



YEARLY STATUS REPORT - 2021-2022

Part A

Data of the Institution

Part A	
Data of the Institution	
1.Name of the Institution	Ganga Institute of Education
• Name of the Head of the institution	Dr. Geeta Prabha
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	8684000916
• Mobile No:	8684000935
• Registered e-mail ID (Principal)	principal@gangainstituteofeducation.com
• Alternate Email ID	gangainstituteofeducation@gmail.com
• Address	20 KM Mile stone, Jhajjar-Bahadurgarh Road, Village Kablana, Jhajjar, Haryana
• City/Town	Jhajjar
• State/UT	Haryana
• Pin Code	124104
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				
• Name of the IQAC Co-ordinator/Director	Ms. Singh Ritakumari Dudhnath				
• Phone No.	8684000935				
• Alternate phone No.(IQAC)	8684000315				
• Mobile (IQAC)	8684000916				
• IQAC e-mail address	bed@gangainstituteofeducation.com				
• Alternate e-mail address (IQAC)	giekablana@gmail.com				
3.Website address	http://www.gangainstituteofeducation.com/				
• Web-link of the AQAR: (Previous Academic Year)	http://www.gangainstituteofeducation.com/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/PMMMNTT etc.					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
NA	NA	NA	Nil	NA	

8. Whether composition of IQAC as per latest NAAC guidelines	Yes	
<ul style="list-style-type: none"> • Upload latest notification of formation of IQAC 	View File	
9. No. of IQAC meetings held during the year	4	
<ul style="list-style-type: none"> • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	No	
<ul style="list-style-type: none"> • (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	
<ul style="list-style-type: none"> • If yes, mention the amount 		
11. Significant contributions made by IQAC during the current year (maximum five bullets)		
<p>The Academic Calendar for the Academic Year 2021-22 was enhanced to include a wide range of activities, which were effectively monitored by the IQAC. Organized an International Seminar by IQAC Obtained Feedback from stakeholder and action taken according to it. Institutional Social Responsibility and outreach activities were also prioritized to ensure meaningful engagement with the community. Teachers' & Students' orientation programs were organized.</p>		
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 current session	Orientation program/ Students Induction Program were organized on 08th - 10th December, 2021 for M.Ed. 1st year and 09th - 12th December, 2021 for B.Ed. 1st year course. these programs were designed to introduce new students to the institution's academic and social culture, facilities, policies, and procedures. The programs also provided students with an opportunity to meet their peers, faculty, and staff and to learn about the academic expectations, curriculum, and learning resources available to them. The outcomes of the program include improved student engagement, greater familiarity with the institution's resources, better academic preparation, and a sense of belonging to the institution's community.
Outreach Program	GIE conducted various activities and outreach program to aware the society like Rally on World AIDS Day, Shraam Daan Activities, Rally On Beti Bacho & Beti Paddho In Badhani Village, Naukkad Natak on Dowry System Village Bhadhani, Swachchh Bharat Abhiyaan In Bhadhani, World Environment Day (Tree Plantation & Anti Polythene Campaign)
Feedback Collection	Desirable changes had been done on the basis of feedback received from various

	stakeholders.
Internal Seminar	Two days Internal Seminar was conducted on 11th -12th Oct. 2021. This type of seminar inculcates the skill of presentation and self-confidence in students. Feedback to students was given by IQAC committee members.
International Seminar	"Interdisciplinary International Seminar (Online) on Post COVID Education: Paradigm shift in Teaching Learning was conducted on 4th & 5th December, 2021. The seminar has provided a platform for participants to share their experiences and best practices related to the post-COVID education scenario. It also facilitated discussions on various aspects of teaching and learning in the current context and explored innovative solutions to address the challenges faced by the education sector.
Extension Lecture	Extension Lecture conducted - "Inclusive Education" by Dr. Archana Kadian on 28/11/2021. "Women Empowerment" by Dr. Poonam Hooda on 08/03/2022.
Workshop on various topics	Workshop on topic was conducted like "Inferential Statistics" by Dr. Neeru Rathi
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	A visit to Surajkund Fair was organized on 11th February, 2022. the visit to the Surajkund Fair provided the GIE students with a range of improved skills like Cultural awareness, Exposure to new ideas, Teamwork, and collaboration that helped them in their personal and professional growth.
Annual Sports Meet	Annual Sports meet was organize on 21st March 2022. the Annual Sports meet provided students with an opportunity to develop physical fitness, teamwork, leadership, confidence, and sportsmanship skills, as well as build a sense of community and school spirit.
School Engagement Program	School Engagement Program was finalized. It was decided that Program will start from 07th Feb., 2022 and continues till 31st May, 2022.
World Red Cross Day	On the occasion of World Red Cross Day -Blood Donation camp and free Eyes Check-up camp was organize on 09th May, 2022.
Parents Teacher Meeting	Parents Teacher Meeting was organize on 01/06/2022 and feedback was taken from parents and students as well.
International Yoga Day	Workshop was organized on 21/06/2022 the workshop on International Yoga Day provided students with a range of physical, mental, and social benefits, which helped them thrive academically and personally.
13. Whether the AQAR was placed before	Yes

statutory body?	
<ul style="list-style-type: none"> Name of the statutory body 	
Name of the statutory body	Date of meeting(s)
Governing Body - Ganga Institute of Education	06/04/2023
14. Whether institutional data submitted to AISHE	
Year	Date of Submission
2021	24/01/2023
15. Multidisciplinary / interdisciplinary	
<p>Ganga Institute of Education, is not multidisciplinary in nature, because it is offering programs related to education discipline only. currently, in consonance with NEP-2020, GIE can plan to offer a multidisciplinary program. GIE is a part of the Ganga group of institutions which has already been offering various programs under its umbrella, so it is feasible for GIE to offer such programs and can work in this direction.</p>	
16. Academic bank of credits (ABC):	
<p>GIE is not using academic bank credit currently, but as per the notification given by University Grants Commission, with the concurrence of the Ministry of Education "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 planning to start ABC soon. GIE has implemented the CBCS in the M.Ed. program already.</p>	
17. Skill development:	
<p>GIE plays a crucial role in strengthening the soft skills and vocational education of students. Some efforts made by GIE are described as Institute's focus on developing pedagogies that promote vocational education and soft skills. GIE use interactive and practical teaching methods to help students develop their skills. It also provides opportunities for students to work on projects that require the application of their vocational and soft skills.</p> <p>Furthermore, here are some good practices of GEI that promote skill development in view of NEP 2020 like integration of technology with</p>	

