YEARLY STATUS REPORT - 2022-2023

Part A	
Data of the Institution	
1.Name of the Institution	Ganga Institute of Education, Kablana (Jhajjar)
• Name of the Head of the institution	Dr. Geeta Prabha
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	9466447540
• Mobile No:	8684000935
• Registered e-mail ID (Principal)	gangainstituteofeducation@gmail.com
• Alternate Email ID	principal@gangainstituteofeducation.com
• Address	20 K M Milestone, Jhajjar-Bahadurgarh Road, Village-Kablana, Jhajjar, Haryana
• City/Town	Jhajjar
• State/UT	Haryana
• Pin Code	124104
2.Institutional status	
• 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 (Hr.)
• Name of the IQAC Co-ordinator/Director	Dr. Menka Choudhary
• Phone No.	9896343484
• Alternate phone No.(IQAC)	8684000916
• Mobile (IQAC)	8684000935
• IQAC e-mail address	pta@gangainstituteofeducation.com
• Alternate e-mail address (IQAC)	principal@gangainstituteofeducation.com
3.Website address	http://www.gangainstituteofeducation.com/
• Web-link of the AQAR: (Previous Academic Year)	http://www.gangainstituteofeducation.com/AQAR.html
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
Cycle 1	A	3.32	2011	16/09/2011	15/09/2016

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/PMMMNMTT etc.

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

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. The IQAC actively monitored and ensured the quality of various aspects of the institute, including infrastructure, curriculum, teaching methodologies, assessment practices, and student support services. It established mechanisms to maintain and enhance the quality of teacher education. 2. It conducted regular assessments, gathers feedback from stakeholders, and analyzes data to identify areas of improvement. Based on these findings, the cell suggested measures and strategies to enhance the overall effectiveness of the institute. 3. The IQAC organized workshops, and Extension Lecture for faculty members and students to enhance their professional development. 4. The IQAC actively engaged with various stakeholders, and also monitor the effective implication of academic calendar. It also took feedback from every stakeholders. 5. The IQAC identified and promoted best practices in teacher education like ICT integration in teaching.

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

Plan of Action	Achievements/Outcomes
Academic Calendar and Time Table	Academic Calendar and Time Table was prepared for UG and PG course by concerned in-charges.
Orientation Program for Teachers, current session	The Orientation Program for Teachers conducted in the current session proved to be highly beneficial, equipping teachers with essential knowledge and skills to enhance their teaching methodologies and create a more engaging learning environment for students. The program successfully fostered a collaborative and dynamic teaching community, empowering teachers to excel in their roles and positively impact student learning outcomes.
Induction Program for Students, current session	The Induction Program for students in the current session aimed to familiarize them with the institute's policies, facilities, and academic environment. The outcome of the program was a well-informed and engaged student body ready to embark on their educational journey with a clear understanding of the institute's expectations and resources available to them.
Outreach Program	The outreach programs organized by Ganga Institute of Education, Kablana has a significant impact on the community. The Awareness Program on Pollution Free Diwali in Nearby Villages, held on 19th October 2022, successfully raised awareness among the villagers about the harmful effects of pollution caused by fireworks during Diwali. As a

result, the villagers actively participated in adopting eco-friendly practices and minimizing the use of firecrackers, leading to a noticeable reduction in air and noise pollution. The Awareness Program & Rally on World Aids Day, conducted on 1st December 2022, was a resounding success in spreading awareness about HIV/AIDS. The event educated participants about the importance of safe practices and dispelled misconceptions surrounding the disease. The rally gained significant attention from the community, resulting in increased support for HIV/AIDS prevention initiatives and a decrease in stigmatization against affected individuals. Through the collaboration with Bhadhani village panchayat, the Shraam Daan Activities under 'Swachchh Bharat Abhiyaan,' held on 3rd December 2022 and 1st April 2023, achieved remarkable outcomes. The joint efforts of Gang Institute of Education and Bhadhani village panchayat led to the successful implementation of cleanliness drives and waste management initiatives. These activities fostered a sense of community ownership and responsibility towards maintaining cleanliness and hygiene in the village. Consequently, the overall cleanliness and sanitation conditions in Bhadhani village significantly improved, contributing to a healthier and more sustainable living

	environment for its residents.
Feedback Collection	Desirable changes had been done on the basis of feedback received from various stakeholders.
Extension Lecture	The extension lectures organized by Ganga Institute of Education, Kablana, have been highly beneficial for the participants. The lectures covered a diverse range of topics, including Vedantic Philosophy, Gender Equity, Curriculum Framework, Measure of Central Tendency, Personality Development, Basic Fundamentals of Research, and Eating Healthy & Staying Fit. As a result of these lectures, the attendees gained valuable knowledge and insights, enhancing their understanding and skills in various fields. The lectures also fostered a culture of continuous learning and personal development among the participants, contributing to their overall growth and well-being.
Workshop on various topics	Ganga Institute of Education, Kablana organized a series of impactful workshops. The workshops focused on Micro lesson plan, mega lesson plan and soft skills development. These workshops provided a deeper understanding about lesson planning and personality development.
Activities & Competitions of the year	Various activities and competitions were conducted. Such types of activities and competitions provided a range of benefits for students, beyond

	academic learning, which helped them in their personal and professional development.
Visit to Surajkund Fair and Pradhanmantri Sanghralaya	The visit to Surajkund Fair, International Trade Fair, and Pradhanmantri Sanghralaya organized by Ganag Institute of Education, Kablana was a memorable and enriching experience. Students had the opportunity to witness the rich cultural heritage and craftsmanship at Surajkund Fair, explore the global marketplace at the International Trade Fair, and delve into the history of India at Pradhanmantri Sanghralaya. The trip provided a comprehensive learning experience, broadening students' horizons and fostering cultural appreciation.
Annual Sports Meet	The annual sports meet organized by Ganga Institute of Education, Kablana was a resounding success. The meet fostered a spirit of sportsmanship, camaraderie, and healthy competition, leaving participants and spectators inspired and thrilled.
School Engagement Program	Ganga Institute of Education, Kablana conducted internships for M.Ed. and B.Ed. students, as well as teaching practices specifically for B.Ed. students. These programs yielded fruitful outcomes. The internships provided valuable hands-on experience, allowing M.Ed. and B.Ed. students to apply their theoretical knowledge in real-world settings. The teaching practices for B.Ed. students

	enhanced their pedagogical skills and classroom management abilities. These initiatives played a vital role in preparing the students for their future careers in education.
Parents Teacher Meeting	The parent-teachers meeting organized by Ganga Institute of Education, Kablana proved to be an insightful and productive event. Parents and teachers came together to discuss the progress and development of the students. Valuable feedback was shared, highlighting areas of improvement and celebrating achievements. The meeting strengthened the bond between parents and teachers, promoting a collaborative approach towards the holistic education of the students.
International Yoga Day	Workshop was organized on 21/06/2023. the workshop on International Yoga Day provided students with a range of physical, mental, and social benefits, which helped them thrive academically and personally.
Activities/Event/Program (As per UGC direction)	Janbhagidari activities were organized from 10/06/2023 to 12/06/2023. These activities incorporated elements of diplomacy, collaboration and cultural diversity.
Activities/Event/Program (As per NCTE direction)	Azadi ka Amrit Mahotsav (AKAM) - from 13th August, 2022 onwards
Activities/Event/Program (As per MDU, Rohtak direction)	Road Safety Pledge Campaign on 09th December, 2022
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 - Ganga Institute of Education	21/02/2024

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2022-23	29/03/2024

15.Multidisciplinary / interdisciplinary

Ganga Institute of Education (GIE) currently focuses solely on programs related to the field of education, making it a non-multidisciplinary institution. However, with the implementation of the National Education Policy (NEP) in 2022, GIE has the opportunity to introduce multidisciplinary programs in line with the new policy. As a part of the Ganga group of institutions, which already offers diverse programs, GIE has the capability and potential to expand its offerings and move towards a multidisciplinary approach.

