SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

GURU NANAK COLLEGE OF EDUCATION

SURVEY NO. 19 - A, TEACHERS COLONY, MANHALLI ROAD, BIDAR
585403
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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Guru Nanak College of Education Bidar was established in the year 2004-05. It is Affiliated with Gulbarga University Kalburgi, it offers a bachelor's degree in Education (B.Ed.), it is managed by Sri Nanak Jhira Saheb Foundation Bidar, with the prime objective of preparing efficient and committed teachers for our country with special emphasis on their moral growth and development along with teaching skills. The students are expected to become the lights of society to illumine the world. The quest for excellence is highlighted in the vision and mission of the institution.

Guru Nanak College of Education Bidar believes in Holistic development by inculcating moral and ethical values by making them face the ever-changing world with greater confidence. It is unique in the way that teaching or learning here is challenging. The college aims at achieving academic excellence by imparting quality education. It also aims at training students to the self-reliant, responsible citizens who can contribute significantly to the continuous improvement of a just and equitable society.

The College has well-qualified and Experienced staff right from its Inception. The faculty works in a congenial atmosphere with a great team spirit. The library serves as a rich source of teacher education, To facilitate the students learning, our library has a wide range of good books and popular educational journals. It has well-equipped furniture and good infrastructure. The college has a well-furnished computer laboratory consisting of 20 computers with internet facility to each of the computers. Thinking that education should relate to the life needs and aspirations of the people, subjects like craft and fieldwork, SUPW, sports games, and cultural programs are introduced in the training program. The institution has well well-equipped curriculum laboratory with materials related to its studies. The institution has a proven track record of securing good marks with more Distinctions in the University examination from its inception.

Practice teaching is an important part of teacher training. Together 06 schools have been selected for practice teaching which are within a radius of 2 to 5 kms. Practicing schools extend their cooperation in making the B.Ed program successful.

Vision

"To create an ethical, purposeful, enthusiastic, and motivated educating for the community for the global requirements".

Mission

1. To stimulate interest in students toward effective teaching and learning work culture with the commitment to a lifetime teaching profession as a passion rather than a job.

2. To create a committed teaching community to spread the light of education, especially in the Hyderabad Karnataka region".

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

A. Is located in the prime area of the city.

B. Motivated, dedicated, and qualified with a blend of vastly experienced faculty.

C. Provides financial & other benefits.

D. Infrastructure is satisfying the needs of the hour.

E. Enrichment of curriculum according to the needs of the students and the local community.

F. Well-planned academic calendar.

G. Faculty development program.

H. Continuous compressive evaluation.

I. Supportive and encouraging cooperative management.

J. The college has a glorious history of more than 19 years that has produced effective Teachers

or successfully serving the state and the nation

K. Many alumni have served the school as teaching and non-teaching staff.

L. Three of the teaching staff members have a Doctoral degree (Ph.D) Two of the teaching

Staff have KSET qualifications.

M. We have dedicated non-teaching staff

N. Specious classrooms and laboratories.

O. The college has ICT-enabled classrooms.

P. Our institution is known for its systematic admission process.

Q. The college has a good academic track record of our students in the university exams with exemplary results.

R. Campus discipline stresses imbibing values of life to make students responsive and responsible.

S. College also possesses wi-fi and internet facilities.

T. Our college library is stocked with an impressive collection of books, journals, periodicals, and E-resources.

Institutional Weakness

- As an affiliated University did not provide guideship to college teachers although our institution possesses eligible Ph.D. holders.
- There is a visible gap between the syllabus taught and job requirements. Being an affiliated Institution, it is difficult to bridge this gap. Students from rural areas are striving to meet national and global standards in education and face language barriers (English language).
- The involvement of Alumni at the institute level is less.
- Institution is not under 12B and 2F scheme.
- Lack of published research articles.
- The college has been trying to improve its placements.

Institutional Opportunity

- The college is situated in a peaceful and educationally enlightened area.
- Communicative skills in the English language for both academic and professional objectives for students and teachers.
- Extend the reach of the Alumni Association by hosting more events/ activities with them.
- Scope for improvement of digital literacy among students. The NSS and other associations allow our students to extend their services beyond the college campus. This facilitates young minds to understand the needs and services of society.
- The college could also look at the possibility of having a full-fledged vocational training center that could impart training like computer skills, mobile repairing, sewing, yoga training, and fashion designing to interested students.
- The institute can try for permanent affiliation and go under the 12B and 2F schemes.

