internal communication.

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

6.5.2**The institution reviews its teaching-learning process periodically through IQAC or any other mechanism****Response:**

The IQAC of GBYSSM works for the development and application of quality benchmarks/parameters for various academic and administrative activities of the institution. The teaching-learning process all comes under the purview of IQAC. Thus to facilitate the creation of a learner-centric environment conducive to quality education and faculty maturation are adopted by the IQAC of the college. IQAC works for gaining the required knowledge and technology for participatory teaching and learning process. The arrangement for feedback response and analysis from students, parents and other stakeholders on quality-related institutional processes is also sought by the IQAC. Later the results are disseminated on various quality parameters of higher education. The institute Organizes of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles, research methodology workshops for the professional development of its staff and students. The various seminars, workshops, excursions organized are later well documented by the concerned cells and committee and forwarded to the IQAC for recording purpose and data management. The same reports are later uploaded on the college website. All these activities, academic, curricular and co-curricular of the institute lead to the quality improvement at GBYSSM. IAQC acts as a nodal agency of the GBYSSM for coordinating quality-related activities, including adoption and dissemination of best practices; such as

- **Beti Bachao, Beti Padhao Movement,**
- **Our Vote, Our Future Awareness Campaign,**
- **Sickle Cell Anemia: Awareness and Screening Campaign.**

Development and maintenance of an institutional database the purpose of maintaining /enhancing the institutional quality is also one of the important functions which is performed by IQAC at GBYSSM. IQAC is responsible for overall development of Quality and research Culture in the institution. Last but not the least IQAC also looks after the timely submissions of Preparation of the Annual Quality Assurance Report (AQAR) as per guidelines of NAAC. This is followed by the IQA and SSR submission for the second cycle of assessment and accreditation.

All the functions performed by IQAC helps to facilitate / contribute towards ensuring the achievement of the set objectives and goals as per the vision and mission of the college This helps in heightened level of clarity and focus in institutional functioning towards quality enhancement. Thus IQAC ensures internalization of the quality culture for the improvement of teaching-learning process periodically. The following programs are some examples of action taken by IQAC:

Seminar On "Strategies of Effective lesson Planning"
Practice Session "Outcomes Activities Strategies" Based Small Group Teaching
Micro Teaching Practice session
Reading & Reflecting on the Text
Assessment of Learning
Certificate in ICT Tools Development
Hands-on training-on E-Content Development
Orientation on Organizing Field Visit

The teaching staffs with help of various committee and cells help to ensure enhancement and coordination among various activities of the institution and institutionalize all good practices. IQAC make available a sound basis for decision-making process to improve institutional functioning in all the aspects of Teaching-learning. It act as a dynamic system for quality changes at GBYSSM.

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

6.5.3

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

Response: 10.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
23	5	8	7	10

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

6.5.4

Institution engages in several quality initiatives such as

1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements

2. Timely submission of AQARs (only after 1st cycle)**3. Academic Administrative Audit (AAA) and initiation of follow up action****4. Collaborative quality initiatives with other institution(s)****5. Participation in NIRF****Response:** B. Any 3 of the above

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

6.5.5

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

Response:**RESPONSE**

At GBYSSM, IQAC have implemented many quality initiatives. These are based on the report of Peer Team which was submitted during the first cycle of accreditation. Two such initiatives are described below.

Example 1:**Strengthening of IQAC Functions:**

1. It was recommended that IQAC should be functional and accountable for various functions in the college.
2. Thus efforts were made in this direction and IQAC today at GBYSSM plays an essential role in assuring quality practices in all aspects of institutional planning and functioning.
3. IQAC meetings are convened from time to time to take decisions on matters pertaining to

excellence in academic and administrative actions.