teaching-learning by providing a particular timetable for computer lab, providing pedagogical training to teachers that focuses on developing skills such as critical thinking, problem-solving, and collaboration, allowing in-service training to teachers to keep them up-to-date with the latest teaching methodologies and technology, more focused to the need to develop students' soft skills such as communication, collaboration, and creativity and to encourage community engagement & provide opportunities for teachers & students as well to work 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 taught in English, which can be a barrier for students who are more comfortable with other languages. By teaching in Indian languages such as Hindi, Tamil, or Bengali, teacher education institutes can create a more accessible learning environment for their students. So, GIE is providing a bilingual (English & Hindi) teaching-learning environment that helps students from rural areas to understand the subject matter in a better way. Students feel more comfortable in such an environment and can express their feeling more suitably. This can also help to preserve and promote Indian languages and cultures. GIE also adopted such a syllabus which includes teaching about Indian history, philosophy, and arts, as well as incorporating cultural activities and events into the learning experience. GIE also provides support and resources to faculty members, such as access to bilingual materials and instructional technology, mentorship from experienced bilingual educators, and opportunities for collaboration with other faculty members. Every course under every program i.e. M.Ed. & B.Ed. is being taught in a bilingual way.

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

GIE provides two programs (B.Ed. & M.Ed.) that are designed as outcome-based education (OBE) with consideration for both national and global requirements. The institute has implemented OBE with clearly defined Program Outcomes, Program Specific Outcomes, and course outcomes. All courses are designed to focus on cognitive abilities, including Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating. Beyond domain-specific skills, learning outcomes at all levels incorporate social responsiveness, ethics, and entrepreneurial skills to ensure that students contribute positively to the economic, environmental, and social well-being of the nation. The course syllabi have been created with due attention to the larger social needs in order to implement the spirit of the National Education Policy.

20.Distance education/online education:

GIE is not offering any distance education/ online education course/program but during COVID-19, the Ganga Institute of Education used various online platforms such as Google Classroom, WhatsApp, email, and other tools to deliver quality education to students. Despite the negative impact of the lack of face-to-face learning, online education has broken down geographical barriers by facilitating interactions between experts and students from remote locations. As educational institutions reopen after the pandemic, with a hybrid mode of education as a combination of online and offline learning. This is also endorsed by the New Education Policy. Due to the experience gained during the Covid-19 shutdown period, access to online resources by educators and students will no longer be a constraint. Overall, the use of online platforms helped teachers to provide a flexible and accessible learning experience for students.

Extended Profile**1.Student**

2.1	474
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	106
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	

File Description	Documents
Data Template	View File

2.4	238
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Number of outgoing / final year students during the year:		
File Description	Documents	
Data Template	View File	
2.5 Number of graduating students during the year		183
File Description	Documents	
Data Template	View File	
2.6 Number of students enrolled during the year		235
File Description	Documents	
Data Template	View File	
2. Institution		
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):		6695689.68
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	View File	
5.2 Number of sanctioned posts for the year:		34
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 institute has a dedicated Curriculum Committee responsible for executing the curriculum provided by Maharshi Dayanand University, Rohtak. The CC takes into account the local students' needs and plans the effective implementation of the curriculum. Students engage in various interactive activities and are provided with a comprehensive academic environment. The institute also conducts co-curricular activities and arranges a micro-teaching schedule to hone pupil teachers' skills. The Curriculum Committee is committed to ensuring quality education and enhancing academic growth by conducting various tests, providing access to the latest syllabus books, journals, and e-books, organizing tours and trips, and holding seminars, debates, quiz competitions, and workshops.

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	View File
Any other relevant information	No File Uploaded

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

B. Any 3 of the Above

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**

135

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

00

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.

The B.Ed. and M.Ed. curricula are meticulously crafted to provide students with comprehensive knowledge of the teacher education field. Through assignments, class tests, unit tests, simulated teaching sessions, and actual school teaching, students demonstrate their acquired knowledge.

To hone their skills, students are given opportunities to prepare and deliver micro-teaching and mega-teaching sessions in simulated conditions. Each student must conduct 5 micro and 5mega lessons, supervised by their respective mentors. In the second year of B.Ed., students are required to teach in real classroom situations as part of their 16-week internship. During the internship, they apply their acquired knowledge and demonstrate their capabilities.

Various papers, such as 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 enhance students' skills and competencies.

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	View File

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

Ganga Institute of Education ensures that all its students are well-versed in the diverse school systems prevalent in India and abroad. This is achieved through the B.Ed. and M.Ed. courses' comprehensive curriculum, which includes a focus on contemporary India and its education system, as well as an in-depth study of various boards' functioning.

The Assessment for Learning paper of the B.Ed. the course provides an understanding of the assessment system, while the Pre-Service and In-Service Teacher Education, Peace Education, and Inclusive Education paper of both B.Ed. and M.Ed. courses provide an international and comparative perspective. Additionally, students gain practical experience through School Internships, which expose them to the functional differences, norms, and standards of different school systems.