Institutional Challenge

- The most important challenge that the college faces is how to strike an effective balance between teaching and research. Faculty find very little time for research activities.
- The students of our college who complete programs find it difficult to get placement by their qualifications, as markets are not generating knowledge-intensive jobs. There is a need to have skill development courses which will improve the professional potential of our students and improve their prospects concerning their employability. This will also help us to keep pace with the changing needs and demands. Moreover, as we are living in a skill-based world, we want productive opportunities to cater to the needs of present students.
- Networking and strengthening relationships with stakeholders.
- Rapid growth of teacher training institutions without due consideration to quality of teacher education.
- Need to train student-teachers to face global challenges in education.
- Conversion into multidisciplinary as per NEP, 2020 is another challenge. Appointment of qualified teachers and paying them as per UGC/ State Govt. norms are the difficult challenges that need to be solved.
- To start a new program and revamp the existing curriculum in line with National Education Policy 2020 The IQAC consistently encourages faculty to file more patents and to get more research projects.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Every year Gulbarga University Kalburgi sends the academic calendar. The Principal leads the meeting to discuss about B Ed course. The core subjects are split and allotted among staff along with pedagogy subjects and other responsibilities like Attendance, calendar of events, field visits, cultural event management, Sports, Arts and crafts, Drama, Yoga, Life Skills, Mid-Day Courses like Spoken English, and Black Board Writing Skills. Library hours are discussed and finally, the timetable is prepared according to the local context adding co-curricular and extra-curricular activities Before the commencement of the teaching-learning process. the faculty members prepare a course outline joining the teaching hours and learning hours and assessment procedure. All the activities of the academic year begin with the "Sukhamani path" pooja. Students Orientation Programme is the beginning, the students are given general instructions, and a diagnostic test is conducted to understand the basic knowledge of school subjects. We conduct a Talent Day Programme to know the hidden talents of our students. We also care about other activities like skill-based, community-oriented, and personality development moral and aesthetic, hands-on training programs in our calendar of events. Before the practice teaching, students will observe the demo on micro and macro lessons given by our staff members. Through this process, students will acquire micro and macro teaching skills and communication skills in a national setting based on their pedagogy. Students will demonstrate specific concepts by using different skills. Practice teaching in schools will commence smoothly. Student teachers are encouraged to attend seminars and webinars connecting them nationally and internationally. Activities are undertaken in the area of social services like CTC programs, Awareness camps, and blood donation camps. Anti-drugs, Anti-tobacco programs, and survey activities play a vital role in shaping their confidence. Every year the institution collects feedback from Students, Teachers, Alumni, and Parents. Teachers with lower feedback scores are discussed and action is taken on a priority basis, The principal will be instructed to improve his or her performance in teaching parameters. We are into a holistic development of every individual about Teacher Education.

Teaching-learning and Evaluation

The institution assesses the learning levels of the students by organizing special programs. The students participate in various academic and co-curricular activities within and outside the college, Field visits, seminars, and talks by experts are organized during the year. Students are given individual projects and class assignments, focusing on self-study and independent learning. They are also assigned group projects and activities that promote pair and peer learning and team building Classroom discussions, debates, presentations by students, and role play, facilitate participate in learning Extension activities, field visits, internships, and Training ensure experiential learning for students. Engaging students in problem-solving-based learning through continuous engagement with issues and challenges is encouraged in different subjects. To nurture various skills among students several techniques are employed. Lesson plans and teaching are prepared under the guidance of the method masters. The same will be executed in the classes allotted During execution the mentor teachers and the peers observe their teaching of the lesson acquire students' strengths and weaknesses and give them feedback to improve their teaching. The Institution follows the modalities of conducting the continuous internal evaluation, where more emphasis is given to assignments, seminars, projects, presentations, micro-teaching, Internship programs, Internal assessment tests, and annual examinations aimed at fostering peer learning and mentoring the students. Internal assessment is done for 25 marks Scrutiny of the prepared question paper is carried out by the Principal to ensure the quality of the Question paper. After completion of the internal examination, the faculty evaluates the answer scripts and distributes them to the students for doubt clarifications or re-correction. The faculty submits the re-corrected scripts to the examination department and

marks are displayed on the notice board. Result review meetings are conducted with result analysis and the remedial actions for further improvements are arrived at after discussion with faculty and Principal. The performance of the students in Internal Assessment is used to identify slow and advanced learners in their respective subjects. Slow Learners are encouraged to improve their performance in the future by counseling. Counseling Sessions are used to sort out personal issues, and academic and non-academic Problems.