4. The meeting minutes are written in the form of agendas and resolutions. Actions are taken and resolutions are also recorded in each meeting.
5. It serves as the chief advisory body for academic and administrative units of GBYSSM.
6. IQAC pools ideas from different stakeholders and takes decisions after consultation with its members.
7. It plans for quality initiatives and motivating teachers to develop individual action plans.
8. The teaching learning process of the institution is organized by IQAC.
9. Planning the instructional delivery is through teaching plans
10. Annual Quality Assurance Reports are prepared and submitted regularly to NAAC within the stipulated time.
11. IQAC encourages teachers to take up institutional research projects to create a culture of research in the institution.
12. Feedback on curriculum is collected from alumni, employers and other stakeholders and analyzed systematically.
13. The Annual Quality Assurance Reports are prepared and submitted regularly to NAAC within the stipulated time.
14. Academic and Administrative Audit is conducted regularly by inviting external experts. Adequate measures are taken to implement the suggestions of the Expert members.
15. Student Satisfaction Survey is conducted to ensure the satisfaction of students with the overall performance and programmes of the institution.
16. During the pandemic, measures were taken by IQAC for the smooth conduct of various academic activities in the institution.
17. The activities of the different clubs and cells of the institution are encouraged to organize programmes that help in teacher preparation.
18. Special sessions are organized to provide additional inputs to students. Measures have been taken to enrich the curriculum by providing a variety of value added courses to the students.
19. Innovation and Incubation Cell was set up at the Institute by IQAC.

Example 2:

ICT enabled Teaching Learning and Updation of knowledge:

GBYSSM upgrade the teaching learning by utilizing the existing ICT resources of the institution. This is also effectively addressed by adopting various measures.

1. Teachers came up with many teaching strategies employing constructivist pedagogy integrating ICT resources.
2. Many quality initiatives were taken to strengthen the knowledge of teachers using ICT.
3. One Day Webinar on IPR: National Webinar on Intellectual Property Rights (IPR)
4. For achieving these objectives following journals and sites have been subscribed (paid and unpaid) which helps students to refer the books and material for their studies. The following are the innovative steps taken by the college library:
 - DELNET
 - N-LIST
 - E- Shodh Sindhu
 - Learning Management System (LMS)
 - National Digital Library of India (NDLI)

5. Applied for Research Centre at DAVV, Indore: GBYSSM has applied for approval of Research Centre to its affiliating University, DAVV, Indore.
6. Rare Books in Library
7. Teleprompter for Recording Purpose
8. Braille Material/Slate
9. Urkund software for Plagiarism Checking
10. Google Meet Subscription
11. Statistical Package for the Social Sciences (SPSS)

File Description	Document
Relevant documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has a stated energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements

Response:

GBYSSM believes that Educational Institutions need to play an active role in protecting the environment and encouraging sustainable development. A Green Campus promotes eco-friendly practices in the campus as well as carries out energy conservation measures. The energy policy document spells out the action points to carry out measures for energy conservation. In order to achieve the above objective the following steps are taken:

- Formation of Energy club at GBYSSM
- Conducting Environmental Audit, Energy Audit and Green Audit in the campus to identify for improvement.
- To carry out awareness programs for Environmental friendly practices.
- To carry out campaign for awareness of energy conservation measures.
- Organize programs for all stakeholders on environmental issues.
- To ensure maximum utilization of Solar Energy in the College.
- Follow steps for energy efficiency i.e. Reducing, Reusing, Recycling

SAVE ENERGY TIPS AT GBYSSM:

- Activate power management features on computer and monitor so that it will go into power "sleep" mode when you are not working.
- Turn off your monitor when you leave your table.
- Turn off unnecessary lights and use daylight instead well ventilated classroom .
- Use LED or compact fluorescent bulb.
- Keep lights off in conference rooms, classrooms, lecture halls when they are not in use.
- Use the fans only when they are needed.
- Unplug all appliances when not in use.