16.Academic bank of credits (ABC):

Currently, GIE does not utilize the academic bank credit system. However, in accordance with a notification issued by the University Grants Commission, with the approval of the Ministry of Education, institute is preparing to introduce the Academic Bank of Credits (ABC) in the near future. The University Grants Commission published the "University Grants Commission (Establishment and Operation of Academic Bank of Credits in Higher Education) Regulations, 2021" in the Gazette of India on 28th July 2021. GIE has already implemented the Choice Based Credit System (CBCS) in the M.Ed. program.

17.Skill development:

The Institute plays a crucial role in enhancing students' soft skills and vocational education. The institute prioritizes the development of teaching methods that promote vocational education and foster soft skills. Through interactive and practical approaches to teaching, institute helps students cultivate their skills. Additionally, it offers students opportunities to engage in projects that require the application of their vocational and soft skills. Furthermore, GIE follows good practices in line with the National

Education Policy (NEP) 2020, which focus on skill development. These practices include integrating technology into teaching and learning by allocating dedicated time for computer lab sessions.

The institute also provides pedagogical training to teachers that emphasizes the development of critical thinking, problem-solving, and collaboration skills. To ensure teachers stay updated with the latest teaching methodologies and technology, in-service training is offered. Moreover, GIE places a stronger emphasis on nurturing students' soft skills such as communication, collaboration, and creativity. A soft skill workshop (13th to 20th March, 2023) was organised by the institute in collaboration with CCPC, MDU Rohtak to foster the soft skills in students. It encourages community engagement and provides opportunities for teachers and students to collaborate with local communities.

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

Many teacher education institutes in India have traditionally used English as the medium of instruction, which can pose a challenge for students who are more comfortable with languages other than English. In order to create a more inclusive learning environment, the Institute has introduced a bilingual approach, incorporating both English and Indian languages like Hindi. This approach aims to facilitate better comprehension of the subject matter for students, particularly those from rural areas. By providing a bilingual teaching-learning environment, the institute ensures that students feel at ease and are able to express themselves more effectively. Moreover, this initiative serves as a means to preserve and promote Indian languages and cultures. The institute has carefully implemented the syllabus to encompass topics related to Indian history, philosophy, and arts, and integrates cultural activities and events into the learning experience. To support faculty members in implementing this approach, it offers various resources such as bilingual materials and instructional technology. Additionally, experienced bilingual educators serve as mentors, providing guidance to faculty members, and fostering opportunities for collaboration. It is important to note that every course within the M.Ed. and B.Ed. programs is taught using a bilingual mode.

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

The Institute offers two educational programs, namely B.Ed. and M.Ed., which follow an outcome-based education (OBE) approach. These programs are designed to meet both national and global standards. The institute has effectively implemented OBE by defining clear program outcomes, program-specific outcomes, and course outcomes.

The courses are structured to develop various cognitive abilities such as remembering, understanding, applying, analyzing, evaluating, and creating. In addition to subject-specific skills, the learning outcomes at all levels encompass social responsiveness, ethics, and entrepreneurial skills to ensure that students contribute positively to the economic, environmental, and social well-being of the country. The syllabi of the courses have been carefully implemented to address the broader societal needs, aligning with the principles outlined in the National Education Policy.

20.Distance education/online education:

Although the Institute did not previously offer any distance education or online courses, they adapted flipped classroom by utilizing various online platforms like Google Classroom, WhatsApp, and email to ensure students received quality education. Despite the drawbacks of not having in-person classes, online education has effectively bridged the gap between experts and students residing in remote areas, as geographical barriers were no longer a hindrance. As educational institutions prepare to reopen post-pandemic, they are embracing a hybrid mode of education that combines both online and offline learning, a concept supported by the New Education Policy. Thanks to the experience gained during the COVID-19 shutdown, limitations in accessing online resources for educators and students will no longer be a concern. Overall, the use of online platforms enabled teachers to offer students a flexible and easily accessible learning experience.

Extended Profile

1.Student

2.1	**443**
Number of students on roll during the year	

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

2.2	**250**
Number of seats sanctioned during the year	

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

2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	115

File Description	Documents
Data Template	View File

2.4 Number of outgoing / final year students during the year:	205

File Description	Documents
Data Template	View File

2.5Number of graduating students during the year	168

File Description	Documents
Data Template	View File

2.6 Number of students enrolled during the year	227

File Description	Documents
Data Template	View File

2.Institution

4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	7547955.89
4.2 Total number of computers on campus for academic purposes	50

3.Teacher

5.1 Number of full-time teachers during the year:	29

File Description	Documents
Data Template	View File
Data Template	No File Uploaded

5.2 Number of sanctioned posts for the year:	**38**

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Planning

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

The Curriculum Committee at the institute holds a crucial responsibility of executing the Maharshi Dayanand University, Rohtak's curriculum while considering the specific needs of local students. With a strong focus on effective curriculum implementation, the committee fosters a comprehensive academic environment enriched with interactive activities. Additionally, co-curricular activities are organized, and a well-planned micro & Mega teaching schedule is offered to nurture the skills of pupil teachers.

Dedicated to delivering quality education and promoting academic growth, the Curriculum Committee employs various assessment methods, ensures access to up-to-date syllabus books, journals, and e-books, and facilitates educational tours and trips. Furthermore, the committee actively encourages intellectual engagement through seminars, debates, quiz competitions, and workshops. The ultimate goal is to provide students with a well-rounded educational experience that prepares them for success in their academic journey and beyond.

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

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

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

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

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

1.2 - Academic Flexibility

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

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

124

File Description	Documents
Data as per Data Template	[View File](#)
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	[View File](#)
Academic calendar showing time allotted for optional / electives / pedagogy courses	[View File](#)
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	View File
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	View File
Document showing teachers' mentoring and assistance to students to avail of self-study courses	View File
Any other relevant information	No File Uploaded

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

0

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

0

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

1.3 - Curriculum Enrichment

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

Meticulously crafted, the B.Ed. and M.Ed. curricula offer students

comprehensive knowledge in the field of teacher education. Their acquired knowledge is put to the test through assignments, class tests, unit tests, simulated teaching sessions, and actual school teaching, allowing them to demonstrate their proficiency.

In order to refine their skills, students are provided with opportunities to prepare and conduct both micro-teaching and mega-teaching sessions under simulated conditions. These sessions are closely supervised by their respective mentors, with each student mandated to conduct five micro and five mega lessons.

The second year of B.Ed. entails a 16-week internship, during which students are required to teach in real classroom settings. This internship serves as a platform for them to apply their theoretical knowledge and showcase their capabilities in practical teaching situations.

Several papers, including Childhood and Growing Up (Paper 1), Pedagogy of English (Paper IV & V), Psychology of Learning and Development, and Understanding the Self (in the practical file), are taught to augment students' skills and competencies in the subject matter. The emphasis is on providing a well-rounded education that equips aspiring educators for their future roles.

File Description	Documents
List of activities conducted in support of each of the above	No File Uploaded
Documentary evidence in support of the claim	View File
Any other relevant information	View File
Photographs indicating the participation of students, if any	No File Uploaded

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

At Ganga Institute of Education, the focus is on equipping all students with a comprehensive understanding of the diverse school systems prevalent in both India and abroad. The B.Ed. and M.Ed. courses are designed with a well-rounded curriculum that delves into

contemporary India and its education system, alongside an in-depth study of the functioning of various educational boards.

In the B.Ed. course, the Assessment for Learning paper provides valuable insights into the assessment system, while the Pre-Service and In-Service Teacher Education, Peace Education, and Inclusive Education papers in both B.Ed. and M.Ed. courses offer an international and comparative perspective. Bridging theory with practice, School Internships allow students to gain practical experience, exposing them to the functional differences, norms, and standards of different school systems.

As part of the institute's commitment to holistic development, a special Orientation Program welcomes new students, and engaging guest lectures and seminars are organized to enrich their knowledge and skills. Through this comprehensive approach, Ganga Institute of Education ensures that its students are well-prepared to tackle the challenges presented by diverse school systems, enabling them to excel in their future careers.

