



## YEARLY STATUS REPORT - 2020-2021

### Part A

#### Data of the Institution

<b>1.Name of the Institution</b>	Ganga Institute of Education
• Name of the Head of the institution	Dr. Geeta Prabha
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	8684000916
• Mobile No:	8684000935
• Registered e-mail ID (Principal)	principal@gangainstituteofeducation.com
• Alternate Email ID	gangainstituteofeducation@gmail.com
• Address	20 KM Mile stone, Jhajjar-Bahadurgarh Road, Village Kablana, Jhajjar, Haryana
• City/Town	Jhajjar
• State/UT	Haryana
• Pin Code	124104
<b>2.Institutional status</b>	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education

- Location **Urban**
- Financial Status **Self-financing**
- Name of the Affiliating University **Maharshi Dayanand University, Rohtak**
- Name of the IQAC Co-ordinator/Director **Ms. Singh Ritakumari Dudhnath**
- Phone No. **8684000935**
- Alternate phone No.(IQAC) **8684000315**
- Mobile (IQAC) **8684000916**
- IQAC e-mail address **bed@gangainstituteofeducation.com**
- Alternate e-mail address (IQAC) **giekablana@gmail.com**

### 3.Website address

<http://www.gangainstituteofeducation.com>

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

<http://www.gangainstituteofeducation.com/documents/AQAR%202019-20.pdf>

### 4.Whether Academic Calendar prepared during the year?

**Yes**

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

<http://www.gangainstituteofeducation.com/academic-calendar.html>

### 5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
<b>Cycle 1</b>	<b>A</b>	<b>3.32</b>	<b>2011</b>	<b>16/09/2011</b>	<b>15/09/2016</b>

### 6.Date of Establishment of IQAC

**05/10/2011**

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

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

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

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

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

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

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

- If yes, mention the amount

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

1. Obtained and analyzed feedback.
2. Prepared academic calendar and time table.
3. Integration of I.C.T. in teaching learning.
4. Co-curricular and curricular activities were organized.
5. Obtained and analyzed feedback.

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

Plan of Action	Achievements/Outcomes
To Review the prospectus	Prospectus of the Session was reviewed. No Major changes were found between the prospectus of previous year and current session.
To conduct Orientation Program	Orientation Program was Conducted for B.Ed. & M.Ed. Students on 31/12/2020 to 02/01/2021 and 01/01/2021 to 02/01/2021.
To Prepare Academic calendar and Time table.	Subjects were allotted to teachers as per their choices; time table and academic calendar was prepared.
Analysis of Academic Results	Results were Discussed in the meeting. And suggestions were invited for more output. Students motivated through online lectures, to use open educational resources to avoid loss in academics.
Integration of ICT in Teaching Learning	Online Classes were conducted during lockdown due to pandemic. Google classrooms and meeting link were created to teach students online.
Updating of Library	New books were proposed to be added in library. E-books and other online subscriptions of important books and journals were Added.
Institutional Publications	Issues of institute online journal ( Bhartiyaam) were published.
To initiate Recruitment Process: Teaching & Non-Teaching	Recruitment Process was Initiated.
To Conduct extension Lectures.	Extension lectures were conducted

<p>To Organize inter house competitions and Celebration of various festivals</p>	<p>Following Inter House Competition were Conducted: • Slogan Writing Competition, Poster Making, Poem recitation. Role Play Competition. Following Festivals were Celebrated as follows: • Diwali Celebration, Lohri-Sankranti, Following Days of National Importance were Celebrated as follows: • Gandhi Jayanti on 01/10/2020. • Republic Day Celebration on 25/01/2021 • Women Day Celebration on 08/03/2021.</p>
<p>Assignment and internal assessment</p>	<p>Assignments were given to all students and internal assessment was prepared as per university guidance.</p>
<p>Feedback Collection and Analysis</p>	<p>Feedback of following was obtained and analyzed: • Students • Parents • Teachers • Alumnus</p>

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

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Governing body of the Institute	Nil

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

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

<b>1.Name of the Institution</b>	Ganga Institute of Education
• Name of the Head of the institution	Dr. Geeta Prabha
• Designation	Principal
• Does the institution function from its own campus?	Yes
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<b>3.Website address</b>	<a href="http://www.gangainstituteofeducation.com">http://www.gangainstituteofeducation.com</a>				
• Web-link of the AQAR: (Previous Academic Year)	<a href="http://www.gangainstituteofeducation.com/documents/AQAR%202019-20.pdf">http://www.gangainstituteofeducation.com/documents/AQAR%202019-20.pdf</a>				
<b>4.Whether Academic Calendar prepared during the year?</b>	<b>Yes</b>				
• if yes, whether it is uploaded in the Institutional website Web link:	<a href="http://www.gangainstituteofeducation.com/academic-calendar.html">http://www.gangainstituteofeducation.com/academic-calendar.html</a>				
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Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
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<b>8.Whether composition of IQAC as per latest NAAC guidelines</b>			<b>Yes</b>		

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<ul style="list-style-type: none"> <li>• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?</li> </ul>	<b>Yes</b>
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<ul style="list-style-type: none"> <li>• If yes, mention the amount</li> </ul>	
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2. Prepared academic calendar and time table.	
3. Integration of I.C.T. in teaching learning.	
4. Co-curricular and curricular activities were organized.	
5. Obtained and analyzed feedback.	
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<b>13.Whether the AQAR was placed before statutory body?</b>	<b>Yes</b>
• Name of the statutory body	
Name of the statutory body	Date of meeting(s)
Governing body of the Institute	Nil
<b>14.Whether institutional data submitted to AISHE</b>	
Year	Date of Submission
2021	28/03/2022
<b>15.Multidisciplinary / interdisciplinary</b>	
NA	
<b>16.Academic bank of credits (ABC):</b>	

NA	
<b>17.Skill development:</b>	
NA	
<b>18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)</b>	
NA	
<b>19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):</b>	
NA	
<b>20.Distance education/online education:</b>	
NA	
<b>Extended Profile</b>	
<b>1.Student</b>	
2.1 Number of students on roll during the year	<b>470</b>
File Description	Documents
Data Template	<a href="#">View File</a>
2.2 Number of seats sanctioned during the year	<b>250</b>
File Description	Documents
Data Template	<a href="#">View File</a>
2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	<b>106</b>
File Description	Documents
Data Template	<a href="#">View File</a>
2.4 Number of outgoing / final year students during the year:	<b>224</b>

File Description	Documents
Data Template	<a href="#">View File</a>
2.5 Number of graduating students during the year	204
File Description	Documents
Data Template	<a href="#">View File</a>
2.6 Number of students enrolled during the year	246
File Description	Documents
Data Template	<a href="#">View File</a>
<b>2. Institution</b>	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	79.33 Lakh
4.2 Total number of computers on campus for academic purposes	50
<b>3. Teacher</b>	
5.1 Number of full-time teachers during the year:	16
File Description	Documents
Data Template	<a href="#">View File</a>
Data Template	<a href="#">View File</a>
5.2 Number of sanctioned posts for the year:	34
<b>Part B</b>	
<b>CURRICULAR ASPECTS</b>	
<b>1.1 - Curriculum Planning</b>	

1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words

The institute has curriculum Committee which plans the strategies and the activities to execute the curriculum provided by Maharshi Dayanand University Rohtak. The CC (curriculum Committee) discusses need of the local students and plans the effective implementation of curriculum. Academic calendar is prepared in consonance with university academic calendar, time-table committee prepares time table for each year/Semester. Teachers use to prepare their teaching plans. The students are exposed to academic environment and assessed by a series of interactive activities like classroom teaching, group discussions, power point presentations, quiz, debates, unit tests, and MCQ etc. The remedial classes are given to the less achievers. All the students are required to submit two assignments. Co-curricular activities are conducted. Micro teaching schedule is prepared to train the student/teachers in various skills. The CC put all efforts to ensure quality and enhance academic growth. Practical, theoretical & Verbal tests are conducted to assess the understanding of the students. Library is equipped with latest syllabus books. Journals are subscribed. E books are available for students and teachers. Tour and trips are organized for practical exposure of the students. Seminars, debates, quiz competitions and workshops are organized to update knowledge of students and teachers.