ENERGY CLUB FORMATION TO RAISE AWARENESS AMONG STUDENTS "SAVE ENERGY, SAVE EARTH":

As per the orders of Higher Education Department, Bhopal "Energy Club" was formed at GBYSSM on 01/02/2023, Borawan. Institute Principal Dr. Surendra Kumar Tiwari said that the college has formed Energy Club under Lifestyle for the Environment whose objective is to promote "Energy Conservation values among the students"

"URJA SAKSHARTA ABHIYAN" CAMPAIGN BY GOVERNMENT OF MADHYA PRADESH :

“Urja Saksharta Abhiyan” Campaign by Government of Madhya Pradesh was celebrated from 1-09-2022 to 30-09-2022 at GBYSSM College, Borawan. In Madhya Pradesh “Urja Saksharta Abhiyan” was launched to make all the citizens aware about Energy Saving. The decision was taken in the cabinet meeting chaired by Chief Minister, Shivraj Singh Chouhan. The activities to be included in this campaign are to give information about alternative source of energy and steps towards energy conservation.

SOLAR ENERGY: PANELS INSTALLED TO SAVE ENERGY:

Energy Audit was carried out at GBYSSM in order to establish efficiency levels and identifying potential areas of improvement in energy consumption. The solar panels installed at the rooftop of the college helps to reduce the electricity consumption and aid with solar energy produced from the panels installed

The cost benefit analysis of various energy conservation proposals enables managements to take decisions regarding implementation schedules. Here we are concerned about alternate energy as well as present use of energy. Thus Alternate Energy initiatives such as Solar System are installed in campus of GBYSSM. This is one of the innovative practices initiated by the college which helps built a sustainable environment in and around the campus. These practices also help students and staff to learn about various sources of energy.

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

7.1.2

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

Response:

GBYSSM is making significant contributions in the field of Environmental conservation by proper management of waste as well as e-waste. The attention is paid towards the management of waste inside the campus. The policy is documents that will facilities faculty and students to act as a responsible citizen of the society in terms of management of waste.

SOLID WASTE MANAGEMENT:

Staff and students are instructed to reduce generating waste as much as possible. Separate Color-coded dust bins are installed in the campus as an attempt towards segregation of different types of wastes. Precautions need to be taken not to bring disposables such as polythene bags. PET bottles to campus.

LIQUID WASTE MANAGEMENT :

Liquid waste generated in the bath rooms, toilets, laboratories is passed through drains and reaches the septic tanks of college. Canteen wastewater is also managed through soakage pits which are cleared periodically of the waste and the rest of the water shall pass into the conventional drain.

E-WASTE MANAGEMENT

College has signed MoU with Unique Eco recycle which helps in the disposal of e-waste and management plans out the disposal of e-waste generated in the college. The different types of e-wastes like monitors, cables, batteries, etc. are generated in the campus that needs to be safely disposed is sold to the concerned agency.

SUSTAINABLE DEVELOPMENT ACTIVITY:

Biogas Plant

At GBYSSM, the biogas plant is installed in the campus. The waste generated is collected and fed into the biogas plant. Biogas refers to a mixture of different gases produced after the breakdown of organic matter in the absence of oxygen. The raw materials such as agricultural waste, manure, municipal waste, plant material, sewage, green waste or food waste etc from the campus is collected and dumped into the plant. It is a renewable energy source and, in many cases, exerts a very small carbon footprint.

Bio Compost

At GBYSSM bio Composting of organic waste is practiced exclusively. An essential part of waste management system is set up in the campus. Bio-composting Project of the college was initiated by the “Go Green Club” at GBYSSM. The objective of the project at the college is to convert waste into a useful resource. The waste (flowers, dry leaves etc.) which otherwise were thrown in the dustbin are now converted into a nutrient rich manure which can be used as a fertilizer for the plants and green campus. The compost pits has been constructed at the back side of the college near canteen. The college waste is being processed in compost pit. Periodically compost was dried, sieved and analyzed in the for its basic parameters like pH and water holding capacity and nutrient value like Carbon, Nitrogen, Phosphorus & Potassium. The analyzed compost is then circulated in the campus for gardening and other purposes.