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	View File
Any other relevant information	No File Uploaded

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

At Ganga Institute of Education, the development of communication and professional skills in students is of paramount importance. This objective is achieved through a comprehensive curriculum and the adoption of effective practices that enhance teaching and thinking abilities. To cultivate teaching skills, students are exposed to Micro Teaching and Mega lessons, providing them with a thorough understanding of each subject through five comprehensive lessons. Additionally, Discussion lessons are employed to foster critical thinking skills.

To enrich the educational experience, the institute hosts workshops and extension lectures conducted by experts, focusing on various lesson plans, including micro and macro teaching. Prior to embarking on practice teaching, student-teachers create a 'School Profile' by visiting and closely observing a school's daily routine and engaging with the permanent teaching staff.

During the practice teaching phase, pupil teacher actively participate in all curricular and extracurricular activities of the school. Their involvement extends to assisting school teachers with classroom decorations, organizing morning assemblies, and coordinating sporting events and annual day celebrations.

Moreover, the institute facilitates students in obtaining permissions to observe different schools and teacher institutes, both for research purposes and internships. These opportunities enable students to learn from experienced professionals, broadening their perspectives and enhancing their skills.

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

1.4 - Feedback System

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

File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	View File

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

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

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

227

2.1.1.1 - Number of students enrolled during the year

227

File Description	Documents
Data as per Data Template	View File
Document relating to sanction of intake from university	View File
Approval letter of NCTE for intake of all programs	View File
Approved admission list year-wise/ program-wise	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

05

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

05

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

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

03

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

03

File Description	Documents
Data as per Data Template	View File
Certificate of EWS and Divyangjan	View File
List of students enrolled from EWS and Divyangjan	View File
Any other relevant information	**No File Uploaded**

2.2 - Honoring Student Diversity

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

Dedicated to providing high-quality education for prospective teachers, Ganga Institute of Education implements various programs to assess students' learning levels and strictly adheres to government and university policies during the admission process for B.Ed. and M.Ed. courses. Prior knowledge testing is conducted during

the induction program to gauge students' abilities.

Maintaining the standard of teaching and learning is of utmost importance to the institute, which actively engages in curricular and co-curricular activities. To ensure students' progress and development, counseling and mentoring systems are in place, regularly analyzing individual strengths and weaknesses to offer appropriate guidance, timely assistance, and intervention.

A talent search competition is organized to foster personality development among prospective teachers.The faculty at the Institute promotes student-centered learning through interactive, cooperative, and independent methods, creating an engaging educational environment.

To support students' academic journey, the institute offers a Wi-Fi-enabled campus and a library equipped with the e-Granthalaya facility. Interaction within mentor-mentee groups proves beneficial in solving day-to-day challenges, while yoga, workshops, and meditation services help reduce stress levels. Weekly meetings of mentor-mentee groups allow continuous assessment of students' strengths and weaknesses, enabling personalized attention and support.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Documents showing the performance of students at the entry level	No File Uploaded
Any other relevant information	No File Uploaded

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

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

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

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	**No File Uploaded**
Reports with seal and signature of the Principal	**No File Uploaded**
Photographs with caption and date	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.2.4 - Student-Mentor ratio for the academic year

15:01 (B.Ed. & M.Ed.)

2.2.4.1 - Number of mentors in the Institution

29

File Description	Documents
Data as per Data Template	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

2.3 - Teaching- Learning Process

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

Focus of the institute remains on fostering a student-centric approach to teaching and learning. The faculty employs a diverse range of strategies to create interactive and captivating learning experiences for prospective teachers. These methods encompass the lecture style, face-to-face interactions, project work, fieldwork, active learning, computer-assisted teaching, experiments, practice sessions, and class seminars.

To encourage creativity and engagement, students are motivated to prepare teaching aids like models, which they later utilize in their real-school teaching endeavors. The curriculum incorporates a variety of activities, including group discussions, role-plays, subject quizzes, news analysis, educational games like Antakshari, movie analysis, and extempore speeches. These activities effectively infuse interactivity and excitement into the learning process.

Moreover, the institute implements the experiential learning approach, allowing students to gain direct experiences and verify subject facts and principles through hands-on experiments. The Institute's art labs and resource centers provide practical knowledge and facilitate meaningful hands-on practice.

In essence, The institute's student-centric philosophy and varied teaching methodologies combine to create an enriching and dynamic educational environment that empowers prospective teachers with the necessary skills and knowledge for their future careers.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	View File
Any other relevant information	**No File Uploaded**

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

29

File Description	Documents
Data as per Data Template	View File
Link to LMS	dms.mdu.ac.in
Any other relevant information	View File

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

443

File Description	Documents
Data as per Data Template	View File
Programme wise list of students using ICT support	View File
Documentary evidence in support of the claim	View File
Landing page of the Gateway to the LMS used	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

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

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

The Institute places great emphasis on creating a supportive and inclusive environment for its students. To foster a sense of community, students are organized into different houses and encouraged to work together on team projects under the guidance of their respective house in-charges. The Institute recognizes the financial constraints faced by some of its students and offers fee concessions to those who require financial assistance. Additionally, the Institute welcomes students with special needs and provides them with the necessary support to ensure their success. The Institute maintains a strong commitment to gender equality and provides equal opportunities to all students regardless of their gender. National and international events are regularly celebrated in the Institute to promote cultural diversity and understanding among students.

The staff members serve as positive role models for the students by working collaboratively towards the Institute's goals. The Institute also prioritizes staff well-being by organizing seminars, yoga events, and life skill activities as stress-busters. The faculty members are encouraged to continually improve their skills and knowledge through various professional development opportunities such as Orientation/FDC/Extension Lectures, Webinars, and Seminars. Additionally, faculty members are often invited by other educational institutions in the region to conduct workshops as resource persons.

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

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

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

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

At Ganga Institute of Education, the paramount focus lies in nurturing and enhancing students' creativity, innovation, higher-order thinking abilities, life skills, and empathy. The teaching and learning process is comprehensive, caring, and up-to-date, dedicated to fostering holistic growth in students. Classroom interactions are guided by democratic values, encouraging healthy debates and thoughtful deliberation. To stimulate intellectual and mental growth, perceptive and thought-provoking open-ended questions are incorporated into the learning experience.

The Institute's approach extends beyond academic knowledge, aiming to cultivate empathy in students by connecting their personal experiences with class themes. This, in turn, fosters a deeper understanding and compassion towards underprivileged,

underrepresented, and weaker sections of society. Furthermore, the Institute empowers students to develop a sound, assertive, and optimistic attitude towards life.

Emphasizing innovation in education, both teachers and students are encouraged to engage in research and utilize all available resources to explore new areas of knowledge. The Institute actively promotes innovative problem-solving approaches, pushing students to seek novel solutions and think outside the box. Techniques such as small grouped and paired working, brainstorming, role-playing, games, and discussions are employed to stimulate active participation and provoke divergent thinking, ultimately nurturing creativity.

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

2.4 - Competency and Skill Development

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

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	No File Uploaded
Reports of activities with video graphic support wherever possibl	View File
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 /	Eight /Nine of the above

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

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

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

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

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

All of the above

File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	No File Uploaded
Documents showing the different activities for evolving indicated assessment tools	No File Uploaded
Any other relevant information	No File Uploaded

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

Three of the above

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

2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution ofcommunity related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event	**Four of the above**

File Description	Documents
Data as per Data Template	View File
Documentary evidence showing the activities carried out for each of the selected response	**No File Uploaded**
Report of the events organized	**No File Uploaded**
Photographs with caption and date, wherever possible	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

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

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

During their internship program, prospective teachers formulate structured plans, incorporating evaluation criteria provided by the school teacher in charge. This evaluation covers essential aspects, including planning, classroom management, problem-solving abilities, and overall performance. Teacher educators conduct visits to offer valuable feedback and suggestions for improvement.

Furthermore, the principal's feedback, known as TPI's, encompasses vital attributes such as teamwork, collaboration, participation, responsibility, and punctuality. To ensure effective communication, a group leader is assigned to report any activities or issues to the principal, mentor, and head of the institution.