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

**1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the**

A. All of the above

**curriculum planning process during the year**  
**Faculty of the institution Head/Principal of**  
**the institution Schools including practice**  
**teaching schools Employers Experts Students**  
**Alumni**

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

**1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers**

**A. All of the Above**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
URL to the page on website where the PLOs and CLOs are listed	<a href="http://www.gangainstituteofeducation.com/program.html">http://www.gangainstituteofeducation.com/program.html</a>
Prospectus for the academic year	<a href="#">View File</a>
Report and photographs with caption and date of student induction programmes	<a href="#">View File</a>
Report and photographs with caption and date of teacher orientation programmes	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 1.2 - Academic Flexibility

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

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

135

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

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

0

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

0

File Description	Documents
Data as per Data Template	No File Uploaded
Brochure and Course content along with CLOs of value-added courses	No File Uploaded
Any other relevant information	No File Uploaded

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

0

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

0

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

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

All of the above



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

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

1

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

1

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

### 1.3 - Curriculum Enrichment

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

Curriculum of the B.Ed. and M.Ed. courses are designed in such a way that after completing the courses, students are fully equipped with knowledge of teacher education field. They demonstrate their knowledge in their assignments, class tests, unit-tests, simulated teaching sessions and finally at real school teaching.

To demonstrate skills students are provided with opportunities by preparing micro-teaching and mega teaching in simulated conditions. Each student is expected to deliver 5 micro and mega lessons in simulation situation under observation of their respective supervisor. In B.Ed. 2nd year they are sent to the schools for teaching in real classroom situations and it is mandatory part of their internship for 16 weeks. During internship, they fully exhibit their capabilities and acquired knowledge attained in their classes & Training sessions.

Skills and Competencies are enhanced by teaching through various papers: Paper 1- Childhood and Growing Up, Paper IV & V – Pedagogy of English, Psychology of Learning and Development and in practical file- Understanding the Self.

File Description	Documents
List of activities conducted in support of each of the above	No File Uploaded
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded
Photographs indicating the participation of students, if any	No File Uploaded

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

All the students of Ganga Institute of Education are familiarized with the diversity in school system in India as well as outside through course content of B.Ed. and M.Ed. They learn about the development of school system in India through Paper-II (Contemporary India and Education) describe in B.Ed. syllabus. An assessment system is made aware through Assessment for learning paper of B.Ed. course. Similarly M.Ed. course covers syllabus of -

Functioning system of various Boards of school system. International and comparative perspective is developed through Pre-Service & In-Service Teacher Education, Peace education and Inclusive education paper of B.Ed. and M.Ed. They also learn about the functional differences of this system, norms and standards etc. through School Internship. An Orientation Program was conducted for the new student of the Institute. Guest lecture, seminar are conducted for the development of the student.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	No File Uploaded
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

The Institute follows curriculum & adoptes that practices which enhance & develops the communication and professional skills of the students such as

- Teaching skills are taught through Micro Teaching and Mega lessons, five lessons per teaching subject.
- Thinking skills are developed through Discussion lesson.
- Experts are also invited for workshop & extension lectures for the development of micro and macro teaching before commencement of practice teaching. Student-teachers develop 'School Profile.' They visit school, observe daily routine, and also interact with the permanent teaching staff of the practice teaching schools.
- In the course of practice teaching, the student teachers participate in all the curricular and extracurricular activities of the school and assist the school teachers in decorations, conducting morning assembly arranging sport events, annual day celebration etc.
- Student-teacher also acquires collaborative group learning by peer tutoring & team teaching inside and outside the classroom.

- Institute takes permission for students' observation in different schools & teacher institutes for research & internship purposes.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### 1.4 - Feedback System

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

Three of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Feedback collected and analysed

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	<a href="#">View File</a>
Action taken report of the institution with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

#### TEACHING-LEARNING AND EVALUATION

##### 2.1 - Student Enrollment and Profile

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

246

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

246

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

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

13

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

13

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

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

0

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

0

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificate of EWS and Divyangjan	<a href="#">View File</a>
List of students enrolled from EWS and Divyangjan	No File Uploaded
Any other relevant information	No File Uploaded

**2.2 - Honoring Student Diversity**

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

The Institute assesses the learning levels of the prospective teachers and organizes various programs for them. The admissions to both courses are done strictly in adherence to the policies of the government and the affiliating University. Due care is taken to conduct the curricular and co-curricular activities of the Institute without compromising the quality of teaching-learning. The counseling and mentoring systems of the Institute assist in analyzing the strengths and weaknesses of the students on a regular basis, ensure proper guidance, timely assistance and intervention. Talent search competition is organized to nurture the personality development of the prospective teachers, knowledge enriched sessions, internal seminars are organized to bridge the gap between learners. The Wi-Fi enabled campus and the library with e-Granthalaya facility, ensure access to e-resources thereby facilitating a pro-research and independent learning ambience. Interaction of mentor-mentee groups helps in solving day to day problem of prospective students. Yoga, workshop and meditation services reduce stress. The weekly meetings of mentor-mentee groups are held to gauge academic as well as personal strengths and weaknesses of the students. GIE planned various activities to honoring student diversity but, due to COVID-19 guidelines most of the activities were postponed.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Documents showing the performance of students at the entry level	No File Uploaded
Any other relevant information	No File Uploaded
<b>2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs</b>	Six/Five of the above
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents highlighting the activities to address the student diversities	<a href="#">View File</a>
Reports with seal and signature of Principal	<a href="#">View File</a>
Photographs with caption and date, if any	No File Uploaded
Any other relevant information	No File Uploaded
<b>2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity</b>	Two of the above

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	<a href="#">View File</a>
Reports with seal and signature of the Principal	<a href="#">View File</a>
Photographs with caption and date	No File Uploaded
Any other relevant information	No File Uploaded

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

13:1 (B.Ed.) & 8:1 (M.Ed.)

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

16

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

### 2.3 - Teaching- Learning Process

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

The Institute practices student centric approach. Faculty members use various strategies to make their teaching interactive and interesting by lecture method, face to face interaction, project & field work, computer-assisted teaching-learning, experiments, practice sessions, class seminars. This makes teaching and learning interesting & effective. The learners are encouraged to participate in a series of tasks including speaking, listening, writing and cooperation with peers. Prospective teachers have to prepare teaching aids like models to make teaching learning process easy and effective and they use these aids in their real



school teaching.