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

7.1.3

Institution waste management practices include

1.Segregation of waste

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

Response: A. Any 4 or more of the above

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

7.1.4

Institution has water management and conservation initiatives in the form of

1. Rain water harvesting
2. Waste water recycling
3. Reservoirs/tanks/ bore wells
4. Economical usage/ reduced wastage

Response: A. All of the above

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

7.1.5

Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a

pollution free healthy environment**Response:**

GBYSSM have its own policy document on green campus, environment and energy usage. Educational Institutions need to play an active role in protecting the environment and encouraging sustainable development. A Green Campus is a place where environmental friendly practices and education combine to promote sustainable and eco-friendly practices in the campus as well as carry out energy conservation measures. The Green Campus concept offers College an opportunity to take lead in redefining its environmental culture and developing new paradigms by creating sustainable solutions to environmental, social and economic needs of mankind.

- **Clean campus group of the college consists of following members:**

- 1.Principal (Chairperson)
- 2.IQAC Coordinator
- 3.HOD's B.Ed. Department
- 4.HOD's M.Ed. Department
- 5.NSS Programme In charge
- 6.College Horticulture officer
- 7.Student Council Members

The following programs were successfully organized by GBYSSM in order to maintain clean and green environment in and around the college campus and nearby rural areas.

- **PLANTATION DRIVE:**

Plantation Drive was organized at GBYSSM; Borawan under "Plantation Drive" Ankur Samman was awarded by Department of Environmental Planning and Coordination Organisation, Government of Madhya Pradesh. The purpose is to sensitize students to improve environmental conditions by encouraging them to help in reducing pollution by planting more and more trees. The objective was to raise global awareness about the significance of healthy environment.

- **ENVIORNMENTAL AWARENESS PROGRAM BY NSS:**

Environmental Awareness Program was organized at GBYSSM by NSS students. In fact is moral obligation of humans to ensure the survival and sustainability of the planet because majority of the damage down to the environment is done through human choice. Therefore it is our responsibility to change our behavior and learn to improve upon our action towards environment.

- **OPEN DEFECATION FREE VILLAGE:**

Gram Panchayat, Borawan, Teh. Kasrawad Dist. Khargoan is an open defecation free village and

commendable work has been done by NSS of GBYSSM for open defecation free awareness. The program was organized on 5/06/2019. Swatch Bharat Mission was launched on 2nd October 2014 with the main goal to make country open defecation free by 2nd October 2019 by providing access to toilets to all the rural households for implementation of the program.

• **WATER CONSERVATION WORK ON 28-05-2019 :**

Water conservation was carried out at Dedgaon, Kasrawad on 28-05-2019 by the students of GBYSSM. Village Dedgoan has been adopted by NSS students of B.Ed. from GBYSSM, Borawan. With help of students, commendable work was done to develop water source by digging soak pits which will help to harvest rain water in area. Water conservation focused on taking action to improve the effectiveness of water use in the area.

• **CLEANLINESS PROGRAMME (SWACHH BHARAT ABHIYAN):**

Cleanliness Programme (Swatch Bharat Abhiyan) was organized at GBYSSM on 6-6-2018. The swatch Bharat Abhiyan is most significant cleanliness campaign by the Government of India. Shri Narendra Modi led a cleanliness pledge at India Gate. In order to spread awareness among students, staff and society, Principal of GBYSSM Dr. Surendra Kumar Tiwari gave mantra of 'Na Gandhagi karenge, naa Karne denge'.

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

7.1.6

Institution is committed to encourage green practices that include:

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

Response: A. All of the above

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

7.1.7

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

Response: 5.35

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

2021-22	2020-21	2019-20	2018-19	2017-18
2.04	4.86	2.91	4.07	0.13

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

7.1.8

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

Response:

The institution makes use of the local environment, locational knowledge, resources, community practices and challenges for the benefit of student community

• Efforts to leverage local environment, locational knowledge and resources:

- 1.National Award for National Voter Awareness Contest for Singing Competition organized by Election Commission of India.
- 2.AIDS Awareness Program was organized by forming Human Chain in Collaboration with Subhash Yadav Degree College, Borawan.
- 3.Sickle Cell Anemia Awareness Camp.
- 4.“Urja Saksharta Abhiyan” Campaign by Government of Madhya Pradesh.
- 5.Plantation Drive.
- 6.Organized Blood Donation Camp.
- 7.Swachhta Action Plan by Institution.
- 8.Organized Painting/Drawing Competition on Topic “Corruption Free India for a Developed Nation”.
- 9.Tiranga Rally on the occasion of 15 August 2022 (Independence Day Celebration).
- 10.Blood Donation Camp.
- 11.one day awareness programme on Gender Sensitization.
- 12.Health and yoga session at GBYSSM, Borawan.
- 13.Traffic awareness programme and human rights awareness program by NSS.
- 14.NSS (Environmental Awareness Program).
- 15.Tabacoo free India: drug de-addiction program.
- 16.Beti Bachao Beti Padao Abhiyan (Gender Equality).
- 17.Open Defecation Free Village.
- 18.Water Conservation Work.
- 19.Awareness Program (COVID -19 awareness program).
- 20.Cleanliness Programme (Swachh Bharat Abhiyan).
- 21.Swach Bharat (Plantation in the Campus).

• Efforts to leverage community practices and challenges :

1. Visit to Rewa Society, Maheshwar
- 2.Historical Place Visit “Maheshwar Palace”
- 3.Educational visit/Tour Mahesh Drusthi Kalyan Kendra, Indore
- 4.One Day Internship at Nimar Abhyudaya Rural Management and Development Association, Lepa Punarvas

5. On the occasion of Ambedkar Birth Anniversary Staff of GBYSSM visited Mhow, birth place of Babasaheb Ambedkar in M.P.
6. One Day Awareness Programme on Gender Sensitization
7. College visit to Hanuwantia Tapu
8. Visit to Mandu Fort Near Dhar District

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

7.1.9

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

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

Response: A. All of the above

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

7.2 Best Practices

7.2.1

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

Response:

BEST PRACTICE-FIRST :

"Sickle Cell Anemia (SCA) Awareness and Screening Campaign"

1. CONTEXT

Madhya Pradesh is a State with maximum tribal population. The disease is commonly found in some areas and tribes. It is one of genetic diseases which need to be curbed.

2. OBJECTIVES

- To spread awareness among the people about disease.
- To share about the possible symptoms of SCA.
- To collect information about patients of SCA.

3. THE PRACTICE

The practice include establishment of connections with Gram Panchayat this is followed by establishment of rapport with local people, schools and hostels. Later group of students those who have knowledge of the area were included in that visit, they helped to convince people by counseling and guiding them for further support.

4. IMPACT OF PRACTICE

- Connectedness among the people residing in interior rural areas.
- Raised awareness among people.
- Early intervention and treatment for SCA Disease among people.
- Precautions were adopted by people after such awareness camp.
- Awareness for treatment of SCA was spared among the people.
- Fatality rate can be decreased up to some extent if widely such awareness programs are organized.

5. OBSTACLES FACED, IF ANY

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

6. RESOURCES REQUIRED

- Pamphlet, in regional language, with information, symptoms and treatment of SCA.

- Canopy, if required to be placed in the rural areas.
- Detail form to enter the data of people met and interviewed.

2.BEST PRACTIC-SECOND :

“Beti Bachao, Beti Padao Movement”

1. CONTEXT

The importance of women empowerment was explained by students of GBYSSM by organising many programs in the campus and nearby rural areas. The awareness was spread by students of GBYSSM.

2. OBJECTIVES

- To organise awareness work on the theme of “**Beti Bachao - Beti Padhao**”
- To spread awareness regarding the education of girls in rural areas.
- To organise for self defence workshops
- To organise for programs related to Women empowerment and their rights.

3. PRACTICE

Most of women in rural areas are engaged in household and agricultural work, due to which they do not understand the effectiveness of being educated. The concept of women empowerment was adopted by the students of GBYSSM to spread awareness in rural areas. Various programs were organized on idea of women empowerment .