To further enhance students' knowledge and development, the institute conducts an Orientation Program for new students and organizes guest lectures and seminars. By providing a holistic educational experience, the Ganga Institute of Education ensures that its students are well-equipped to face the challenges of the diverse school systems they may encounter in their 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

Ganga Institute of Education places a strong emphasis on developing its students' communication and professional skills. To achieve this, the institute follows a comprehensive curriculum and adopts practices that enhance students' teaching and thinking skills. Micro Teaching and Mega lessons are taught to develop students' teaching skills. Each teaching subject includes five lessons to provide a thorough understanding of the subject matter. Discussion lessons are utilized to foster thinking skills.

To further enrich students' education, the institute invites experts to conduct workshops and extension lectures on different types of lesson plans i.e. micro and macro teaching as well. Prior to commencing practice teaching, student-teachers develop a 'School Profile,' which involves visiting a school, observing its daily routine, and interacting with the permanent teaching staff. During teaching practice, teacher educators participate in each and every curricular and extracurricular activities of the school. They also assist school teachers in decorating classrooms, conducting morning assemblies, and arranging sporting events and annual day celebrations. The institute also obtains permission for students to observe different schools and teacher institutes for research and internship purposes, providing students with valuable opportunities to learn from experienced professionals.

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

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	No File Uploaded
1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following	Feedback collected and analysed
File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	View File
Action taken report of the institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded
TEACHING-LEARNING AND EVALUATION	
2.1 - Student Enrollment and Profile	
2.1.1 - Enrolment of students during the year	
235	
2.1.1.1 - Number of students enrolled during the year	
235	

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	View File
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

10

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

10

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	View File
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	View File
Any other relevant information	No File Uploaded

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

1

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

1

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.

Ganga Institute of Education is committed to ensuring that prospective teachers receive a high-quality education. The institute conducts various programs to assess students' learning levels and adheres to the government and university policies while admitting students to its B.Ed. and M.Ed. courses. The institute did previous knowledge testing of students during the induction program. The institute strives to maintain the quality of teaching and learning while conducting curricular and co-curricular activities. The counseling and mentoring systems of the institute regularly analyze students' strengths and weaknesses to provide proper guidance, timely assistance, and intervention. A talent search competition is organized to nurture prospective teachers' personality development, and knowledge-enriched sessions and internal seminars bridge the gap between learners. Teachers facilitate student-centered learning through interactive, cooperative/collaborative, and independent learning methods.

The institute provides a Wi-Fi-enabled campus and a library with the e-Granthalaya facility. The interaction of mentor-mentee groups helps solve day-to-day problems, and yoga, workshops, and meditation services reduce stress levels. Weekly meetings of mentor-mentee groups are held to assess students' strengths and weaknesses. Overall, Ganga Institute of Education strives to provide its students with a supportive and enriching educational experience that prepares them to excel in their future careers as teachers.

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	All of the above
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File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the activities to address the student diversities	View File
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	Two of the above
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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	View File
Photographs with caption and date	View File
Any other relevant information	No File Uploaded

2.2.4 - Student-Mentor ratio for the academic year

B.Ed. (11:1) and M.Ed. (7:1)

2.2.4.1 - Number of mentors in the Institution

23

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.

GIE adopts a student-centric approach to teaching and learning. The faculty members employ various strategies such as the lecture method, face-to-face interaction, project and fieldwork, active learning, computer-assisted teaching, experiments, practice sessions, and class seminars to make teaching interactive and interesting for prospective teachers.

The students are also encouraged to prepare teaching aids like models which they use in their real school teaching. The Institute offers a variety of activities as part of the curriculum, such as group discussions, role-play, subject quizzes, news analysis,

educational games like Antakshari, movie analysis, and extempore, to make learning interactive and engaging. The experiential learning method is also used to help students acquire direct experience individually and verify the facts and principles of the subject with the help of experiments. The Institute has several labs and resource centers, for practical knowledge and hands-on practice.

Additionally, the Institute organizes seminars to enrich the learning experience of prospective teachers. Recently, an International seminar was organized on "Post COVID Education: A paradigm shift in Teaching Learning" in December 2021 (Dated 4th & 5th). It provided a platform for prospective teachers to interact with experts from various fields and gain valuable insights into the changing landscape of education.

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

474

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
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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	View File
Any other relevant information	No File Uploaded

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

Four 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 conducted related to recent developments in education with video graphic support, wherever possible	View File
Any other relevant information	View File

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

The Ganga Institute of Education prioritizes the development and enhancement of students' creativity, innovation, higher-order thinking abilities, life skills, and empathy through a comprehensive, up-to-date, and caring teaching and learning process. The classroom interactions are conducted in adherence to democratic values and emphasize debate and deliberation. The use of perceptive and thought-provoking open-ended questions stimulates students' intellectual and mental growth. By connecting their problems with class themes, the Institute aims to increase students' empathy towards underprivileged, underrepresented, and weaker sections of society. The Institute's activities also help students build a sound, assertive, and optimistic attitude toward life. The Institute promotes innovation in education by encouraging both teachers and students to study, research, and utilize all available resources to learn something new. Encouraging students to approach issues and find solutions in novel ways fosters their problem-solving and creativity. Thinking outside the box is a significant aspect of learning creativity and innovation. The Institute employs various techniques such as small grouped and paired working, brainstorming, role-playing, games, and discussions to encourage students' active participation and provoke divergent thinking, leading to creativity.