Support and guidance are extended to prospective teachers through various channels like Signal, WhatsApp, mobile, email, or Google Classroom by teacher educators, who continuously monitor their progress. This process not only strengthens the rapport with the teacher in charge but also encourages collaboration among colleagues.

For M.Ed. students, successful completion of a supervised dissertation is mandatory, and a robust mentoring network is in place to assist them in achieving their academic and professional aspirations. In this nurturing environment, prospective teachers receive comprehensive support to thrive during their internship and beyond.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

216

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

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

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

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

teachers and peers.

As part of their internship program, prospective teachers create structured plans that incorporate evaluation criteria from the school teacher in charge. The teacher in charge evaluates various aspects, including planning, classroom management, problem-solving abilities, and overall performance. Teacher educators conduct regular visits to offer valuable suggestions for improvement.

In addition to the teacher in charge's assessment, the principal provides feedback on students' teamwork, collaboration, participation, responsibility, and punctuality. To ensure effective communication, a group leader is designated to report any activities or issues to the principal, mentor, and head of the institution.

Throughout the internship, teacher educators closely monitor the progress of prospective teachers and extend support and guidance through various communication channels such as Signal, WhatsApp, mobile, email, or Google Classroom. This process not only enhances the rapport with the teacher in charge but also fosters collaboration among colleagues.

For M.Ed. students, the successful completion of a supervised dissertation is a requirement, and they benefit from a mentoring network that aids them in achieving their goals. In this nurturing environment, prospective teachers receive comprehensive support, enabling them to flourish during their internship and beyond.

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

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

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

2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness	**Five of the above**

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	View File
Five filled in formats for each of the aspects claimed	**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

29

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

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

`10`

File Description	Documents
Data as per Data Template	[View File]()
Certificates of Doctoral Degree (Ph.D) of the faculty	[View File]()
Any other relevant information	**No File Uploaded**

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

`94`

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

`94`

File Description	Documents
Copy of the appointment letters of the fulltime teachers	[View File]()
Any other relevant information	**No File Uploaded**

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

Teachers can undertake professional development in two ways: formally and informally. Formal development encompasses attending various events such as conferences, workshops, webinars, seminars, and symposiums. These platforms enable teachers to stay abreast of the latest concepts and advancements crucial for their growth. Engaging in scholarly activities like writing articles, developing educational materials, and publishing research papers also contributes significantly to this type of development.

On the other hand, informal development involves a more practical approach, where teachers prepare lessons and conduct research based on relevant occurrences to enhance their skills and knowledge. Emphasizing student-centered professional development is vital for teachers to ensure optimal learning opportunities for their students. Adapting to new situations becomes essential, considering that students come from diverse environments and backgrounds.

Over time, the educational system's design has evolved significantly, responding to changing needs and advancements. For teachers, social development is equally important, as they are integral members of society with the same human needs as any other individual.

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

2.6 - Evaluation Process

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

At the Ganga Institute of Education, adherence to the academic regulations set by Maharshi Dayanand University in Rohtak is paramount for internal evaluation of students. The university provides clear criteria for internal assessment, considering elements such as class tests/unit tests/house exams, attendanceand assignments.

Alongside traditional evaluation methods, teachers also gauge students' learning progress by actively participating in co-curricular and extracurricular activities, engaging in social and community work, partaking in inter-house competitions, and presenting in class seminars. These diverse approaches ensure a comprehensive evaluation of students' academic and personal growth.

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

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	**Five of the above**

Timely feedback on individual/group performance Provision of improvement opportunities Access to tutorial/remedial support Provision of answering bilingually

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

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

Transparency holds a central position at the Ganga Institute of Education, and it extends to the internal assessment process. The institute strictly adheres to the guidelines provided by Maharshi Dayanand University, Rohtak, for evaluating students internally. House exams are conducted with seamless efficiency, ensuring a fair evaluation of students' performance.

In case any issues or concerns arise, students are encouraged to approach the principal, who promptly addresses and resolves matters on a priority basis. To further ensure a smooth resolution process, the institute establishes a dedicated grievance redressal cell, focusing on resolving all student-related matters efficiently.

In addition to the institute's internal mechanisms, students also have the option to apply for re-evaluation and challenging assessments externally. This process involves paying the necessary processing fee to the university, providing students with an opportunity to seek external evaluation and further validation of their performance.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	<u>View File</u>
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.

Aligned with M.D. University, Rohtak, the institute strictly adheres to the academic schedule. The Examination Committee, responsible for house exams and assignment submissions, incorporates these dates into the academic calendar. To ensure students are well-informed, program in-charges proactively communicate the schedule for internal exams, presentations, and assignment submissions through notice and email or WhatsApp groups as well in advance.

For internal assessments, subject teachers collect awards from the respective in-charges, preparing them meticulously before uploading on the university ERP Portal. Submission dates for assignments are strategically determined, considering factors such as first-year admissions completion, midterm breaks, holidays, and scheduled institute activities like Festivals and Sports day.

To ensure students' awareness, subject teachers communicate the submission and presentation dates effectively, aligning them with the regular class schedule. This approach guarantees a smooth and organized academic flow for all students at the institute.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	<u>View File</u>
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 a clear alignment of Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) with the objectives of the university/Institution programs and courses. These outcomes are

readily available in the syllabi, accessible on the institute's website. During orientation programs, special attention is given to familiarize students with the PLOs and CLOs. Additionally, the Internal Quality Assurance Cell (IQAC) organizes various programs to reinforce and enhance students' understanding of these outcomes.

At the start of each teaching term, students are reminded of the PLOs and CLOs, which are discussed in detail during class sessions. This facilitates students in comprehending the expected outcomes and tailoring their learning accordingly. Moreover, the library provides syllabus copies for students' easy reference, offering a comprehensive understanding of the course structure and learning outcomes. The internal tests conducted by the institute also align with the specified PLOs and CLOs.

The institute places significant importance on effectively communicating PLOs and CLOs to students, as it empowers them to align their learning goals with the desired outcomes, thus fostering academic excellence and success.

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

2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	[View File](#)
Result sheet for each year received from the Affiliating University	**No File Uploaded**
Certified report from the Head of the Institution indicating pass percentage of students program-wise	[View File](#)
Any other relevant information	**No File Uploaded**

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

The institute's website offers easy access to the syllabi of its programs and courses, providing detailed information on PLOs and CLOs. During orientation programs and the beginning of each teaching

term, the IQAC effectively communicates these objectives to
students. The syllabus content is thoroughly discussed in class, and
students can also refer to it in the library.

Additionally, the institute employs both formative and summative
assessments to monitor students' progress and their attainment of
professional and personal attributes aligned with the specified PLOs
and CLOs. This valuable information helps identify areas that
require further improvement in the programs and courses, aiming to
ensure that students are well-prepared with the knowledge, skills,
and attributes essential for their future careers and personal
growth.

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

2.7.4 - Performance of outgoing students in internal assessment

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

460

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

Prospective teachers' initial learning needs undergo comprehensive
assessment through a diverse range of tasks, including assignment

preparation and submission, participation in curricular and co-curricular activities, delivering in-class seminar presentations, engaging in laboratory work, utilizing ICT, and actively participating in internships and house activities. Continuous monitoring of students' performance on these tasks considers aspects such as regularity, class discussion participation, receptiveness, and overall conduct.

To ensure thorough preparation in core subjects of B.Ed., the institute conducts seminars, assignments, micro-teaching, and real teaching sessions before the Continuous Proficiency Assessment Examinations. The faculty also arranges extra class tests to enhance the class's average performance, in addition to the Semester and internal examinations. The students' performance on these assessment tasks plays a vital role in determining the effectiveness of meeting their identified learning needs.