4. IMPACT OF PRACTICE

- 1.Contest "Selfie with my Daughter"
- 2.International Conference on Women’s Identity: Narratives and Discourses
- 3.Workshop for Self-Defence Training
- 4.Webinar on the Occasion of International Women’s Day Indian Society and Women Empowerment
- 5.Workshop on Gender Equlity and Social Change
- 6.Rakshita Welfare Society organized for Women’s Self-Security And Child Development Rights
- 7.“Beti Bacho, Beti Padhao” Awareness Campaign every year
- 8.Awareness Programme on Gender Sensitization

5. OBSTACLES FACED, IF ANY

Students sometimes found it difficult to explain concepts to villagers.

6. RESOURCES REQUIRED

As per the requirement

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Area of Distinctiveness at GBYSSM

"OUR VOTE – OUR FUTURE AWARENESS CAMPAIGN"

- **Objectives of the Campaign:**

1. To spread awareness for voting in rural areas.
2. To explain the value of vote by door to door knocking in the rural area.
3. To act as a miniature form of society in rural areas.
4. To launch campaign to add new voter in the Voter's List.

- **About the Practice:**

Politics affects every aspect of education so there is importance of social subjects like political science in the field of higher education in India. For this, voters were made aware by the students of GBYSSM. A campaign was launched by the organization to get new voters to appear in the voter list. The award was given for the interest and awareness of fellow new voters who joined.

As per the guidelines of Election Commission of Madhya Pradesh Government, information of 2 students was sent according to the letter received to appoint campus ambassadors for the implementation of publicity activities during the three-tier panchayat general election in year 2021.

- **Evidence of Success:**

1. The college students and Faculty at GBYSSM also participated in song competition on the Occasion of Election Day organized by the Election Commission of India; the song made by GBYSSM on voting was selected for National Voter Awareness Competition **"National voter Awareness contest"**. Colleges and Universities from across the country participated in this contest, in which GBYSSM also participated. The college was awarded with certificate and

- 15000/- Prize money in the form of national Award by the Honorable Governor of Madhya Pradesh, Shri Gangubai Patel for composing voting song in local language.
2. On the Occasion of Election Day, the Election Commission of India organized many competitions for the colleges. In “National Voter Awareness Quiz Competition,” was organized at GBYSSM.
 3. Formation of Electoral Literacy Club (ELC): ELC has been set up in the College by the name of **“Our Vote – Our Future”**. The club has been set up by following the Resource Guide for Colleges “Electoral Literacy Club” published by Election Commission of India. Under which the college organizes program and awareness camps to spread knowledge and understanding about voting in rural areas,
 4. The students of B.Ed. and M.Ed. are admitted to the college when they have already completed their Bachelors Degree and/or Masters Degree as well. They also organize activities in the nearby areas to make the citizens aware of their rights and duties and understand the importance of **“Our Vote – Our Future”**

• **Problems Encountered:**

Due to the rural area, the Students faced a problem in encouraging the local people to vote there was an attitude of ignorance by the villagers. When the students went to the village to create awareness among the voters, they did not find most of the villagers there because they had gone to other places for employment. The villagers were not satisfied with the government schemes due to which it was a difficult task to convince them for voting.

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

5. CONCLUSION

Additional Information :

- An awareness song was prepared by the staff and students of Swa. Gulab Bai Yadav Smriti Shiksha Mahavidhyalaya (GBYSSM), Borawan. The National Song competition was organized by the Election Commission of India. The institution secured first position in the special category in that National Competition. Dr. Surendra Kumar Tiwari, the principal of the institute was awarded by the Madhya Pradesh Governor, Hon'ble Mangu Bhai Patel on Behalf of the Election Commission of India on 25 of January 2023.
- Decentralized administrative process is adopted by the management of GBYSSM. The management of the College actively participates and cooperates in all the seminars, activities and programs organized by the college. The management is ready to provide all the possible support when and where required by the Principal, Staff and Students. The financial support by the management help in the smooth working of various programs. The resources are made easily available by the management; though the institute is situated in the rural region.