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

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

Eight /Nine of the above

File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	View File
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

All of the above

<p>situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback</p>	
<p>File Description</p>	<p>Documents</p>
<p>Data as per Data Template</p>	<p>View File</p>
<p>Details of the activities carried out during the academic year in respect of each response indicated</p>	<p>View File</p>
<p>Any other relevant information</p>	<p>No File Uploaded</p>
<p>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</p>	<p>All of the above</p>
<p>File Description</p>	<p>Documents</p>
<p>Data as per Data Template</p>	<p>View File</p>
<p>Samples prepared by students for each indicated assessment tool</p>	<p>No File Uploaded</p>
<p>Documents showing the different activities for evolving indicated assessment tools</p>	<p>No File Uploaded</p>
<p>Any other relevant information</p>	<p>No File Uploaded</p>
<p>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</p>	<p>Three of the above</p>

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	No File Uploaded
Sample evidence showing the tasks carried out for each of the selected response	View File
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 of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event

Four of the above

File Description	Documents
Data as per Data Template	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

Prospective teachers develop structure plans for their internship program, which include evaluation criteria provided by the school teacher in charge. The teacher in-charge assesses various aspects, such as planning, classroom management, problem-solving capabilities, and overall performance. Teacher educators visit and provide suggestions for improvement. Additionally, the principal's feedback (TPI's) includes students' teamwork, collaboration, participation, responsibility, and punctuality. A group leader is chosen to report any activities or problems to the principal, mentor, and head of the institution. Teacher educators monitor the progress of prospective teachers and provide support and guidance via Signal, WhatsApp, mobile, email, or Google Classroom. The internship program not only enhances rapport with the teacher in-charge but also fosters collaboration among colleagues. M.Ed. students are required to complete a supervised dissertation. Thus, a mentoring network supports prospective teachers in achieving their goals.

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

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

2.4.9.1 - Number of final year students during the academic year

239

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.

Prospective teachers develop structure plans for their internship program, which include evaluation criteria provided by the school teacher in charge. The teacher in charge assesses various aspects, such as planning, classroom management, problem-solving capabilities, and overall performance. Teacher educators visit and provide suggestions for improvement. Additionally, the principal's feedback includes students' teamwork, collaboration, participation, responsibility, and punctuality. A group leader is chosen to report any activities or problems to the principal, mentor, and head of the

institution. Teacher educators monitor the progress of prospective teachers and provide support and guidance via Signal, WhatsApp, mobile, email, or Google Classroom. The internship program not only enhances rapport with the teacher in charge but also fosters collaboration among colleagues. M.Ed. students are required to complete a supervised dissertation. Thus, a mentoring network supports prospective teachers in achieving their goals.

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	View File
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

6

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

82

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

82

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 develop themselves in two ways i.e. formally and informally. Formal development includes attending conferences, workshops, webinars, seminars, and symposiums, which helps teachers stay updated with the latest concepts required for professional development. Writing articles, creating materials, and publishing research papers are also useful in this type of development. Informal development involves preparing lessons and conducting research using relevant occurrences to enhance development. Student-centered professional development is important for teachers to provide students with the best learning opportunities. Teachers must adapt to new situations to achieve this, as students live in distinct environments. The design of our educational system has evolved significantly over time. Social development is also essential for teachers, as they are social beings with the same needs as any other living body. However, they must lead a life of constraint and restrictions as they are involved in "defining the future of a country," according to the Kothari Commission.

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

The Ganga Institute of Education adheres to the academic regulations provided by its affiliated body, Maharshi Dayanand University in Rohtak, for the internal evaluation of students. The university also clearly defines the criteria for internal assessment, which takes into account class tests, unit tests, attendance (except during the

COVID-19 period), house exams, and teachers' observations for continuous internal evaluation (CIE). In addition to traditional methods of evaluation, teachers also observe the students' learning progress through their involvement in co-curricular and extracurricular activities, social and community work, inter-house competitions, class seminars, and presentations.

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

Five of the above

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

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

At the Ganga Institute of Education, transparency is a key practice when it comes to internal assessment. Maharshi Dayanand University, Rohtak provides guidelines that are strictly followed for the internal assessment of students. House exams are conducted smoothly,

except during Covid times. In case of any problems, students are free to approach the principal, who resolves issues on a priority basis. A grievance redressal cell is also formed at the institute level for resolving all the matters related to students' issues. Apart from the institute, students can also apply for re-evaluation and challenging assessments by paying the required processing fee to the university for external evaluation.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

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

The institute follows the academic schedule of its affiliating university, M.D. University, Rohtak. The Examination Committee decides the dates for house exams and assignment submissions, which are included in the academic calendar. In-charges of each program inform the students of the dates for internal examinations, presentations, and assignment submissions in advance via email or WhatsApp groups. The in-charges collect awards for each subject teacher to prepare internal assessments, which are uploaded on the university ERP Portal. The submission dates for assignments are determined based on various factors such as completion of first-year admissions, midterm breaks, and holidays, as well as other planned institute activities, like Festivals and Sports day. The subject teachers communicate the submission and presentation dates to the students in accordance with their regular class schedule.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
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 has clearly defined Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) that align with the objectives of the university/Institution programs and courses. These outcomes can be found in the syllabi, which are readily accessible on the institute's website. During orientation programs, the institute ensures that students are made aware of the PLOs and CLOs. Furthermore, the Internal Quality Assurance Cell (IQAC) organizes various programs to reinforce and enhance the understanding of these outcomes among students.

At the beginning of each teaching term, the PLOs and CLOs are reiterated to students and discussed in class. This allows students to understand what is expected of them and to tailor their learning to meet these outcomes. Students can also refer to the syllabus copies available in the library for a comprehensive understanding of the course structure and learning outcomes. The internal test taken by institute is also align with the given PLOs and CLOs.

Overall, the institute places great emphasis on the effective communication of PLOs and CLOs to students, as it helps them to align their learning with the desired outcomes and achieve academic 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	View File
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 contains the syllabi for its programs and courses, which outline the PLOs and CLOs. During orientation programs and the commencement of the teaching term, the IQAC communicates these objectives to students. The syllabus is discussed in class, and students can reference it in the library.

Furthermore, the institute monitors the progress of its students and their attainment of professional and personal attributes aligned with the PLOs and CLOs by using formative and summative assessments as well. This information is used to identify areas for further improvements to the programs and courses. By doing so, the institute aims to ensure that students are equipped with the knowledge, skills, and attributes necessary 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

474

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.