File Description	Documents
Documentary evidence in respect to claim	[View File](#)
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	View File
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	View File
Documentary evidence for each of the claims	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

try-outs Material and procedural supports

File Description	Documents
Documentary evidences in support of the claims	View File
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

05

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

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

0

File Description	Documents
Data as per Data Template	**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

10

File Description	Documents
Data as per Data Template	<u>View File</u>
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	<u>View File</u>
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

727

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

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

407

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

407

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the claim along with photographs with caption and date	View File
Any other relevant information	**No File Uploaded**

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

The Institute's extension initiatives play a crucial role in raising students' awareness of social issues and fostering a stronger bond between the institution and the community. These programs are designed to enable students to embrace social harmony and engage with various stakeholders to address pertinent challenges.

Participation in these initiatives empowers students to gain valuable insights into the issues faced by neighboring communities and encourages them to devise innovative solutions to tackle these challenges effectively.

One such notable initiative is the 'Painting exebition on Gender Sensitization,' which aims to cultivate empathetic and responsible communicators who advocate for 'Gender Equity' and contribute to a more equitable world.

Additionally, the Institute organizes awareness campaigns, such as pollution-free Holi and Diwali, discussions on environmental pollution, and yoga sessions, which promote physical and emotional well-being while nurturing a deeper sensitivity towards social concerns.

Furthermore, the Institute actively hosts a diverse range of outreach events and awareness programs that shed light on critical issues such as healthcare, sanitation, environmental conservation, and social equality. Through these endeavors, students are equipped to comprehend and contribute to the resolution of these pressing social issues.

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

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

0

File Description	Documents
Data as per Data Template	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

02

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

The Institute is fully equipped with NCTE-approved infrastructure to support its educational programs. Within its premises, there are 10 spacious and well-ventilated classrooms, providing an ideal learning environment for students. Moreover, it boasts a multipurpose hall and seminar hall, facilitating various academic and cultural activities like seminars, workshops, and guest lectures. The administrative wing,the principal's office and an administrative office, ensuring the smooth and efficient management of the institute.

For the faculty's convenience and collaboration, there is astaff room where they can prepare for their classes. The institute also promotes physical fitness and well-being among students by offering recreational spaces such as a playground and a multipurpose playfield.

To cater to the diverse needs of students, theInstituteprovides additional facilities such as a canteen, cafeteria, and a visitor's room. The library cum reading hall an extensive collection of books, journals, and educational resources, fostering a culture of self-study. Specialized facilities further enhance the learning experience, including a psychology lab, curriculum lab, sports room, curriculum laboratories, and an ICT resource center. Additionally, the institute has an art and craft resource center that encourages creativity and artistic expression among students.

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

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

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

5

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	http://www.gangainstituteofeducation.com/infrastructure.html
Any other relevant information	**No File Uploaded**

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

7,495,463.89

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

4.2 - Library as a Learning Resource

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

GIE's library is equipped with the advanced Integrated Library

Management System (ILMS), known as e-Granthalaya Software, ensuring the efficient management of its extensive collection. Regular updates are diligently maintained, providing comprehensive information about the available resources. Book transactions are made seamless with the implementation of a Barcode System for issuing and returning books.

The library offers a spacious area of 1550 sq. ft., accommodating up to 110 students simultaneously and providing a well-furnished reading room. Students and faculty members have access to a wide range of valuable resources, including an impressive collection of over 16,617 books, 10 sets of encyclopedias, and subscribed journals from renowned education publishers. Additionally, four e-journals are available with unique login credentials for authorized users. Internet connectivity is readily available, supported by one server and two computers dedicated to students and teachers. For user convenience, a photocopier is accessible at discounted rates. To further enhance the user experience, the library follows best practices by displaying newspaper clippings, journals, magazines, and newly acquired materials. It also maintains a collection of syllabi and previous year's question papers for reference purposes. The software-generated barcode system ensures a swift and streamlined book issuance process, making the library's services even more efficient and user-friendly.

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	http://www.gangainstituteofeducation.com/DisplayPagee5c0.html?ID=89
Any other relevant information	View File

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

To enhance the efficiency of library management, the Institute has embraced automation. By utilizing a VPN (Virtual Private Network), Ganga Institute of Education ensures secure access to its library resources. VPNs establish a protected tunnel between the user's device and the library's database, allowing users to access resources as if they were physically present on campus. Remote access to library resources for teachers and students is not provided through any Gateway.

Furthermore, faculty members are granted access to IndianJournals.com, enriching their academic pursuits with a wealth of valuable resources.

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

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

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

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

75040

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	View File
Any other relevant information	View File

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

418

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	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	**Nil**
Any other relevant information	**No File Uploaded**

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

File Description	Documents
Data as per Data Template	View File
Any other relevant information	View File

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

The institute's ICT facilities have undergone a significant upgrade, including the establishment of a Wi-Fi-enabled campus. Last year, on 1st November 2021, the institute acquired a new router with a

capacity of 100mbps, further enhancing internet connectivity. This development allows both students and staff to access the internet and utilize digital resources for their academic pursuits effectively. The institute prioritizes comprehensive hardware and software maintenance to ensure the seamless functioning of computers and accessories, meeting all necessary requirements.

In line with the B.Ed. program's objectives, prospective teachers receive extensive training in essential ICT skills to prepare them for their future roles in education. This training equips them with the ability to create compelling PowerPoint presentations, digital lesson plans, and effectively use various ICT tools to enhance their teaching methods. Students are actively encouraged to incorporate PowerPoint presentations and video lectures during seminars at the institute and during their practice teaching sessions in schools. This approach not only enhances their teaching skills but also enriches their learning experiences.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	[View File](#)
Any other relevant information	**No File Uploaded**

4.3.2 - Student – Computer ratio during the academic year

9:1

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

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:	**D. 50 MBPS - 250MBPS**

File Description	Documents
Receipt for connection indicating bandwidth	**No File Uploaded**
Bill for any one month during theacademic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant Information	View File

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

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	https://www.youtube.com/channel/UCbqBxb8J38C5aCc8iiU3fRg
List the equipment purchased for claimed facilities along with the relevant bills	**No File Uploaded**
Link to the e-content developed by the faculty of the institution	https://www.youtube.com/channel/UCbqBxb8J38C5aCc8iiU3fRg
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)

717510.67

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View File
Any other relevant information	No File Uploaded

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

At the institute, the maintenance process is well-organized and involves multiple steps. Relevant departments prepare maintenance requirements, which then get forwarded to the maintenance in-charge through the heads of the institution. . To ensure the smooth functioning of various equipment and systems, annual maintenance contracts are established for items such as generators, online UPS, computers, printers, fire extinguishers, water coolers, air conditioners, water purifiers, and water storage tanks cleaning.

A dedicated IT department is responsible for maintaining IT hardware and the network. This team plans regular maintenance and major updates before each semester, following a well-managed policy to adapt to rapid technological changes. When equipment is beyond repair, it is written off and safely disposed of.

Infrastructure facilities, including classrooms, are thoroughly checked for readiness before each semester. This includes evaluating whiteboards, furniture, curtains, electrical fittings, and ICT facilities. Daily cleanliness is diligently maintained in classrooms, corridors, and faculty rooms. The library keeps electronic records of resource usage and manages minor maintenance in-house.

Ensuring the safety of the campus, CCTV surveillance covers the entire premises. Continuous monitoring is carried out in classrooms, corridors, auditoriums, conference halls, and at the main gate, enhancing security measures.

File Description	Documents
Appropriate link(s) on the institutional website	http://www.gangainstituteofeducation.com/Procedures%20and%20policies%20for%20maintaining%20and%20utilizing%20physical,%20academic%20and%20support%20facilities.pdf
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	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File
Sample feedback sheets from the students participating in each of the initiative	**No File Uploaded**
Photographs with date and caption for each initiative	View File
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	**Nine or more of the above**

one/s applicable

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

5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	**B. Any 3 of the above**

File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

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

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
09	**216**

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	**No File Uploaded**
Appointment letters of 10 percent graduates for each year	View File
Any other relevant information	**No File Uploaded**

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

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

6

File Description	Documents
Data as per Data Template	View File
Details of graduating students and their progression to higher education with seal and signature of the principal	**No File Uploaded**
Documentary evidence in support of the claim	View File
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)

41

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	View File
Any other relevant information	**No File Uploaded**

5.3 - Student Participation and Activities

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

The Institute establishes a new Student Council at the beginning of each academic session, wherein the selection process for various posts is conducted unanimously. In order to ensure a comprehensive representation, prospective teachers are granted seats on academic and administrative bodies and committees.