**Interactive methods:** Apart from curriculum, a variety of activities are conducted for the prospective teachers which makes learning easy and interactive.

**Experiential learning:** Experimental/Laboratory method is used to acquaint the prospective teachers with the facts through direct experience individually. The Institute has art and craft resource center, psychology lab and curriculum lab, social science Lab, science lab, ICT lab for practical knowledge & hands on practice.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

16

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

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

470

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

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

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

2.3.5 - Continual mentoring is provided by teachers for developing professional attributes in students Describe in not more than 100-200 words the nature of mentoring efforts in the institution with respect to working in teams dealing with student diversity conduct of self with colleagues and authorities balancing home and work stress keeping oneself abreast with recent developments in education and life
By division of students in houses, students are encouraged to work in teams under the supervision of house in-charges. Fee concessions to needy students are provided by the Institute so that those needy students could complete their education smoothly. Special students are always welcomed by the Institute, and the Institute takes special care of such students. There is no gender

bias in the Institute. Various sorts of national/international level days and relevant functions are organized in the Institute. Staff has been able to manage both home and work stress efficiently due to team co-operation and wonderful work culture of the institution. Institute frequently organizes seminars, yoga events and life skill activities as stress buster, but due to COVID-19 guidelines such program were postponed. only few programs were conducted, which were feasible to conduct in online mode. Faculty members regularly participate in Orientation/FDC/Extension Lectures, Webinars, and Seminars. Faculty members are invited by various educational institutions of the region to conduct workshops as resource persons. Various sorts of resources are available in the Institute for faculty members to keep themselves updated.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Five/Six of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the selected response/s	<a href="#">View File</a>
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

2.3.7 - Teaching learning process nurtures creativity, innovativeness, intellectual and thinking

skills, empathy, life skills etc. among students

Students' aspects of creativity, innovation, higher order thinking abilities, life skills, and empathy are developed and enhanced through an inclusive, current, and caring teaching and learning process. Some of the institution's features of the teaching and learning process include adherence to the democratic ethos throughout classroom interactions and an emphasis on debate and deliberations. The intellectual and mental growth of students is stimulated during classroom interactions by perceptive and thought-provoking open-ended questions. By connecting their problems with class themes, life features of underprivileged, underrepresented, and weaker sections are conveyed to students in order to increase their empathy. The student's ability to build a sound, assertive, and optimistic attitude on life is aided by the use of all these activities.

Teachers and students are encouraged to study, research, and use all available resources to learn something new through embracing innovation in education. It involves approaching issues and finding solutions in novel ways. Students' problem-solving and creativity grows as a result of the thought process involved in discussion and debates. Major element of learning creativity and invention is thinking out of box. By encouraging students to think differently, various situations are given and unusual ideas are accepted to provoke student's divergent thinking which leads to creativity. Working in small groups and pairs, brainstorming, role playing, games, and discussions are some of the techniques used to encourage this active participation.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 2.4 - Competency and Skill Development

**2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include**  
**Organizing Learning (lesson plan)**  
**Developing Teaching Competencies**  
**Assessment of Learning Technology Use and Integration**  
**Organizing Field Visits**  
**Conducting Outreach/ Out of Classroom**

Seven/Eight of the above

**Activities Community Engagement  
Facilitating Inclusive Education Preparing  
Individualized Educational Plan(IEP)**

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

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

Four/Five of the above

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

<p><b>2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback</b></p>	<p><b>All of the above</b></p>										
<table border="1"> <thead> <tr> <th data-bbox="86 611 539 674">File Description</th> <th data-bbox="539 611 1436 674">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 674 539 741">Data as per Data Template</td> <td data-bbox="539 674 1436 741"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="86 741 539 920">Details of the activities carried out during the academic year in respect of each response indicated</td> <td data-bbox="539 741 1436 920"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="86 920 539 987">Any other relevant information</td> <td data-bbox="539 920 1436 987"><a href="#">View File</a></td> </tr> </tbody> </table>	File Description	Documents	Data as per Data Template	<a href="#">View File</a>	Details of the activities carried out during the academic year in respect of each response indicated	<a href="#">View File</a>	Any other relevant information	<a href="#">View File</a>			
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Data as per Data Template	<a href="#">View File</a>										
Details of the activities carried out during the academic year in respect of each response indicated	<a href="#">View File</a>										
Any other relevant information	<a href="#">View File</a>										
<p><b>2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales</b></p>	<p><b>All of the above</b></p>										
<table border="1"> <thead> <tr> <th data-bbox="86 1417 539 1480">File Description</th> <th data-bbox="539 1417 1436 1480">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 1480 539 1547">Data as per Data Template</td> <td data-bbox="539 1480 1436 1547"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="86 1547 539 1686">Samples prepared by students for each indicated assessment tool</td> <td data-bbox="539 1547 1436 1686"><b>No File Uploaded</b></td> </tr> <tr> <td data-bbox="86 1686 539 1825">Documents showing the different activities for evolving indicated assessment tools</td> <td data-bbox="539 1686 1436 1825"><b>No File Uploaded</b></td> </tr> <tr> <td data-bbox="86 1825 539 1892">Any other relevant information</td> <td data-bbox="539 1825 1436 1892"><a href="#">View File</a></td> </tr> </tbody> </table>	File Description	Documents	Data as per Data Template	<a href="#">View File</a>	Samples prepared by students for each indicated assessment tool	<b>No File Uploaded</b>	Documents showing the different activities for evolving indicated assessment tools	<b>No File Uploaded</b>	Any other relevant information	<a href="#">View File</a>	
File Description	Documents										
Data as per Data Template	<a href="#">View File</a>										
Samples prepared by students for each indicated assessment tool	<b>No File Uploaded</b>										
Documents showing the different activities for evolving indicated assessment tools	<b>No File Uploaded</b>										
Any other relevant information	<a href="#">View File</a>										
<p><b>2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of</b></p>	<p><b>Four of the above</b></p>										

<p><b>lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations</b></p>	
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of each response selected	<a href="#">View File</a>
Sample evidence showing the tasks carried out for each of the selected response	No File Uploaded
Any other relevant information	No File Uploaded
<p><b>2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event</b></p>	One of the above
File Description	Documents
Data as per Data Template	No File Uploaded
Documentary evidence showing the activities carried out for each of the selected response	<a href="#">View File</a>
Report of the events organized	No File Uploaded
Photographs with caption and date, wherever possible	No File Uploaded
Any other relevant information	No File Uploaded
<p><b>2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity</b></p>	One of the above

### Preparation of term paper Identifying and using the different sources for study

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

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

For each level, internship program was planned after a period of observation to help students comprehend how school teachers work and learn about the specifics of teaching techniques. Due to the pandemic, the internship was conducted offline and online using components like a whiteboard, whiteboard sharing, scientific lab tools, etc. on a video conferencing platform to make the teaching and learning process interactive. It was then reviewed using a systematic evaluation procedure. Students were prepared for classroom management and student interactions through the learning environment. Additionally, they used cutting-edge teaching strategies like customized lesson plans, multiple intelligences, the inquiry-based learning, and problem-solving. Each of the educational subjects underwent an action research project. The first semester's pupils Batch 2020-22 two weeks of IP at the primary level included one week of scheduled teaching and one week of observation. Due to lockdown, students saw online M.Ed. student teaching and internships, which were then assessed by peer groups and the appropriate teachers. The graduate students' online internship was completed. Students learned how to create lesson plans for varied instruction and techniques to assess students in various ways by observing the master instructors' sessions.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded



**2.4.9 - Number of students attached to each school for internship during the academic year****2.4.9.1 - Number of final year students during the academic year****224**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Plan of teacher engagement in school internship	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

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

**Seven/Eight of the above**

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

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

**The prospective teachers prepare structure plans. Evaluation criteria for each of the prospective teacher are provided to the teacher in-charge at school. In-charge teachers observe the**

various aspects such as planning, classroom transaction and supporting aids used, classroom management and problem solving capabilities and overall performance. The teacher educators visit and suggest measures for performance. The principal's feedback includes the input regarding students working in teams, collaboration, participation, responsibility and punctuality. A group leader is selected and responsible to report the activities and problems faced if any to the principal, mentor and head of the institution. Teacher Educators observe the progress of prospective teachers and extend required support and guidance as required connected through Signal, WhatsApp, mobile, mail or Google classroom. The internship program, not only improves the rapport with in-charge-teachers, it also helps them to learn to work with colleagues supporting one another. M.Ed. students are expected to complete dissertation work supervised by their assigned supervisor. In this way, network of mentoring system enable prospective teachers to achieve their goal.

File Description	Documents
Documentary evidence in support of the response	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

All of the above

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

**2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for**

Four of the above

**assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness**

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	<a href="#">View File</a>
Five filled in formats for each of the aspects claimed	No File Uploaded
Any other relevant information	No File Uploaded

## 2.5 - Teacher Profile and Quality

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

16

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

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

5

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificates of Doctoral Degree (Ph.D) of the faculty	<a href="#">View File</a>
Any other relevant information	No File Uploaded

<b>2.5.3 - Number of teaching experience of full time teachers for the during the year</b>	
60	
<b>2.5.3.1 - Total number of years of teaching experience of full-time teachers for the academic year</b>	
60	
File Description	Documents
Copy of the appointment letters of the fulltime teachers	<a href="#">View File</a>
Any other relevant information	No File Uploaded
<p>2.5.4 - Teachers put-forth efforts to keep themselves updated professionally Describe the nature of efforts by teachers to keep themselves updated professionally in not more than 100-200 words 1. In house discussions on current developments and issues in education 2. Share information with colleagues and with other institutions on policies and regulations</p> <p>There are two ways that teachers are achieving this development: formally and non-formally. Formal ways for updating teachers on the most recent advancements in the field of education include attending conferences, workshops, webinars, seminars, and symposiums. This helps them stay equipped with the most recent concepts needed for professional development. Writing articles, creating materials, publishing research papers, etc. are all very helpful in this type of development. The teacher should prepare lessons and conduct informal research using important occurrences to advance development. Professional (Development-Centered on the Student): Teachers must occasionally adjust to new situations in order to provide learners with the optimum learning opportunities. In contrast to teachers, students live in a distinct environment. Only when teachers engage students on a cognitive level, they can close the gaps. The design of our educational system has undergone significant modification over time. Social: Teachers and people in general are social beings. He has the same needs as any other living bodies. However, he must lead a life of constraint and restrictions free. Since, according to the Kothari Commission, he is engaged with "defining the future of a country."</p>	
File Description	Documents
Documentary evidence to support the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 2.6 - Evaluation Process

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

Ganga Institute of Education follows academic schedule being provided by it's affiliated body i.e. Maharshi Dayanand University, Rohtak, for internal evaluation of students. The institute prepares academic calendar in consonance with university provided academic calendar. Dates of commencement and completion of the syllabus are mentioned including teaching terms & vacations. Criterion for internal assessment is defined by the university. On the basis of that criterion, class tests, unit tests, attendance (except Covid period), house exams and teachers' observations are taken into consideration for CIE.

Teachers also observe students learning during their involvement & participation in co-curricular, extra curricular activities, social & community work, inter-house competitions, class seminars & presentations.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Five of the above

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

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

The institute practices transparency in internal assessment. Maharshi Dayanand University, Rohtak provides guideline for internal assessment of the students.

At the beginning of the session, orientation program is organized. Principal & aculty members explain internal as well as external evaluation system for each year/semester of the program. students are informed time to time for their internal assessment during class tests, unit tests, house exams and even during other curricular & co-curricular activities.

Class test, unit tests' evaluation is given to students within two/three days with corrections. Students are provided remedial classes & extra classes if required to attain right concept. If arise any grievances, redressed immediately. The marks obtained by the students in internal assessment are displayed on the notice board of the institute and also in tutorial groups.

House exams are conductd smoothly except covid time.If the students face any problem, they are free to come to the principal of the institute & problems are solved on priority basis.

Apart from the institute,students are free to apply for re-evaluation, challenging assessment by paying the required processing fee to the university for external evaluation.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Academic Calendar of the institute is prepared as per affiliating university i.e. M.D.University, Rohtak. Date sheet for house exams & assignments submission are decided by Examination Committee of the institute. Dates for conducting internal examination/ presentation/submission of assignments are informed by the respective in-charges of the programs in advance via email/whatsapp groups. The in-charges prepare internal assessment by collecting awards of each subject teacher. Internal assessment/session awards are uploaded on university ERP Portal. Decision of dates for submission of assignments depends on completion of first year admissions, midterm breaks, holidays as well as other planned activities of the institute such as the celebration of Festivals, Sports day, etc. Keeping this in mind the respective subject teachers prescribe and inform the submission / presentation dates to the students as per their regular class schedule.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 2.7 - Student Performance and Learning Outcomes

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

The Institute ensures alignment of stated PLOs and CLOs with the teaching learning process as stated in the vision, Mission, Objectives & values of the institutewhich states- Vision

To create window of opportunities for value based alterations and acquaint prospective teachers to handle learners and global snag through harmony in an astute epoch.

**MISSION**

To advance academic excellence and foster compassionate, self-sustained preceptors to overcome the changes of dynamic society and environment.

The PLOs and CLOs encompassing the objectives of the university programs and course are stated in the syllabi which are available on the institute's website. Communications of PLOs and CLOs to the students are made during orientation programs. In addition, the IQAC organizes various programs. Communication of PLOs and CLOs to students are also communicated at the commencement of teaching term, the syllabus with its outcomes is discussed in the class. Syllabus copies are available to the students in library for reference.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**2.7.2 - Pass percentage of Students during the year**

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

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

The Institute ensures alignment of stated PLOs and CLOs with the teaching learning process as stated in the vision, Mission, Objectives & values of the institutewhich states- Vision

To create window of opportunities for value based alterations and acquaint prospective teachers to handle learners and global snag through harmony in an astute epoch.



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The PLOs and CLOs encompassing the objectives of the university programs and course are stated in the syllabi which are available on the institute's website. Communications of PLOs and CLOs to the students are made during orientation programs. In addition, the IQAC organizes various programs. Communication of PLOs and CLOs to students are also communicated at the commencement of teaching term, the syllabus with its outcomes is discussed in the class. Syllabus copies are available to the students in library for reference.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

224

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

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

than 100 -200 words.