The initial learning needs of prospective teachers are assessed through various tasks such as assignment preparation and submission, curricular and co-curricular activities, in-class seminar presentations, laboratory work, usage of ICT, internships, and their involvement in house activities. The performance of students on these tasks is monitored continuously, taking into account factors such as regularity, participation in class discussions, receptiveness, and overall behavior. In order to thoroughly prepare students in core subjects of B.Ed., seminars, assignments, micro-teaching, and real teaching are conducted before the Continuous Proficiency Assessment Examinations. The faculty also conducts extra class tests to improve the average performance of the class in addition to Semester and internal examinations. The performance of students on these assessment tasks is used to determine how well their identified learning needs are being met.

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	No File Uploaded
Documentary evidence for each of the claims	View File
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	View File
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**

6

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	No File Uploaded
Any other relevant information	View File

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

1

File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	View File
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	View File
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

8

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

668

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

477

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

477

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	View File

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 serve to sensitize students towards social issues and bridge the gap between the institution and the community. These programs aim to promote student growth by facilitating their understanding, evaluation, application, and creation of social harmony with various stakeholders. Students participating in these programs gain insights into the challenges and issues faced by the adjacent communities and develop innovative solutions to address them.

The Institute's 'Gender Sensitization Program' strives to create seasoned and conscientious communicators capable of promoting the

message of 'Gender Equity' for a more equitable world. In addition, awareness initiatives such as pollution-free Holi and Diwali, discussions on environmental pollution, and yoga programs promote physical and emotional well-being while making students more sensitive to social issues. Through Digital India Awareness Programs, students become more aware of new technologies and their applications and are encouraged to stay connected to the digital world. These initiatives also help sensitize students to the challenges faced by digital illiterates. The Institute hosts a variety of outreach events and awareness programs, which enable students to understand and address social issues such as healthcare, sanitation, environmental protection, social equality, and more.

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

1

File Description	Documents
Data as per Data Template	View File
Appropriate certificates from the awarding agency	View File
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

3

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	View File
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

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

File Description	Documents
List of physical facilities available for teaching learning	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)

6695689.68

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.

The library at our institution has implemented an Integrated Library Management System (ILMS) known as e-Granthalaya Software. This automation solution ensures efficient management of the library's collection. Regular updates are made to maintain comprehensive information about the library's resources. Book transactions are streamlined through the use of a Barcode System for issuing and returning books. With a spacious area of 1550 sq. ft., our library can accommodate up to 110 students simultaneously and provides a well-furnished reading room. Students and faculty members have access to a wide range of resources, including a collection of over 16,617 books, 10 sets of encyclopedias, and subscribed journals from renowned education publishers. Furthermore, the library offers access to four e-journals, granting authorized users unique login credentials. Internet connectivity is available in the library, supported by one server and two computers dedicated to students and

teachers. Additionally, a photocopier is accessible at discounted rates for the convenience of users. To enhance the user experience, the library follows best practices such as 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 an efficient and streamlined book issuance process.

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	No File Uploaded

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

The library of the Institute is being strengthened by the adoption of automation in library management. Ganga Institute of Education is using a VPN (Virtual Private Network) to provide secure access to library resources. VPNs create a secure tunnel between the user's device and the library's database, enabling users to access resources as if they were on campus. We are not providing any Gateway for remote access to library resources used by teachers and students.

We are giving access of IndianJournals.com to faculty.

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

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

One of the above

File Description	Documents
Data as per Data template	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	No File Uploaded

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

83761

File Description	Documents
Data as per Data Template	No File Uploaded
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	No File Uploaded

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

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

452

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 has upgraded its ICT facilities, including the implementation of a Wi-Fi-enabled campus. Recently, the institute purchased (Dated 01.11.21) a new router with having capacity of 100mbps. This upgrade enables students and staff to access the internet and utilize digital resources for their academic activities. The institute provides comprehensive hardware and software maintenance to ensure the smooth functioning of computers

and accessories as per requirements. As part of the B.Ed. program, prospective teachers are equipped with the necessary ICT skills to prepare them for their future roles. They are trained in creating PowerPoint presentations, digital lesson plans, and utilizing various ICT tools for teaching their subjects in schools. Students are encouraged to use PowerPoint presentations and video lectures during seminars at the institute and practice teaching sessions in schools.

The computer lab and library provide internet browsing facilities. Prior to practice teaching, students receive training on handling equipment such as LCD projectors, slide projectors, and computers. They are also guided in preparing multimedia presentations and teaching aids using technologies like PowerPoint, and google slides.

All staff and students enjoy free access to the computer lab and internet facilities, fostering an environment conducive to ICT integration in teaching and learning.

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

10:1

File Description	Documents
Data as per data template	No File Uploaded
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	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 the academic year indicating internet connection plan, speed and bandwidth	No File Uploaded
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	Nil
List the equipment purchased for claimed facilities along with the relevant bills	View File
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)

459927.16

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

The maintenance process at the institute involves the preparation of maintenance requirements by the relevant department, which are then forwarded through the heads of institution to the maintenance in-charge. The maintenance personnel inspect and carry out the necessary maintenance tasks. Annual maintenance contracts are in place for various equipment and systems, such as generators, online UPS, computers and printers, fire extinguishers, water coolers, air conditioners, water purifiers, and cleaning of water storage tanks.

The Institute has a dedicated IT department responsible for the maintenance of IT hardware and network. The IT team plans regular maintenance and major updates before each semester, following a well-managed policy to adapt to rapid technological changes. Equipment that is beyond repair is written off and disposed of safely.

Regarding the utilization of infrastructure facilities, classrooms are checked for infrastructure readiness before each semester, including whiteboards, furniture, curtains, electrical fittings, and ICT facilities. Daily cleanliness is maintained in classrooms, corridors, and faculty rooms. The library maintains electronic records of resource usage and handles minor maintenance in-house. Sports facilities' maintenance is overseen by the sports incharge.

The entire campus is under CCTV surveillance to ensure security, with continuous monitoring of classrooms, corridors, auditoriums, conference halls, and the main gate.

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	No File Uploaded
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	View File
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
4	183

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).