The Student Council actively engages in regular meetings to provide valuable feedback on all aspects of the institute's programs and courses. Moreover, they wholeheartedly participate in curricular, co-curricular, and sports activities, taking on roles such as stage anchoring and event organization. Their responsibilities extend to planning and executing diverse cultural programs, fresher parties, festival celebrations, inter-house competitions, sports meets, workshops, seminars, and personality development programs.

These personality development programs aim to enhance essential skills such as communication, leadership, teamwork, time management, and resource management. Furthermore, the Council makes it a point to commemorate days of national importance, reinforcing their dedication to promoting a sense of pride and patriotism within the institute community.

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

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

12

File Description	Documents
Data as per Data Template	View File
Reports of the events along with the photographs with captions and dates	View File
Copy of circular / brochure indicating such kind of events	**No File Uploaded**
Any other relevant information	**No File Uploaded**

5.4 - Alumni Engagement

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

The Institute boasts and registered an Alumni Association under Haryana registration and regulation of societies Act 2012 having Unique Identification no. 2000157617, aimed at fostering a strong connection between current students and alumni. This association strives to provide valuable support to students through regular

interactions, guidance, and the organization of diverse programs.

The Association is driven by a compelling mission to nurture human resources and foster human excellence. Its vision centers around harnessing the collective power of alumni to fuel professional development in the field of education. Through collaborative sharing of experiences, the Association actively seeks solutions to existing challenges, contributing to both personal growth and national development.

Notable Programs of the Association include:

1. To promotes an environment that encourages alumni to experiment with innovative approaches and practices in the realm of education.

2. To promote knowledge exchange and growth, the Alumni Association arranges conferences and workshops dedicated to educational topics.

3. With a commitment to preserving cultural heritage, the Association aims to reignite interest in ancient Indian Vedic literature and values, ensuring their transmission to future generations.

Through these initiatives, the Association plays a vital role in supporting students, promoting educational advancement, and preserving cultural wisdom for a brighter future.

File Description	Documents
Details of office bearers and members of alumni association	View File
Certificate of registration of Alumni Association, if registered	View File
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	Five/Six of the above

contribution Placement advice and support	

File Description	Documents
Documentary evidence for the selected claim	**No File Uploaded**
Income Expenditure statement highlighting the alumni contribution	**No File Uploaded**
Report of alumni participation in institutional functioning for the academic year	[View File](#)
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	[View File](#)
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	[View File](#)
Any other relevant information	**No File Uploaded**

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

The Alumni Association plays a pivotal role in providing an efficient support system to motivate and nurture the talent of freshers. This is achieved through various initiatives, including:

1. **Sharing Success Stories: The Association shares inspiring success stories of alumni by posting videos to the Institute, encouraging and motivating current students to strive for excellence.**

2. **Promoting Higher Education: The Alumni Association actively encourages students to pursue higher education, opening up pathways to further academic and career growth.**

3. **Providing Constructive Feedback:** The Association offers valuable feedback to the Institute on various aspects, contributing to continuous improvement and betterment of the educational experience.

4. **Conducting Guest Lectures:** In order to enrich the learning environment, the Alumni Association arranges guest lectures featuring distinguished speakers from various fields.

5. **Facilitating Talks on Essential Skills:** The Association organizes engaging talks and sessions with students, covering a wide range of topics such as leadership skills, time management, personality development, motivational insights, and current affairs.

Through these well-rounded efforts, the Alumni Association ensures that the Institute's fresher students receive ample support and guidance in their academic journey, empowering them to reach their full potential and become future leaders in their respective fields.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

Aligned with our vision and mission, the Institute commemorates National importance days like Independence Day, Gandhi Jayanti, Environment Day, and Yoga Day. These celebrations serve as opportunities to instill essential values and sensitize prospective teachers to the evolving demands and values of the contemporary world. To foster a sense of responsibility and global awareness, we actively organize various competitions, sports meets, festival celebrations, debates, and declamation contests, ensuring a holistic development for our students.

Our mission is centered around advancing academic excellence and nurturing compassionate, self-sustained preceptors capable of adapting to the dynamics of society and the environment. Our goal is to equip students with the necessary training to be independent, kind, tolerant, and capable of addressing global issues confidently. Institutional governance is a reflection of effective leadership and a participatory mechanism that remains harmonious with our vision and mission. Decision-making processes actively involve students, alumni, and faculty, ensuring a diverse range of perspectives are considered. Regular meetings and feedback sessions facilitate a continual assessment of the institution's ability to meet the needs and expectations of all stakeholders.

We firmly believe in collaborative and inclusive leadership, cultivating a supportive and nurturing environment to empower our students to flourish into competent and responsible teachers.

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

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

Embracing a participatory approach, the Institute prioritizes innovation in both academic and administrative aspects. Decentralization is a key principle, achieved through the establishment of various committees, councils, and associations, ensuring a well-rounded governance system. Noteworthy administrative and decision-making committees at the Institute include:

1. College Development Committee
2. Parents-Teacher Association
3. Staff Welfare Council
4. Guidance & Counseling Cell

5. Advisory Committee
6. Library Committee
7. School Engagement and Internship Committee
8. Examination & Internal Assessment Committee
9. Co-Curricular Activities Committee
10. Admission Committee
11. Alumni Association
12. Discipline and Anti-Ragging Committee
13. Games and Sports Committee
14. Grievance Redressal and Sexual Harassment Committee
15. Research Committee
16. Placement Cell
17. Student Council
18. Women Cell
19. Internal Quality Assurance Cell (IQAC)

Engaging all stakeholders in the decision-making process, the Institution actively fosters collaboration for effective functioning. Regular meetings are conducted to deliberate on critical matters and address obstacles. Valuable suggestions from teachers, students, and non-teaching staff are highly regarded, serving as motivational factors for them.

The Institute keenly considers inputs from different committees and feedback evaluations for informed decision-making in the future. This commitment to inclusive governance ensures a thriving environment where all voices are heard, and the Institute progresses on the path of excellence.

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

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

The Institute upholds its commitment to transparency in all financial, academic, and administrative operations, aligning with its vision, mission, and objectives.

Financial transparency:

1. Regular Internal and External Audits are conducted to maintain a clear and accountable financial record.

2. The Institute's Balance Sheet is displayed on its official website, providing stakeholders with access to financial information.

3. Salaries and expenditures are directly controlled by the Pawan Ganga Educational Society, ensuring responsible management.

4. The Institute maintains its accounts using ERP software, enhancing accuracy and efficiency in financial tracking.

5. Funds from students' fees are received in the bank account, adhering to affiliating body norms.

Academic transparency :

1. Adherence to guidelines issued by the affiliating University ensures academic compliance and integrity.

2. The Academic Calendar is prepared and prominently displayed on the Institute's website, providing students and faculty with essential scheduling information.

3. At the beginning of each session, various committees are formed, streamlining academic processes and promoting transparency in decision-making.

Administrative transparency :

1. The appointment of in-charges for B.Ed. and M.Ed. programs, facilitating smooth academic operations and transparency.

2. Organizing students into mentor-mentee groups and houses, fostering a supportive and inclusive administrative framework.

3. Displaying recruitment information on the Institute's official platform, enabling interested parties to access relevant details.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	**No File Uploaded**
Any other relevant information	View File

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

An effective and action-oriented strategic plan forms the backbone of the Institute's operations. To execute these plans successfully, various committees hold regular meetings, receiving financial and other support as required. In line with the Institute's commitment to participation and transparency, principles of governance guide the administration.