Concluding Remarks :

The Institutional vision is to educate the students to explore their potential to do the best that they are capable of doing and become effective, humane, global teachers and useful citizens of the country.” with a mission of **"Transforming the hidden potentials of the students into realities"**., To enable the students to develop a holistic personality with productive thinking. To enable the students to fulfill themselves with growth, happiness, and satisfaction with the motto of 'be and make' and inspires the young minds amidst the complex national and global challenges. This institution offers a wide range of programs, which help to develop intellectually competent, morally upright, psychologically integrated, and socially committed teachers for service in the emerging world scenario of education. The teaching, extension service and consultancy provided in the college aims to generate a new work culture for improving the practices of education. The institution utilizes all the available resources for experimentation and innovation, which lend a hand in achieving and sustaining excellence in teacher education. The College is a co-educational institution. As the institution is based in a rural area, the main motto of the institution is to impart the finest education to the students of rural areas so that the institution continues to excel in providing teachers of caliber to our nation and break the fetters of ignorance and illiteracy.

We are thankful to each and every staff of the college for their sacrificial task of preparation of self study report without affecting their regular teaching hours. Finally, we have done our best, we humbly seek further guidance from NAAC official on quality measures.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
2.1.2	<p>Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..</p> <p>2.1.2.1. Number of students enrolled from the reserved categories during last five years.. Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>126</td> <td>120</td> <td>86</td> <td>85</td> <td>87</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>72</td> <td>75</td> <td>52</td> <td>56</td> <td>56</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per shared clarification.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	126	120	86	85	87	2021-22	2020-21	2019-20	2018-19	2017-18	72	75	52	56	56
2021-22	2020-21	2019-20	2018-19	2017-18																	
126	120	86	85	87																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
72	75	52	56	56																	
3.3.5	<p>Number of awards and honours received for outreach activities from government/ recognized agency during the last five years</p> <p>3.3.4.1. Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years. Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>13</td> <td>2</td> <td>1</td> <td>6</td> <td>3</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>05</td> <td>1</td> <td>1</td> <td>4</td> <td>2</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per shared clarification.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	13	2	1	6	3	2021-22	2020-21	2019-20	2018-19	2017-18	05	1	1	4	2
2021-22	2020-21	2019-20	2018-19	2017-18																	
13	2	1	6	3																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
05	1	1	4	2																	
5.3.2	<p>Average number of sports and cultural events organized at the institution during the last five years</p> <p>5.3.2.1. Number of sports and cultural events organized at the institution during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18															
2021-22	2020-21	2019-20	2018-19	2017-18																	

17	23	9	15	12
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Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
08	07	02	03	02

Remark : DVV has made the changes as per shared clarification.

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

1. **Planning and Development**
2. **Administration**
3. **Finance and Accounts**
4. **Student Admission and Support**
5. **Examination System**
6. **Biometric / digital attendance for staff**
7. **Biometric / digital attendance for students**

Answer before DVV Verification : A. Any 6 or more of the above

Answer After DVV Verification: C. Any 3 or 4 of the above

Remark : DVV has made the changes as per shared report by HEI.

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

6.3.4.1. Total number of teachers undergoing online/face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
9	15	30	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
04	05	03	0	0

Remark : DVV has made the changes as per shared clarification.

6.5.4 Institution engages in several quality initiatives such as

1. **Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements**

2. Timely submission of AQARs (only after 1st cycle)**3. Academic Administrative Audit (AAA) and initiation of follow up action****4. Collaborative quality initiatives with other institution(s)****5. Participation in NIRF**

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

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

Remark : DVV has made the changes as per shared clarification.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of full time teachers year wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>22</td> <td>20</td> <td>20</td> <td>18</td> <td>17</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>20</td> <td>20</td> <td>20</td> <td>18</td> <td>17</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	22	20	20	18	17	2021-22	2020-21	2019-20	2018-19	2017-18	20	20	20	18	17
2021-22	2020-21	2019-20	2018-19	2017-18																	
22	20	20	18	17																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
20	20	20	18	17																	