Performance of prospective teachers clearly reflect when they prepare and submit assignments, perform curricular and co-curricular activities, presents in class seminars and also on the basis of performance in the class activities, laboratory work, usage of ICT, assignments, internship records in various examinations and their role in house activities. Student's performance is monitored continuously during activities viz. Regularity, receptiveness, participation in class discussions and overall behavior. Seminars, assignments, micro teaching, real teaching were conducted in core subjects of B.Ed. before the Continuous Proficiency Assessment Examinations to enable them to have through preparation of the core subject through their presentation. Apart from Semester and internal examinations the faculty also conducts extra class tests to improve the average performance of the class.

File Description	Documents
Documentary evidence in respect to claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 2.8 - Student Satisfaction Survey

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

<http://www.gangainstituteofeducation.com/DisplayPagedfff.html?ID=102>

## RESEARCH AND OUTREACH ACTIVITIES

### 3.1 - Resource Mobilization for Research

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

0

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

#### 3.1.2 - Number of grants received for research projects from government and / or non-

**government agencies during the year (INR in Lakhs)**

0

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

**3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research**

Two of the above

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

**3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and**

Three of the above

**needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports**

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

### 3.2 - Research Publications

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

3

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

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

0

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

### 3.3 - Outreach Activities

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

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

1

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

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

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

20

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

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

3

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

3

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

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

Extension initiatives sensitize students towards social issues. Outreach and extension programs aim to bridge the gap between community and institution. They also boost students growth, involves knowing, evaluating, applying, and creating social harmony between students and other stakeholders. On move to adjacent villages, students often thought about the inhabitants' challenges and problems and tried to develop solutions. Our 'Gender Sensitization Program' aimed to build seasoned and conscientious communicators who can express the message of 'Gender Equity' for a more equitable world. In this unusual moment, we're discussing environmental pollution and how responsible citizens

may help. In addition to pollution-free Holi and Diwali awareness initiatives made students sensitive towards social issues. Yoga programs promote physical and emotional wellbeing. We want to make individuals aware of new applications and technology and keep them linked to Digital India. Digital India Awareness Programs also sensitized students towards digital illiterates. The Institute planned a number of outreach events and other awareness programs, which will contributed to increase students understanding of social issues as health care, sanitation, environmental protection, social equality, and more, but due to COVID-19 outbreak all outreach were postponed.

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

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

1

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

**3.4 - Collaboration and Linkages**

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

0

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

0

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

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

0

File Description	Documents
Data as per Data Template	No File Uploaded
Copies of the MoU's with institution / industry/ corporate houses	No File Uploaded
Any other relevant information	No File Uploaded

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

One/Two of the above

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



**INFRASTRUCTURE AND LEARNING RESOURCES****4.1 - Physical Facilities**

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

Ganga Institute of Education is well-equipped with the necessary infrastructure acc to NCTE to support its educational programs. The institute boasts 10 spacious and well-ventilated classrooms, providing a conducive learning environment for students. Additionally, it has a multipurpose hall and seminar hall, facilitating various academic and cultural activities, including seminars, workshops, and guest lectures. The administrative wing consists of a principal's office and an administrative office, ensuring efficient management of the institute's operations. A dedicated staff room allows faculty members to collaborate and prepare for their classes. For recreational purposes, the institute offers a playground and a multipurpose playfield, encouraging students' physical fitness and well-being. To cater to the diverse needs of students, Ganga Institute of Education has a canteen, cafeteria, and a visitor's room. The library cum reading hall houses an extensive collection of books, journals, and educational resources, promoting a culture of research and self-study. Specialized facilities include a psychology lab, curriculum lab, sports room, curriculum laboratories, and an ICT resource center. Furthermore, the institute houses an art and craft resource center, fostering creativity and artistic expression among students. Lastly, a health and physical education center is available to promote students' overall well-being and physical development.

File Description	Documents
List of physical facilities available for teaching learning	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

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

5

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Link to relevant page on the Institutional website	<a href="http://www.gangainstituteofeducation.com/DisplayPage05b1.html?ID=86">http://www.gangainstituteofeducation.com/DisplayPage05b1.html?ID=86</a>
Any other relevant information	<a href="#">View File</a>

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

234139

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

#### 4.2 - Library as a Learning Resource

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

Our Library is automated using e-Granthalaya Software. All the library documents are updated in the Software. The issue and return of books have been activated in the library software through Barcode System. The library is occupying an area of 1550 sq. ft. with seating capacity-110 students at time, with well-furnished reading room. The Library supports the education through its collection of Printed and electronics information, the library is full enriched resources of more than 16617 Books and 10 Sets of Encyclopedias. The Library Subscribed 18 Journals from reputed publishers in the field of education. The Institute has Subscribed 04 E- Journals (The login Id and Password for authorized users). We provide this facility to our teachers and Students. Library is connected with internet connection. It has 1 Server and 2 PC's for Students and teachers. The library has a photocopier where members of the staff and students can get documents photocopied at

concessional rates. In order to make books easily accessible to the students and faculty, library adopted Dewey decimal classification. Books issued through software by generating the barcode system. Best Practices adopted by the library: - 1) Displaying newspaper clippings 2) Displaying Journals and Magazines 3) Displaying New Arrivals. 4) Syllabus & Previous Year Question Papers.

File Description	Documents
Bill for augmentation of library signed by the Principal	<a href="#">View File</a>
Web-link to library facilities, if available	<a href="http://www.gangainstituteofeducation.com/DisplayPagee5c0.html?ID=89">http://www.gangainstituteofeducation.com/DisplayPagee5c0.html?ID=89</a>
Any other relevant information	No File Uploaded

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

**Library of the Institute is being strengthened by adoption of automation in library management.**

File Description	Documents
Landing page of the remote access webpage	<a href="#">View File</a>
Details of users and details of visits/downloads	No File Uploaded
Any other relevant information	No File Uploaded

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

One of the above

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

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

76946.75

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

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

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

1

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

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

Two of the above

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

### 4.3 - ICT Infrastructure

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

ICT facilities Hardware and software maintenance of computers and accessories are done as per requirement. The prospective teachers are required to prepare power point presentation and digital lesson plan to teach their subjects in schools. "Information and communication Technology" is the compulsory paper in B.Ed. program. The students are encouraged to present their seminars through

power point presentation & video lectures in the institute as well as in practice teaching schools. Training on the MS Office, Excel & PPT is provided to the students. Students are allowed to browse the internet in the computer lab and library. Before leaving for practice teaching, the students are trained to handle OHP, LCD, slide projector and computers. They prepare power point presentations & transparencies for OHP and slides. They are put to best use if the schools provide them opportunity. All the staff and students are freely allowed to make use of the computer lab and internet facility. The prospective teachers are encouraged to develop ICT based lesson plans and digital lesson plans, where the students are expected to use the ICT for introducing the topic, developing the concept and evaluation. Here, the ICT helps the prospective teachers, to download pictures, events, stories, animated slides, ppts, as teaching aids which are to be used in the process of teaching and learning. To draw maps and other teaching aids the students make use of the technology.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

10:1

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

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

D. 50 MBPS - 250MBPS

File Description	Documents
Receipt for connection indicating bandwidth	<a href="#">View File</a>
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	No File Uploaded
Any other relevant Information	No File Uploaded

**4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit**

Two of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to videos of the e-content development facilities	Nil
List the equipment purchased for claimed facilities along with the relevant bills	<a href="#">View File</a>
Link to the e-content developed by the faculty of the institution	<a href="https://youtu.be/Fldxx6mYOaU?t=128">https://youtu.be/Fldxx6mYOaU?t=128</a>
Any other relevant information	No File Uploaded

#### **4.4 - Maintenance of Campus and Infrastructure**

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

302682

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

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

**Laboratory:** The institution has sufficient facilities for teaching learning viz. computer systems, language, ICT, psychology, science, Mathematics, laboratories. Working condition of all equipments in laboratories is examined regularly.