5

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	View File
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)

16

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 has established a Student Council, which is formed at the beginning of each academic session. The selection process for various posts in the Council is conducted unanimously. Prospective teachers are given representation on academic and administrative bodies and committees of the institute. The Student Council conducts regular meetings and provides feedback on all aspects of the programs and courses. The Council actively participates in all curricular, co-curricular, and sports activities, including stage anchoring and organization. It plans and organizes various cultural programs, fresher parties, celebrations of festivals, inter-house competitions, sports meets, workshops, seminars, and personality development programs, which include communication skills, leadership skills, teamwork, time management, and resource management skills. The Council also celebrates days of national importance.

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

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

11

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	View File
Any other relevant information	No File Uploaded

5.4 - Alumni Engagement

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

Yes, the Institute has an Alumni Association to build a bond between students and alumni. Alumni support is provided to the students via interaction, guidance, and organizing various programs. The mission of the Alumni Association is to transform human resources to achieve human excellence. Ganga Institute of Education's Alumni Association has envisioned mobilizing human resources for professional development in the field of education. In this background, the Association works towards finding solutions to existing problems through the collective sharing of multiple experiences for human growth and national development.

Programs of the Association:

- Encouraging the members of Alumni in experimenting with innovative ideas and practices.
- Holding conferences and workshops on education.
- Activating interest in ancient Indian Vedic literature and values and their transmission to the coming generations.
- Establishing a liaison with national and international professional bodies for the growth of the discipline.

File Description	Documents
Details of office bearers and members of alumni association	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 contribution Placement advice and support

Five/Six of the above

File Description	Documents
Documentary evidence for the selected claim	No File Uploaded
Income Expenditure statement highlighting the alumni contribution	View File
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	No File Uploaded
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	No File Uploaded
Any other relevant information	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 Institute has an effective support system from the Alumni Association in motivating freshers as well as identifying, and nurturing their talent by-

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

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.

The Institute's celebrations of National importance days such as Independence Day, Gandhi Jayanti, Environment Day, and Yoga Day are aligned with our vision and mission to create opportunities for

value-based alterations and to sensitize prospective teachers towards changing demands and values of the present-day. We organize various competitions, sports meets, festival celebrations, debates, and declamation contests to develop a sense of responsibility and global awareness among our students. Our mission is to advance academic excellence and foster compassionate, self-sustained preceptors to overcome the changes of a dynamic society and environment. We aim to provide training to our students to be independent, kind, tolerant, and capable of handling global issues.

The governance of the institution reflects effective leadership and a participatory mechanism that is in tune with our vision and mission. Our administrative bodies and committees actively involve students, alumni, and faculty in decision-making processes. Meetings are held regularly, and feedback is gathered to ensure that the institution is meeting the needs and expectations of our stakeholders. We believe in collaborative and inclusive leadership to create a supportive and nurturing environment for our students to grow and develop 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

The Institute adheres to a participatory approach in managing and administering its operations. The objective is to promote innovation in academic and administrative matters. The Institute practices decentralization by establishing various committees, councils, and associations. There are several administrative and decision-making committees at the Institute, including:

- College Development Committee,
- Parents-Teacher Association
- Staff Welfare Council

- Guidance & Counseling Cell
- Advisory Committee
- Library Committee
- School Engagement and Internship Committee
- Examination & Internal Assessment Committee
- Co-Curricular Activities Committee
- Admission Committee
- Alumni Association
- Discipline and Anti-Ragging Committee
- Games and Sports Committee
- Grievance Redressal and Sexual Harassment Committee
- Research Committee
- Placement Cell
- Student Council
- Women Cell
- IQAC

The Institution ensures the involvement of all stakeholders in the decision-making process and promotes collaboration for the effective functioning of the Institute.

Outcomes: Frequent meetings are conducted to deliberate on crucial matters and obstacles. Valuable suggestions from teachers, students, and non-teaching staff are taken into account to make decisions, which motivate them. Inputs received from different committees and feedback evaluations are carefully considered for future decision-making.

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 believes in maintaining transparency in its financial, academic, and administrative functions by adhering to its vision, mission, and objectives.

Financial transparency is maintained by:

- Conducting regular internal and external audits.

- Displaying the balance sheet on the Institute's website.
- Directly controlling salaries and expenditures through the Pawan Ganga Educational Society.
- Maintaining the account in ERP software.
- Receiving funds in the bank account from students' fees as per affiliating body norms.

Academic transparency is maintained by:

- Offering B.Ed. and M.Ed. programs with a sanctioned intake of 200 and 50 students, respectively.
- Following the guidelines of the affiliating University issued from time to time.
- Preparing and displaying the Academic Calendar on the Institute's website.
- Forming various committees at the beginning of each session.
- Assigning teaching and non-teaching faculty their duties at the start of the new session.

Administrative transparency is maintained by:

- Appointing in-charges for B.Ed. and M.Ed. for smooth functioning and transparency in academic work.
- Dividing all students into mentor-mentee groups and houses.
- Displaying recruitment information on the Institute's

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	View File
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

The institute deploys an effective and action-oriented strategic plan. Various committees conduct meetings to execute the plans with financial and other support. The principles of participation and transparency govern the administration of the institute. The IQAC collaborates with other committees to plan, implement, and monitor all activities, including:

- Timely completion of syllabus

- Maintenance of student attendance records
- Internal assessments
- Planning and execution of internships
- Use of information and communication technology by both students and teachers

The head of the institute i.e. principal heads the concerned committees responsible for these aspects. The data collected is then forwarded to the management. All activity plans are prepared at the beginning of the session, and success is ensured by the in-charges, conveners, students, and staff.

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 has a well-established institutional framework that operates efficiently and effectively. Policies, administrative procedures, the appointment of staff, and service rules, among other things, are in place to support this. The organizational structure of the institute is clearly defined, with the Principal serving as both the academic and administrative head. Senior teachers, including those in charge and assistant professors, assist the Principal.