Infrastructure and Learning Resources

The college has a total built-up area of 1550 sq. mts. The institution has well-furnished, spacious, and excellent physical infrastructure as per the NCTE, UGC, government, and University norms. All classrooms are spacious and well-ventilated. Each classroom has enough seating capacity. B.Ed. classrooms have an LCD projector facility. Classrooms are well furnished with a sufficient number of lights, fans, and other requirements. All classrooms are equipped with interactive boards. The institution has a Principal's office, administrative office, staff rooms, library, computer laboratory, language laboratory, and technology laboratory. Psychology, Biological science, social studies room, physical science Mathematics laboratories, first aid room, multipurpose hall, IQAC cell, Grievances Redressed cell, sexual harassment and Anti-ragging cell, store rooms, KENT system and aqua-guard (Voltas), canteen, washrooms, UPS, etc. The multipurpose hall of the institution is utilized for various curricular, co-curricular, and extracurricular activities. The remaining facilities like play ground, parking area, etc, are common to all institutions of premises. Well-planned playground with a running track, throw ball court, long jump pitch, badminton, tennis, volleyball, etc. A separate sports room is available in the institution. Library has rich collections of academic resources Journals, Magazines, Newspapers, Audio and Video CDs. The library has partially automated with all the active book collections updated in KOHA Library Management Software and the OPAC (Online Public Accesses Catalogue) facility is made through the software for the users. College is subscribing N-LIST database from INFLIBNET where students and teachers can access E-books and E-journals. College is having the REMOTE ACCESS facility for our students from the Gulbarga University library, by using their user names and passwords. Faculties and students can access the bibliographical details about the library collection. The center provides access to e-resources and Internet connectivity to our teachers and student teachers. ICT facilities, Hardware, and software maintenance of computers and accessories are done as per requirement. Academic growth by providing Wi-Fi facilities for staff and students. The college also provides a canteen facility on campus with healthy and hygienic food.

Student Support and Progression

The institution has initiated several capacity enhancement and development schemes for the benefit of the students. These include 'Yoga Club' and 'Language and Communication skills for Kannada and English literature. The institution possesses a Guidance and Career Counseling Cell for guiding competitive examinations. Some staff members also provide coaching for the CTET, NTET, and SLET/NET, Entrance Tests. Many students benefit from guidance for competitive examinations and career counseling offered by the institution. Some of the students of this institution have been pursuing post-graduation or other higher levels of education from various universities & institutions. Students of this institution have also qualified for NET/SLET/TET and other competitive exams. Some of them are placed in various departments of Central and State governments. Almost all the students are benefited from various scholarships funded by Government and Non-Governmental agencies. Student Council plays a very active role in all the college events including a variety of innovative competitions, guest lectures, conferences, seminars, workshops, and games which enhance student's communication skills, management skills, leadership skills, teamwork, time-management, resource management skills, and builds confidence in every student. Every year many students are qualifying for

State/National level examinations. Some of the students are going for higher education and some of the students are appointed in different schools, colleges, and also in government sectors. The organization of sports and cultural activities is of utmost importance for the holistic development of the students. Such activities are organized throughout the year in our college The Institute has an Alumni Association cell. for building a strong bond between alumni and students. The alumni give support to the students through interaction, financial funding, guidance, and placement.

Alumni are included as members of the Board of Studies. They are invited for meetings at the college and they interact with their teachers and express their suggestions. Alumni gave Guest lecturers to the existing students on career development and placement. The Alumni Association is supporting continuously outstanding performers in the University examinations.

Governance, Leadership and Management

The Institutions follow the Professional Management approach in managing the Institutions. The practice of Decentralization reflects decision-making, planning and administration, and office management. The overall structure of Institutional Management is categorized as "Academics" and "Administration" Keeping in view all the stakeholders, more on students an effective administrative system is structured. All the stakeholders are working together for the efficient functioning of the Institution and maintain complete transparency in its financial, academic, administrative, and other functions. The admission process is strictly based on merit by the government reservation policies. There is an academic committee in the college that monitors every academic activity of the college, and important notices regarding the college are regularly posted on the college website to ensure complete transparency in all its functioning. Institute forms various Committees and cells, and their functions are properly defined The IQAC is a significant administrative body in the college. It contributes to maintaining quality standards in teaching, learning, and evaluation. The institution has effective welfare measures for teaching and non-teaching staff. Faculty members are promoted for self-development programs and higher education. The performance of each faculty member is assessed according to the Annual Self Assessment for the Performance-Based Appraisal System. The institute undertakes a wide range of activities besides academics, for which faculty members are assigned additional duties and responsibilities, which are mostly voluntary Institute maintains a well-planned process for the mobilization of funds and resources. A Library Committee has been constituted for the smooth functioning of the library. The student Welfare Department provides various welfare schemes to students. The Department provides leadership, social, and extracurricular counseling, and economic benefits to the students to become productive citizens of society. The College Alumni often meet and provide valuable suggestions for academic improvement and the overall development of the College. Anti Ragging Committee keeps a stringent vigilance to keep the college campus ragging-free. Sexual Harassment Redressal Cell promptly comes into action whenever any complaint is brought to its notice. There are various other committees headed by faculty members that deal with the matters coming under its purview.