The Internal Quality Assurance Cell (IQAC) plays a crucial role by collaborating with other committees to meticulously plan, implement, and monitor all activities. These activities encompass:

1. Timely Completion of Syllabus
2. Maintenance of Student Attendance Records
3. Conducting Internal Assessments
4. Planning and Execution of Internships
5. Facilitating Information and Communication Technology usage by students and teachers

The principal of the Institute oversees the committees responsible for these aspects. Gathering pertinent data, these committees forward their findings to the management for review and decision-making.

At the commencement of each session, comprehensive activity plans are prepared, ensuring a structured approach to success. The responsibility of this success lies with the in-charges, conveners, students, and staff, all working in unison to accomplish the Institute's objectives.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	http://www.gangainstituteofeducation.com/academic-calendar.html
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

The Ganga Institute of Education operates with a well-established institutional framework, ensuring efficiency and effectiveness. The Institute has put in place policies, administrative procedures, staff appointments, and service rules, among other things, to provide comprehensive support.

The organizational structure of the institute is clearly defined, with the Principal assuming dual roles as the academic and administrative head. Assisting the Principal are senior teachers, including those in charge and assistant professors.

To ensure compliance with regulations set by UGC/NCTE/MDU/State Government for SFS colleges, staff members shoulder the responsibility for academic and curricular development, focusing on grooming prospective teachers. The Institute forms various committees comprising chairpersons, staff members, and students to facilitate the seamless functioning of both curricular and co-curricular activities. Each committee's roles and responsibilities are well-defined, and they collaborate to plan activities effectively. The Principal oversees the functioning of all committees, ensuring their optimal performance.

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

| 6.2.3 - Implementation of e-governance are in | 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	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	No File Uploaded
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

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

To ensure the effective implementation of decisions and resolutions, the institution has established several committees and cells, each with a specific role and responsibility. These committees and cells work collectively to enhance the quality of education through organized meetings and discussions.

The committees and cells take their duties seriously and play a vital role in improving the overall educational experience. They report to the appropriate authority, ensuring adherence to regulations and policies.

The following are the various committees and cells:

  1. College Development Committee
  2. Staff Welfare Council
  3. Advisory Committee
  4. Alumni Association
  5. Discipline and Anti-Ragging Committee
  6. Games and Sports Committee
  7. Grievance Redressal and Sexual Harassment Committee
  8. Research Committee
  9. Placement Cell
 10. Student Council
 11. Women Cell

12. Internal Quality Assurance Cell (IQAC)

Through collaborative efforts, these committees and cells contribute to the institution's continuous growth and excellence.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	[View File](#)
Action taken report with seal and signature of the Principal	[View File](#)
Any other relevant information	[View File](#)

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

The Ganga Institute of Education takes the well-being of its teaching and non-teaching staff seriously and has put effective welfare measures in place. Various welfare schemes include:

1. Fee concession for staff members' children.
2. Encouragement for non-doctoral staff members to enroll in part-time Ph.D. programs.
3. Provision of opportunities for international exposure through lectures and seminars.
4. Provision for Academic Leave to support professional development.
5. Permission to attend and present papers at conferences, seminars, and workshops.

In addition to the above welfare schemes, the Institute also offers the following facilities to its employees for efficient functioning:

1. Yoga classes to promote physical and mental well-being.
2. Psychological counseling for emotional support and well-being.
3. Power back-up for uninterrupted work environment.
4. Wi-Fi facility to facilitate easy access to information.
5. Recreational workspace for staff to relax and rejuvenate.

These comprehensive welfare measures reflect the Institute's commitment to ensuring the welfare and holistic development of its valuable teaching and non-teaching staff.

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

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

3

File Description	Documents
Data as per Data Template	View File
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	View File
Certificate of membership	No File Uploaded
Income Expenditure statement highlighting the financial support to teachers	View File
Any other relevant information	No File Uploaded

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

11

File Description	Documents
Data as per Data Template	View File
Brochures / Reports along with Photographs with date and caption	View File
List of participants of each programme	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

3

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	View File
Any other relevant information	No File Uploaded

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

The Ganga Institute of Education has implemented an Internal Performance Appraisal System for its entire staff. Under this system, the Principal holds the responsibility of assessing and monitoring the performance of all staff members. Regular feedback from students is collected to gauge their experiences and satisfaction.

The Principal carefully considers all feedback and suggestions received from students, treating them with utmost confidentiality. Additionally, an online feedback mechanism is periodically used to gather feedback from all students, which is then assessed by the Principal.

To ensure a transparent and accessible grievance redressal process, the Institute has established a Grievance Redressal Cell and strategically placed suggestion boxes across the campus where students can drop their queries or concerns related to the teaching-learning process.

Through this comprehensive Internal Performance Appraisal System, the Ganga Institute of Education strives to maintain a conducive and supportive learning environment for its staff and students, continuously working towards improvement and excellence.

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

6.4 - Financial Management and Resource Mobilization

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

Annually, the Ganga Institute of Education conducts both internal and external financial audits to ensure the accuracy of its financial records. Since its establishment, the Institute has maintained an Accounts Department, responsible for overseeing account maintenance and audits.

Regular financial audits are conducted by the Institute's accountant and Chartered Accountant. Monthly income and expenditure reports are diligently prepared and submitted to the audit department, encompassing all fee receipts, interest earned from banks, and payments to staff, vendors, contractors, students, and service providers.

Upon completion, the draft report undergoes review by the Account Department and Management, finalizing the compliance report of the Institute if required. The Institute's Chartered Accountant conducts regular account audits and certifies its Annual Financial Statements. Notably, all Financial Statements have been duly certified by the CA.

With such rigorous auditing practices in place, the Ganga Institute of Education ensures transparency and accountability in its financial matters, adhering to the highest standards of financial management.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	[View File](#)
List of audit objections and their compliance with seal and signature of the Principal	**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)

0

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	[View File](#)
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.

The Institute has a well-structured process for mobilizing funds and utilizing resources effectively, involving various committees and the Accounts office. Well-defined rules govern fund usage and resource allocation to ensure optimal utilization.

Diverse sources of income, such as student tuition fees, transport fees, bank interest, fixed deposit interest, hostel fees, and miscellaneous income, contribute to fund mobilization.

For efficient fund utilization, the accounts department closely monitors both recurring and non-recurring expenses. Vendors' quotations for equipment, computers, books, etc., are thoroughly assessed based on factors like pricing, quality, and terms of service.

The Principal, in collaboration with the accounts department, ensures adherence to the allotted budget. In instances where expenditure exceeds the budget, management intervention is sought to address the situation appropriately.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	[View File]()
Any other relevant information	No File Uploaded

6.5 - Internal Quality Assurance System

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

The institution has established an Internal Quality Assurance Cell (IQAC) with a core focus on institutionalizing quality assurance strategies. The IQAC plays a pivotal role in fostering and perpetuating a culture of continuous quality improvement within the institution. For this purpose, the institution follows a systematic process through the IQAC, involving several essential steps.

Firstly, the IQAC identifies key quality parameters and benchmarks, aligning them with national and international standards. These parameters encompass various aspects of the institution's functioning, including , teaching-learning processes, student support services, infrastructure, and governance.

Secondly, a comprehensive quality assurance framework is developed by the IQAC, which is then implemented throughout the institution. This framework includes the formulation of academic plans, guidelines, and procedures aimed at maintaining and enhancing quality in all areas.

Thirdly, the IQAC conducts regular internal quality audits and reviews to assess the institution's overall performance.

Fourthly, based on the insights from the audits and reviews, the IQAC prepares action plans and extends necessary support and guidance to institute, facilitating the implementation of quality enhancement measures.

Lastly, the IQAC diligently monitors and evaluates the effectiveness

of the implemented measures, ensuring that the quality assurance processes undergo constant review and improvement.

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

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

Dedicated to the constant improvement and maintenance of education quality, the Institute's Internal Quality Assurance Cell (IQAC) places particular emphasis on the effectiveness of the teaching-learning process. Regular assessments of various activities, including class tests, unit tests, class seminars, student presentations, micro and mega teaching schedules, and extension lectures, are conducted by the IQAC to ensure the process's efficacy.