**LIBRARY:** Library timings are from 9:00 AM to 5:00 PM during examination an hour is extended in the evening. Visitors' register is maintained both for students and teachers. The collection of library resources are completely automated, books issue and return is done through Barcode Generation. The procedure of books purchase is regular as per M. D. University norms, initiated through library committee, which invites the requirement of books from all the subject teachers. The final list is duly approved by the principal. **Sports:** The sports field has badminton, volley ball, Football grounds. Indoor sports facilities are also provided in the campus. Physical Education expert is appointed for smooth functioning of all the physical & games activities.

**Computers Systems:**

Maintenance of computers and accessories are done as per requirement. The Prospective teachers are required to prepare power point presentation and digital lesson plan to teach their subjects in schools. ICT paper is mandatory. The students are encouraged to present in seminars through power point presentation.



File Description	Documents
Appropriate link(s) on the institutional website	<a href="http://www.gangainstituteofeducation.com">http://www.gangainstituteofeducation.com</a>
Any other relevant information	No File Uploaded

## STUDENT SUPPORT AND PROGRESSION

### 5.1 - Student Support

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

Five fo the above

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

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

Nine or more of the above

File Description	Documents
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	No File Uploaded
<b>5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees</b>	<b>A. All of the above</b>
File Description	Documents
Data as per Data Template for the applicable options	<a href="#">View File</a>
Institutional guidelines for students' grievance redressal	No File Uploaded
Composition of the student grievance redressal committee including sexual harassment and ragging	<a href="#">View File</a>
Samples of grievance submitted offline	No File Uploaded
Any other relevant information	No File Uploaded
<b>5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)</b>	<b>Two of the above</b>

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

## 5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
3	204

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

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

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

14

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

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

24

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

### 5.3 - Student Participation and Activities

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

Yes, the Institute has composed Students' Council. It is composed right from the commencement of new academic session. The election/selection for various posts is made to be unanimous. Prospective teachers have active representation on academic and administrative bodies and committees of the Institute. Meetings of Student Council are held regularly. The Council provides feedback on all aspects of the programs and respective course. Student Council has representation and active participation in all curricular co-curricular and sports activities including stage anchoring and organization of the activities. Student Council plans and organizes various cultural programs, fresher party, celebration of festivals, inter - house competition, sports meet, workshops, seminars, personality development, communication skills, leadership skills, team work, time management, resource management skills. Also celebration of days of national

**importance.**

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

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

7

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

**5.4 - Alumni Engagement**

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

**Yes, the Institute has Alumni Association to build a bond between students and alumni. The Alumni support is provided to the students via interaction, guidance and organizing various programs.**

**Mission of the Alumni association is to transform human resource to achieve human excellence. Ganga Institute of Education's Alumni Association has envisioned mobilizing human resource for professional development in the field of education. In this**

background the Association works towards finding solutions of existing problems through collective sharing of multiple experiences for human growth and national development.

**Programs of the Association**

- Collecting wider experiences of the members for formulating programs in teaching and learning through regular meetings.
- Undertaking action research in educational institutions.
- Encouraging the members of Alumni in experimenting innovative ideas and practices. -Holding conferences and workshops on education. -Raising professional competency through recognizing the work of the members by giving awards/scholarships. -Publishing a newsletter of the Association for exchange of innovative ideas.
- Activating interest in ancient Indian Vedic literature and values and their transmission to the coming generations. -Establishing a liaison with national and international professional bodies for the growth of the discipline.

File Description	Documents
Details of office bearers and members of alumni association	<a href="#">View File</a>
Certificate of registration of Alumni Association, if registered	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Five/Six of the above

File Description	Documents
Documentary evidence for the selected claim	<a href="#">View File</a>
Income Expenditure statement highlighting the alumni contribution	No File Uploaded
Report of alumni participation in institutional functioning for the academic year	No File Uploaded
Any other relevant information.	No File Uploaded

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

1

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

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

The Institute has effective support system from Alumni Association in motivating freshers as well as identifying, nurturing their talent by-

1. Sending their success stories by posting videos to the Institute.
2. Encouraging students to pursue higher education.
3. Providing feedback to the Institute on various aspects.
4. By conducting guest lectures.
5. Arranging talks with students on leadership skill, time management, personality development, motivational talks, current affairs etc.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## GOVERNANCE, LEADERSHIP AND MANAGEMENT

### 6.1 - Institutional Vision and Leadership

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

The Institute organizes all the academic, Co-curricular, social and community activities in tune with its VISION and MISSION which is stated as under:

#### VISION

To create window of opportunities for value based alterations and acquaint prospective teachers to handle learners and global snag through harmony in an astute epoch.

#### MISSION

To advance academic excellence and foster compassionate, self-sustained preceptors to overcome the changes of dynamic society and environment.

For value based alterations the institute celebrates all the days of National importance like Independence Day, Gandhi Jayanti, Environment Day, Yoga day to sensitize prospective teachers towards changing demands and value of the present days. Various competitions, sports meet, festival celebrations, debate, declamation contests are organized to develop a sense of responsibility to shoulder global responsibilities. Training is provided for academic excellence and being independent, kind, tolerate and handle global issues. Activities were done according to COVID guidelines.



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

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

The Institution follows the participative approach in management and administration of the Institute. The participative management aims at implementing the concept of innovation in academic and administrative matters. Practice of decentralization is reflected in various committees, council and associations. The Institute composes various administrative and decision making committees viz:

- College Development Committee,
- Parents-Teacher Association
- Staff Welfare Council
- Guidance & Counseling Cell
- Advisory Committee
- Library Committee
- School Engagement and Internship Committee
- Examination & Internal Assessment Committee
- Co-Curricular Activities Committee
- Admission Committee
- Alumni Association
- Discipline and Anti-Ragging Committee
- Games and Sports Committee
- Grievance Redressal and sexual Harassment Committee
- Research Committee
- Placement Cell
- Student Council
- Women Cell
- IQAC

All the stakeholders are involved in decision making process and work together for efficient functioning of the Institution.

**OUTCOME**

Regular meetings are held to discuss the important issues and challenges. Suggestions are considered to make decision; it gives encouragement to the teachers, students and non-teaching staff. The input received from various committees and feedback analyses are considered for the future decision making.

File Description	Documents
Relevant documents to indicate decentralization and participative management	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Institute maintains transparency in its financial, academic and administrative functions by defining its vision, mission, and objectives.

The Institute maintains transparency in its financial matters by so many ways:-

- Internal and External Audits are conducted.
- Balance Sheet is displayed on Website.
- Salaries and expenditures are directly controlled by the society.
- Account is maintained in ERP software.
- Funds are received in bank account from the students' fee as per norms of affiliating body.