To ensure compliance with regulations set by UGC/NCTE/MDU/State Government for SFS colleges, staff members are directly responsible for the academic and curricular development of prospective teachers. Various committees are formed, comprising chairpersons, staff members, and students, to facilitate the smooth functioning of the institute's curricular and co-curricular activities. The committee's roles and responsibilities are well-defined, and they plan activities in consultation with each other. The Principal oversees the functioning of all committees and ensures that they perform their duties effectively.

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

Five/Six of the above

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	View File
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.

The institution has established several committees and cells to ensure the effective implementation of decisions and resolutions. These committees and cells are responsible for organizing meetings aimed at improving the quality of education. Each committee has a specific role and responsibility, and they work together to enhance the quality of education. The committees and cells report to the appropriate authority and ensure compliance with regulations and policies. The various committees/cells are:-

- College Development Committee
- Staff Welfare Council
- Advisory Committee
- Alumni Association

- Discipline and Anti-Ragging Committee
- Games and Sports Committee
- Grievance Redressal and Sexual Harassment Committee
- Research Committee
- Placement Cell
- Student Council
- Women Cell
- IQAC

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	No File Uploaded

6.3 - Faculty Empowerment Strategies

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

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

- Staff members' children receive 30% fee concession.
- Maternity benefits are provided
- All the non-doctoral staff members are encouraged to get enrolled for part-time Ph.D.program.
- Provision for Academic Leave are provided
- Faculty members are granted permission and seed money to attend workshops and present papers at conferences, and seminars.

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

- Yoga classes
- Psychological counseling
- Power back-up
- Wi-Fi facility.
- Workspace for recreation

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	No File Uploaded
Any other relevant information	No File Uploaded

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

0

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

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

14

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	View File

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

2

File Description	Documents
Data as per Data Template	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.

Ganga Institute of Education has an Internal Performance Appraisal System in place for all its staff members. The Principal is responsible for assessing and monitoring the performance of all staff members and communicating about lacking areas and overall performance on an annual basis or whenever required. Feedback from students is collected regularly, and there is a Grievance Redressal Cell and Suggestions box placed at main locations on the campus where students can drop their queries or problems related to teaching-learning. The Principal considers all the feedback and suggestions received from students and provides confidential feedback to staff members. Additionally, online feedback is also obtained from all students periodically and assessed by the Principal.

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

Ganga Institute of Education conducts both internal and external financial audits annually to ensure that the Institute's financial records are maintained accurately. The Institute has had an Accounts Department since its inception to oversee the maintenance of accounts and audits. The Institute's accountant and Chartered Accountant conduct regular financial audits, and monthly income and expenditure reports are prepared and sent to the audit department. This scrutiny includes all receipts from fees and interest earned from banks, as well as all payments to staff, vendors, contractors, students, and other service providers. The draft report is then submitted to the Account Department and Management for finalizing the compliance report of the Institute, if necessary. The Chartered Accountant of the Institute conducts regular accounts audits and certifies its Annual Financial Statements. All Financial Statements have been certified by the CA.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	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	No File Uploaded
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	No File Uploaded
Any other relevant information	No File Uploaded

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

The institute has a well-planned process for the mobilization of funds and resource utilization, which involves various committees and the Accounts office. Specific rules have been designed for fund usage and resource utilization to ensure optimal utilization of resources.

For the mobilization of funds, the institute relies on various sources of income, including student tuition fees, transport fees, bank interest, interest on fixed deposits, hostel fees, and miscellaneous income.

To ensure the efficient utilization of funds, the accounts department monitors the expenses for recurring and non-recurring activities. The department seeks quotations from vendors for the purchase of equipment, computers, books, etc. Quotations are scrutinized before finalizing a decision based on parameters such as pricing, quality, terms of service, etc.

The Principal and accounts department ensure that the expenses remain within the allotted budget. In case the expenditure exceeds the budget, the intervention of the management is sought.

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

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) to ensure the institutionalization of quality assurance strategies. The IQAC plays a significant role in promoting and sustaining a culture of quality improvement within the institution. The process adopted by the institution for quality assurance through the IQAC involves several key steps.

Firstly, the IQAC identifies the key quality parameters and benchmarks based on national and international standards. These parameters cover various aspects of the institution's functioning, including curriculum design, teaching-learning processes, student support services, infrastructure, and governance.

Secondly, the IQAC develops a comprehensive quality assurance framework and implements it across the institution. This framework includes the formulation of academic plan, guidelines, and procedures for maintaining and enhancing quality in all areas.

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

Fourthly, based on the findings of the audits and reviews, the IQAC prepares action plans and provides necessary support and guidance to departments and units for implementing quality enhancement measures.

Lastly, the IQAC monitors and evaluates the effectiveness of the implemented measures, and ensures that the quality assurance processes are continually reviewed and improved.

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.

The Internal Quality Assurance Cell (IQAC) of the Institute is dedicated to constantly improving and maintaining the quality of education provided to students. One of the key areas that IQAC focuses on is the teaching-learning process. To ensure that the process is effective, IQAC conducts regular assessments of various activities such as class tests, unit tests, class seminars, student presentations, micro and mega teaching schedules, and extension lectures.

In IQAC meetings, the annual results of students are analyzed and their performance is evaluated. This evaluation is compared to their performance in unit tests and assignments. The success of students in competitive exams and their placement data are also used to assess the performance of the Institute. The IQAC is responsible for carrying out all these review processes.

Another area that IQAC focuses on is the use of Information and Communication Technology (ICT) to enhance the teaching-learning process.