During IQAC meetings, comprehensive evaluations of students' annual results are performed, and their performance in unit tests and assignments is compared. Additionally, the Institute assesses students' success in competitive exams and their placement data to gauge overall performance. The responsibility for conducting these review processes lies with the IQAC.

Furthermore, the IQAC focuses on leveraging Information and Communication Technology (ICT) to enhance the teaching-learning process.

To ensure effectiveness, the Institute actively collects feedback from students at regular intervals. This valuable input is utilized to monitor their progress and identify areas for improvement. Through the implementation of these diverse measures, the Institute strives to consistently elevate and refine the quality of education provided to its students.

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

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

16

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

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

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	http://www.gangainstituteofeducation.com/meeting-minutes.html
Link to Annual Quality Assurance Reports (AQAR) of IQAC	http://www.gangainstituteofeducation.com/AQAR.html
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	**No File Uploaded**
Feedback analysis report	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

To ensure and uphold the quality of both academic and administrative domains, the institution has undertaken several quality assurance initiatives, fostering continuous improvements. Some of these initiatives encompass:

1. **Emphasizing the integration of ICT tools in teaching, the institution encourages teachers to utilize platforms like Google Classroom and WhatsApp groups to enhance student engagement and enrich the learning experience.**

2. **Regular examinations and assignments are conducted to assess students' learning progress and refine teaching methodologies.**

3. **Implementing an online fee payment system, the institution provides students with a hassle-free method to pay their fees from the comfort of their homes.**

4. **The institution actively conducts outreach programs in nearby**

villages, promoting education and awareness within the local community.

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

The institution has a well-defined energy policy that prioritizes energy conservation and the adoption of alternative energy sources to fulfill its power requirements. Members of the institute are actively encouraged to practice energy-saving habits by turning off lights and appliances when not in use. Energy-efficient lighting systems like halogen incandescent bulbs, compact fluorescent lights (CFLs), and light-emitting diode bulbs (LEPs) are utilized throughout the campus. Additionally, the institute embraces Solar light systems as an eco-friendly alternative energy source.

Water conservation is a fundamental commitment, and the institution strictly prohibits any form of water wastage. Any leaks are promptly addressed to save water. To provide shade and reduce electricity consumption, plants, trees, and shrubs are thoughtfully planted on the campus. Implementing this practice results in a 10% reduction in electricity consumption for units operating in shaded areas compared to those in direct sunlight. Moreover, the institution practices prudent usage of computers and other electronic equipment by setting them, monitors, and copiers to enter sleep mode when not in use, resulting in approximately 40% energy cost savings. The institution takes a proactive approach in sensitizing students to the significance of water and energy conservation, fostering a culture of sustainability and encouraging the adoption of eco-friendly practices.

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

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

Committed to environmental awareness and solid waste management, Ganga Institute of Education has successfully implemented various measures for proper waste disposal. The college campus is kept immaculate with strategically placed dustbins, enabling students, teaching, and non-teaching staff to dispose of waste materials efficiently. E-waste materials, including non-functional computers and digital apparatus such as Motherboards and Hard Drives, are collected and stored separately in a designated room and sold periodically.

To maintain a clean and eco-friendly campus, the Institute adheres to a plastic bags-free policy and has installed energy-efficient LED lights in specific areas. Emphasizing digital communication, the Institute strives to reduce paper usage effectively. The waste-handling process is centered on the principles of reducing, reusing, and recycling waste products, steering away from landfills. Solid waste and E-waste undergo recycling, reuse, or proper disposal in the captive or common treatment, storage, and disposal facilities available on the campus. These initiatives foster a green and sustainable environment at the Institute.

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

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

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

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

File Description	Documents
Income Expenditure statement highlighting the specific components	View File
Documentary evidence in support of the claim	**No File Uploaded**
Geo-tagged photographs	View File
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

Committed to fostering a pollution-free and healthy atmosphere, Ganga Institute of Education (GIE) prioritizes cleanliness, hygiene, and greenery. Throughout the day, our dedicated cleaning personnel regularly sanitize bathrooms, classrooms, and common areas, ensuring a pristine environment. Adequate resources are available for effective cleaning and sanitization. The college campus is well-equipped with strategically positioned dustbins both indoors and outdoors. Spacious trash cans are conveniently placed in hallways, restrooms, and college entrances and exits.

To promote a pollution-free environment, we encourage our students and staff to embrace eco-friendly transportation options such as bicycles, e-vehicles, or CNG vehicles. In line with our commitment

to sustainability, the use of plastic is strictly prohibited within the college premises. In addition, the institute actively engages in swachh Bharat campaigns, where students and staff participate in cleanliness activities such as plantation drives, bird feeding, and initiatives aimed at conserving and improving natural resources. These endeavors reflect our dedication to creating a greener and healthier future through sustainable development practices.

File Description	Documents
Documents and/or photographs in support of the claim	[View File](#)
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	No File Uploaded
Circulars and relevant policy papers for the claims made	[View File](#)
Snap shots and documents related to exclusive software packages used for paperless office	[View File](#)
Income- Expenditure statement highlighting the specific components	[View File](#)

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

8250

File Description	Documents
Data as per Data Template	**No File Uploaded**
Income Expenditure statement on green initiatives, energy and waste management	[View File](#)
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

In India, a diverse nation where people from various castes, languages, cultures, and religions coexist harmoniously, Ganga Institute of Education (GIE) deeply values this diversity. To promote awareness and understanding of important environmental, social, and community issues, the Institute regularly organizes seminars, webinars, and lectures.

Emphasizing the significance of a healthy environment, the institute actively engages in initiatives like the Plantation Drive and other drive, working towards fostering a greener and cleaner surroundings.

With a strong focus on community outreach, the Institute conducts programs that create environmental awareness among students and staff, encouraging them to interact with members of the local community. Student-teachers get exposed to the community's traditions, language, cultural heritage, and environment.

Addressing crucial social issues is also a priority for the institute. Through awareness programs, rallies, and street plays, the Institute tackles topics like gender sensitization, AIDS awareness, and cleanliness.

Celebrating all national festivals with great enthusiasm, the campus proudly showcases flex boards promoting green initiatives, social harmony, unity, moral values, and fundamental duties.

Furthermore, the institute marks Independence Day and Republic Day annually, instilling in its students a profound commitment to the nation and society while nurturing a strong sense of responsibility among prospective teachers.

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

7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes 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	View File
Web-Link to the Code of Conduct displayed on the institution's website	View File
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	View File
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

Practice: The Institute has established a comprehensive Wi-Fi network, facilitating the integration of technology into all aspects of teaching, learning, and administrative tasks.

Evidence of Success: The Institute's records are now entirely digitized, streamlining access and management.

Challenges Faced: Occasional disruptions in the Wi-Fi network have been encountered.

BEST PRACTICE II

Title of the Practice: Empowering Economically Weak Students through Fee Concessions

Objectives of the Practice: To foster enthusiasm and enable economically disadvantaged students to pursue higher education.

Context: Our socially responsible Institute extends financial support to economically weak students.

The Practice: The Institute offers fee concessions to deserving economically weak students, making higher education accessible to them.

Evidence of Success: The Institute's financial records demonstrate the provision of fee concessions.

Challenges Faced: Identifying deserving students has been a challenge.

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

7.3 - Institutional Distinctiveness

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

Ganga Institute of Education is fully devoted to delivering top-notch education, nurturing students' intellectual capabilities, and honing their talents. The faculty is dedicated to guiding students in their holistic development and tapping into their innate potential. The college strives to mold learners into self-assured individuals with perseverance, patriotism, and a humane outlook. Witnessing the success of some students stands as a testament to the institution's commitment to empowering the next generation

academically.

The institute's vision is deeply ingrained in its statement, propelling it to equip students not just for examinations but also for life's journey. With unwavering determination, the institute utilizes all means to foster well-rounded personalities and strong characters. Its relentless pursuit of excellence encompasses academics, sports, and cultural endeavors, driven by targeted initiatives to realize the vision and mission statement, ultimately fulfilling its aspiration of becoming a center of achievement. The primary objective remains the empowerment of students.

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