Academic transparency is maintained by:-

- The Institute offers B.Ed. and M.Ed. programs with sanctioned intake of 200 students in B.Ed. and 50 students in M.Ed.
- Procedure is followed as per affiliating University guidelines issued time to time.
- Academic Calendar is prepared and displayed on the website of the Institute.

- Various committees are formed at the beginning of the session.
- Teaching and Non-Teaching faculty is assigned with the duties at the beginning of new session.

Administrative transparency is maintained by:-

- For smooth functioning and transparency in academic work, in-charge is appointed for B.Ed. and M.Ed.
- All the students are divided in groups and houses.
- Recruitment information is displayed on website.

Link of website: [www.gangainstituteofeducation.com](http://www.gangainstituteofeducation.com)

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

## 6.2 - Strategy Development and Deployment

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

The institutional Strategic plan is effectively deployed and action oriented. In order to execute the plans, the Institute conducts meetings of various committees. Plans are time bound and effectively implemented with financial and other support. The administrations of the Institute are governed on the principles of participation and transparencies. The IQAC of the Institute in collaborations with other committees plans, implement and monitors all the activities. Some specific activities are:-

1. Timely completion of Syllabus on time
2. Maintenance of Students Attendance Record
3. Internal Assessment
4. Plan of Internship and its execution
5. Use of Information and Communication Technology by students and teachers both

The above aspects are handled by the concerned committees headed by the head of the Institute. Data collected are then forwarded to Management. All the activities plan are prepared at the beginning of the session. In-charges and conveners of the committees along

with students and staff make it successful.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	<a href="http://www.gangainstituteofeducation.com/academic-calendar.html">http://www.gangainstituteofeducation.com/academic-calendar.html</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

The functioning of the Institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc. Organizational structure of the Ganga Institute of Education is framed. The Principal is the academic and administrative head of the institution. She is assisted by senior most teachers like, in charges and other Assistant professors. They all follow rules and regulations as prescribed by UGC/NCTE/MDU/State Government for the SFS colleges. Staff is directly responsible for the academic and curricular development of the prospective teachers. Staff members have been designated as in-charges, conveners or members of various committees. Students are involved as active members of the committees. For the overall smooth functioning of institute's curricular & co-curricular activities, twenty committees are formed. Each committee consists of chairperson, staff and student members. They all together plan for the activities. The function of each committee is well defined. All committees report to Principal and Principal monitors the effective functioning of the bodies.

File Description	Documents
Link to organogram on the institutional website	<a href="http://www.gangainstituteofeducation.com/organogram.html">http://www.gangainstituteofeducation.com/organogram.html</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

6.2.3 - Implementation of e-governance are in Five/Six of the above

**the following areas of operation Planning and Development Administration Finance and Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students**

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

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

The Institution has various committees/cells etc for effective implementation of decisions/resolutions. These committees/cells organize meetings for quality enhancement and improvement in education. The various committees/cells are :-

- College Development Committee,
- Parents-Teacher Association
- Staff Welfare Council
- Guidance & Counseling Cell
- Advisory Committee
- Library Committee
- School Engagement and Internship Committee
- Examination & Internal Assessment Committee
- Co-Curricular Activities Committee
- Admission Committee
- Alumni Association
- Discipline and Anti-Ragging Committee
- Games and Sports Committee
- Grievance Redressal and sexual Harassment Committee
- Research Committee
- Placement Cell
- Student Council
- Women Cell
- IQAC

One decision based on the minutes of the meetings of IQAC is described in uploading.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	<a href="#">View File</a>
Action taken report with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 6.3 - Faculty Empowerment Strategies

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

Ganga Institute of Education has effective welfare measures in place for its teaching and non-teaching staff. The various welfare schemes are as follows:

- Staff members children receive fee concession.
- All the non-doctoral staff members are encouraged to get enrolled for part-time Ph.D. program.
- Opportunities for international exposure are given through lecture, seminar
- Provision for Academic Leave are provided
- Participants are granted permission to attend and present papers at conferences, seminars, and workshops
- Diwali gifts are given to all staff, as an incentive
- Free publication of research paper in Bhartiyaam Journal.

The following facilities are also provided to employees for efficient functioning:

- Yoga classes
- Psychological counseling
- Power back-up
- Wi-Fi facility.
- Workspace for recreation
- Cafeterias
- Free transport in campus
- Identity cards
- Sports facilities

Psychological counselling is available for the staff. Subsidized milk and dairy products are available in canteen. Hostel facility is available.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View File</a>
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

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

0

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

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

5

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

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

2

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

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

Ganga Institute of Education has Internal Performance Appraisal System for all its staff members. The Principal assesses and monitors the performance of all staff members and communicates about lacking areas & the overall performance annually or whenever it is required. Feedback from students is obtained time to time. There is Grievance Redressal Cell and Suggestions box is placed at main locations in the campus where the students can drop their query or problems regarding teaching learning which is considered by the Principal. Online feedback is also obtained from all students time to time. All these are assessed by the Principal. The Principal further communicates the outcome with the staff members in confidential manner.



File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	<a href="#">View File</a>
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### 6.4 - Financial Management and Resource Mobilization

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

Ganga Institute of Education annually conducts internal and external financial audits. It has Accounts Department since its inception to ensure maintenance of accounts and audits. Accountant of the Institute and Chartered Accountant of the Institute conduct regular financial audit in the Institute. Monthly income - expenditure is prepared and sent to audit department. This includes scrutiny of the following: (a) all receipts from fee, interest earned from bank (b) all payments to staff, vendors, contractors, students and other service providers. Draft report is submitted to Account department and Management, (if necessary) for finalizing compliance report of the Institute.

Chartered Accountant of the Institute conducts regular accounts audit and certifies its Annual Financial Statements. All Financial Statements have been certified by the CA.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	<a href="#">View File</a>
List of audit objections and their compliance with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

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

NA

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

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

Institute maintains & follows a well-planned process for mobilization of funds and resource utilization. The process involves various committees of the institute and Accounts office. Institute has designed some specific rules for the fund usage and resource utilization.

**For mobilization of Funds-**

- Student Tuition fee is the main source of income for the Institute.
- Transport Fee
- Bank Interest
- Interest on FDR
- Hostel Fee
- Miscellaneous income

**For utilization of Funds**

- Accounts department monitor the optimum utilization of funds for various recurring and non-recurring expenses.
- Accounts department seeks quotations from vendors for the purchase of equipment, computers, books, etc.
- The quotations are scrutinized by the Accounts department before a final decision is made based on parameters like pricing, quality, terms of service, etc.