Finally, to ensure that the teaching-learning process is effective, the Institute also takes feedback from students at regular intervals. This feedback is used to monitor their progress and identify areas for improvement. Through these various measures, the Institute strives to maintain and improve 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

12

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	View File
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

In order to ensure and maintain the quality of its academic and administrative domains, the institution has implemented various quality assurance initiatives that track incremental improvements. Some of these initiatives are:

- **Integration of ICT in teaching - Learning:** The institution has encouraged the use of ICT in teaching and learning processes. Teachers have used ICT tools such as Google Classroom and WhatsApp groups to interact with students and enhance the learning experience.
- **Examination and Assignment:** The institution has taken regular examinations and assignments to evaluate the learning progress of the students and improve the teaching methodologies.
- **Online fee payment:** The institution has implemented an online fee payment system, making it easier for students to pay their fees from the comfort of their homes.
- **Interdisciplinary International Seminar (Online) on Post-COVID Education: A paradigm shift in Teaching Learning:** The

institution organized an online seminar on post-COVID education, which brought together experts from different fields to discuss the changes and challenges in the teaching-learning process.

- Outreach programs: The institution has organized outreach programs in nearby villages to promote education and awareness among the local community.

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

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 emphasizes the need for energy conservation and the use of alternative sources of energy to meet its power requirements. To conserve energy, college members are encouraged to turn off lights and appliances when not needed. The institution uses energy-efficient lighting systems such as halogen incandescent bulbs, compact fluorescent lights (CFLs), and light-emitting diode bulbs (LEPs). Furthermore, GIE also uses Solar light systems as alternative sources of energy.

The institution is committed to water conservation and strictly prohibits water wastage. Any leakage is immediately controlled to save water. Plants, trees, or shrubs are planted on the campus to provide shade. A unit operating in the shade uses up to 10% less electricity than the same unit operating in the sun. Computers are used only when necessary, and setting them, monitors, and copiers to use sleep mode when not in use helps cut energy costs by approximately 40%.

The institution sensitizes students to the importance of water and energy conservation and encourages them to adopt sustainable practices.

File Description	Documents
Institution's energy policy document	View File
Any other relevant information	View File

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

Ganga Institute of Education is committed to promoting environmental awareness and maintaining solid waste management. To achieve this goal, the Institute has implemented several measures to ensure the proper disposal of waste. The campus area is kept clean with the use of numerous dustbins located in various corners of the college campus. These dustbins are utilized by students, teaching, and non-teaching staff to dispose of waste materials. In addition, the Institute stores E-waste materials such as out-of-function computers, non-functioning digital apparatus such as Mother Board, Hard Drive, and other office E-waste in a separate room and sells them periodically.

To maintain a clean and green campus, the Institute has implemented a plastic bags-free policy and installed LED lights in some areas of the college campus to conserve energy. The Institute has also taken steps to reduce paper communication and prioritize digital communication. Furthermore, the Institute follows a waste-handling process that focuses on reducing, reusing, and recycling waste products instead of dumping them in landfills. Solid waste and E-waste are recycled, reused, or disposed of in captive or common treatment, storage, and disposal facilities available on the campus.

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

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	No File Uploaded
Any other relevant information	No File Uploaded

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

Three of the above

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

Ganga Institute of Education (GIE) is dedicated to preserving cleanliness, hygiene, and greenery, to create a pollution-free healthy atmosphere. The cleaning personnel of GIE frequently sanitize bathrooms, classrooms, and common areas throughout the day. The Institute possesses adequate cleaning and sanitization resources. Dustbins are positioned around the college campus, both inside and outside. Large trash cans are placed in hallways, restrooms, and college entrances and exits. In order to provide a pollution-free environment, we motivate our students and staff to utilize bicycles, e-vehicles, or CNG vehicles. The use of plastic is banned on college grounds. The Institute also organizes Clean Ganga and Green Ganga campaigns, in which cleanliness activities such as plantation, bird feeding, and steps for improving and conserving natural resources

are performed by students and staff for sustainable development.

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	No File Uploaded

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

Nil

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

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

more than 100 - 200 words

India is a diverse country where people from various castes, languages, cultures, and religions live together in harmony. The Ganga Institute of Education takes this diversity seriously and organizes seminars, webinars, and lectures on issues related to the environment, society, and the local community. The Institute places a high priority on creating a healthy environment and has undertaken initiatives such as the Plantation Drive and Clean Ganga-Green Ganga to promote a green and clean environment.

The Institute also conducts outreach programs to create environmental awareness among students and staff, who interact with members of the local community. Student-teachers are exposed to the local traditions, environment, language, and cultural heritage of the community. The Institute also addresses social issues such as gender sensitization, AIDS awareness, and cleanliness through awareness programs, rallies, and street plays.

All national festivals are celebrated with great enthusiasm, and the campus displays flex boards related to green initiatives, social harmony, unity, moral values, and fundamental duties. Independence Day and Republic Day are celebrated every year to instill a sense of commitment towards the nation and society, and to foster a 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

C. Any 2 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	View File

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

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

Evidence of success:All the records of the Institute are available in electronic form.

Problems encountered:Sometimes the network Wi-Fi is disturbed.

BEST PRACTICE II

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

Objectives of the Practice:To create interest and enable economically weak students to fulfill their dreams of higher education.

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

The Practice: The Institute provides fee concessions to economically weak students which really helps them to pursue higher education.

Evidence of Success:Institute’s Balance Sheet shows concession.

Problems Encountered:Identification of deserving students.

File Description	Documents
Photos related to two best practices of the Institution	View File
Any other relevant information	View File

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 dedicated to providing quality education to students, fostering their intellectual abilities, and nurturing their talents. The faculty's primary goal is to guide students toward their all-around development and help them develop their innate skills and abilities. The college aims to prepare learners to become self-confident citizens with perseverance, patriotism, and humanity. The institution strives to empower the next generation academically, as evidenced by the success of some students.

The college's vision is reflected in its statement, and it continually strives to prepare students not only for exams but also for the journey of life. To achieve this goal, the institution uses all means to encourage the all-round development of personality and character. The college's relentless commitment to excellence in all spheres, including academics, sports, and culture, is fueled by focused initiatives aimed at realizing the vision and mission statement and achieving its goal of becoming an "establishment for accomplishment." The main objective is to empower students.

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