- The Principal, accounts department ensure that the expenditure lies within the allotted budget. The intervention of the management is sought in case the expenditure exceeds the budget.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 6.5 - Internal Quality Assurance System

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

Internal Quality Assurance Cell (IQAC) of the Institute constantly works towards improving and maintaining the quality of education. Significant improvements in quality have been made by IQAC are as follows:-

1. Orientation program conducted
2. Academic calendar and Time table were prepared
3. Results were analyzed and discussed
4. Optimum use of ICT in Teaching Learning was done
5. Library was updated
6. Institutional Publications were made
7. Extension Lectures were conducted
8. Inter house competitions were organized and festivals were celebrated
9. Assignment and internal assessment
10. Feedback Collection and Analysis

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

**IQAC of the Institute reviews its teaching learning process by class test, Unit test, class seminar, presentation by students, Micro and Mega teaching Schedule, Extension lecture, etc.**

**In IQAC meetings annual results are analyzed and performance is evaluated which are compared to Unit test and assignments evaluation. Performance of the Institute is further evaluated by success of students in competitive exams. Placement data is also a source of assessment. All the review process is carried out by IQAC.**

**Use of ICT to enhance the teaching - learning process. Round to classes are made by Principal and Discipline committee members to check the discipline in classes during teaching learning process. Feedback from students are taken time to time to monitor their teaching learning process.**

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

**10**

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

<b>6.5.4 - Institution engages in several quality initiatives such as Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements Timely submission of AQARs (only after 1st cycle) Academic Administrative Audit (AAA) and initiation of follow up action Collaborative quality initiatives with other institution(s) Participation in NIRF</b>	<b>Two of the above</b>
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to the minutes of the meeting of IQAC	<a href="http://www.gangainstituteofeducation.com/meeting-minutes.html">http://www.gangainstituteofeducation.com/meeting-minutes.html</a>
Link to Annual Quality Assurance Reports (AQAR) of IQAC	<a href="http://www.gangainstituteofeducation.com/AQAR.html">http://www.gangainstituteofeducation.com/AQAR.html</a>
Consolidated report of Academic Administrative Audit (AAA)	<a href="#">View File</a>
e-Copies of the accreditations and certifications	<a href="#">View File</a>
• Supporting document of participation in NIRF	<b>No File Uploaded</b>
Feedback analysis report	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

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

**Institutions keep track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives:-**

- **Integration of ICT in teaching - Learning:teachers used ICT for teaching, Google classroom, whatsapp group created for**

students, online teaching done during COVID time.

- Online Examination and Online Assignment were taken.
- Online fee payment was done by students.
- Two faculties are pursuing Ph.D.

File Description	Documents
Relevant documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## INSTITUTIONAL VALUES AND BEST PRACTICES

### 7.1 - Institutional Values and Social Responsibilities

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

The institution has a stated energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements by turning off lights or appliances when the college members do not need them.

Halogen incandescent bulbs, compact flurescent lights (CFLs) and light emitting cliode bulbs (LEPs) are used to save energy. Required quantity of water is used and wastage is strictly prohibited. Any leakage is immediately controlled to save water. Plant, trees or shrubs are planted in the campus for shed. A unit operating in the shade uses as much as 10% less electricity then the same operating in the sun. Computers are used when needed. Setting the computers, monitors and copiers to use sleep mode when not in use helps cut energy costs by approximately 40%. Students are also sensitized for water and energy conservation.

File Description	Documents
Institution's energy policy document	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Ganga Institute of Education maintains disposal waste in a planned way. Nurturing environment consciousness is the aspiration of the

Institute and so it has undertaken certain measures to maintain solid waste management. To keep the campus area neat and clean, the institute has made use of more dustbins, kept in different corners of the college campus, so that the students, teaching and non-teaching staff use these dustbins. Other E-waste materials like out of function computers, non functioning digital apparatus like Mother Board, Hard Drive and other office E-wastes are stored in a separate room & sold time to time. Apart from this, the institute maintains clean and green campus which is plastic bags free campus. LED lights are used in some parts of college campus for conservation of energy. Initiatives are taken to reduce paper communication & more emphasis is laid upon digital communication. The Institute applies a 'waste-handling process', to reduce, reuse and recycle waste products in preference to the dumping of waste to landfill. The solid waste and E-waste are also be recycled/reused or disposed of in captive or common treatment, storage and disposed facilities are available in the campus.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Three of the above

File Description	Documents
Documentary evidence in support of each selected response	<a href="#">View File</a>
Geo-tagged photographs	No File Uploaded
Income Expenditure statement highlighting the specific components	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Three of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Geo-tagged photographs	No File Uploaded
Any other relevant information	No File Uploaded

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

Ganga Institute of Education is committed to maintenance of cleanliness, sanitation, green cover and producing a pollution free healthy environment. Cleaning staff of GIE disinfect bathrooms, classes and common areas several times a day. The Institute has sufficient cleaning and sanitization material. There are dustbins all around the college premises, both inside and outside. There are larger trash cans in hallways, toilets and college entrances and exits. Sanitizers are placed at every entering place. For providing a pollution free-environment we encourage our students and staff for use of bicycles/e-vehicles/ CNG vehicles. Use of plastic is ban in college premises. The institute has also organizes Clean Ganga, Green Ganga complain in which ceanliness activities are performed by students and staff like plantation, for sustainable developments of natural resources, bird feed and steps of improvement and conservation of natural resources etc.

File Description	Documents
Documents and/or photographs in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Four of the above



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

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

Nil

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

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

Our country is a country where unity in diversity is seen in a unique way. People from various castes, languages, cultures, religion live together in harmony. The Institute organizes seminars, webinars, and lectures time to time on issues concerned with environment, society and local community. Healthy environment is on top priority for the Institute.

Independence Day, Republic Day, Vigilance Week are celebrated every year. In this way a sense of commitment towards nation, society and sense of responsibility is instilled in the mind of prospective teachers.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	<a href="#">View File</a>

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

**B. Any 3 of the above**

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

## 7.2 - Best Practices

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

### BEST PRACTICE I

**Title of the practice: Optimum use of ICT in teaching learning**

1. Objectives of the Practice:

- To enrich the teaching learning and administrative work by using technology and innovation.

2. The context:

The whole teaching learning process is centralized on ICT. Now it has become an integral part of education. Technology makes the classrooms more dynamic, effective and refreshing to the students.

3. The practice:

The whole campus is Wi-Fi connected, all teaching -learning and administrative work is done by using technology.

4. Evidence of success-

All the records of Institute are available in electronic form.

5. Problems encountered-

Sometimes network of Wi-Fi is disturbed sometimes.

BEST PRACTICE II

Title of the practice: Fee concession for economically weak students:

1. Objectives of the Practice:

- To create interest and enable economically weak students to fulfill their dreams of higher education.

2. The Context:

Our Institute is a socially conscious Institute. So, the Institute provides financial assistance to economically weak students.

3. The Practice:

The Institute provides fee concession to economically weak students which really help them to pursue higher education.

4. Evidence of Success:

Institute's Balance Sheet shows concession.

## 5. Problems Encountered

Identification of deserving students.

File Description	Documents
Photos related to two best practices of the Institution	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 7.3 - Institutional Distinctiveness

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

Ganga Institute of Education assures to give quality education to students to boost up their intellectual ability and to nourish their talents. The main motto of all faculties working in this Institute is to held and guide the students for their all round development and to nurture their innate talent and abilities. The college prepares the learners to be a self-confident citizen with perseverance, patriotism and humanity. The main aim of college is to empower our future generation academically and this is well evidenced by the success of some students. The vision of the college as set in its statement, the college incessantly makes great efforts to prepare its students not just for examinations, but for the journey of life. With this goal in mind, the Institution uses all means to encourage the all round development of personality and character. The Institution's constant, ceaseless and committed striving towards excellence in all spheres - academic, sports and cultural - flows from the focused initiatives aimed translating the vision and mission statement into concrete realities and achieve its goal of becoming on "Establishment for accomplishment" the main aim is to empower our students.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	<a href="#">View File</a>
Any other relevant information	No File Uploaded