Institutional Values and Best Practices

According to "Swacha Bharat Mission", the institution is always committed to maintaining a clean college

environment to set a good example to students, teachers, and staff. Organizing cleaning day events like Sanitation, Personal hygiene, Safe drinking water, Disposal of wastewater, and Solid. Liquid and E-Waste waste management. The institution ignites sensitivity towards society and the environment through various activities like interaction with especially dumb and Deaf Schools, and orphanages and motivating students to spread awareness of cleanliness. The college has Used LED bulbs and tube lights in the office rooms, some laboratories, and classrooms is one of the easy ways to cut down electricity costs at institutions. The institution believes in "Let's go green and keep our campus clean. ICT as an effective teaching-learning method for competitive skill development. Students and teachers are encouraged to participate in online courses using platforms such as SWAYAM. There is also a high demand for college products in placement schools. The college is distinct in its hands-on approach to training and applying theory to practice. The college makes an effort to provide a holistic experience to its students in the form of guest lectures, conferences, and workshops and makes extra effort to find those that add value. As an institutional best practice, Leadership Development is achieved through Various Academic Programs. The council leaders and association members are given opportunities that enable them to formulate action plans for core curricular and extracurricular activities. They work as a team thus learning the values of collaboration, cooperation, and conflict management. Our institution tries to inculcate the habit of responsible interaction with the environment to preserve natural resources. We teach our students to create balance resilience and interconnectedness that allows human society to satisfy its needs. These life lessons are delivered through projects, role plays, and experiential learning. The institution is an immaculately maintained green, plastic-free campus. The institution strictly avoids the use of plastics and has imposed a ban on single-use plastics inside the campus. The best practice that needs special mention is teachers' reflective practices, which are tools for learning, and their significance is appreciated in academic circles.

Research and Outreach Activities

Graduate and postgraduate students from remote regions are admitted to the institute and the institute has created an opportunity for them, to explore new ideas and share information with others who share their interests. The research and development cell of the college promotes a culture of research among the student teachers. Teacher educators are always motivated to take up education research. To motivate them, the institute has provided secretarial support and other facilities like a library, internet, study leave, sponsoring for research symposiums, workshops, conferences, etc Financial assistance is provided to staff members. Research activities and publication of research work by the faculty members indicate the academic growth of an institution. The student teachers are encouraged to take up some thrust areas of research by the institution, the classroom problems, teaching-learning process, and attitude towards subjects Seminars, conferences, and workshops organized by an institution allow its students and faculty members to get acquainted with a larger sphere of knowledge through exchanging ideas. Our institution inculcates social values and responsibilities to the faculty and students by imparting extension activities in the neighborhood for the holistic development of society. A campaign for Tree plantation is carried out on Environment Day in nearby areas and awareness for care of the newly planted trees is generated among community people. The Blood bank has been enriched through the Blood Donation Camp which led to the donation of blood through various outreach activities. Every year college conducts a citizenship training camp in rural areas. And also conducts Educational tours to help the students acquire historical Knowledge. Through these programs, the institution develops social and citizenship values. Leadership, teamwork, sharing views, accepting others, and dignity of labor, are inculcated in students. The total number of Students participating in extension activities conducted during the last five years is nearly 500. Outreach programs are organized in the institution to inculcate social values and responsibilities in students. Students in the institution are motivated to be socially responsible. The institution has signed MoUs with many institutions and organizations of repute. Many skill development and outreach activities are

organized under the MoUs.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	GURU NANAK COLLEGE OF EDUCATION
Address	Survey No. 19 - A, Teachers Colony, Manhalli Road, Bidar
City	BIDAR
State	Karnataka
Pin	585403
Website	www.gurunanakbed.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	RAVIKIRAN BAKKAPPA	08482-234221	9986518089	-	gurunanakbedcollege@gmail.com
IQAC / CIQA coordinator	MAREPPA	-	8970644553	-	mareppakattimani4@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Karnataka	Bidar University	[View Document](#)

Details of UGC recognition

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

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	[View Document](#)	02-06-2022	12	

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Survey No. 19 - A, Teachers Colony, Manhalli Road, Bidar	Urban	2.24	1550

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,Education,Education	24	BA BCOM BSC BE BCA	English,Kannada	50	49

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	1				2				9			
Recruited	1	0	0	1	1	1	0	2	4	5	0	9
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				5
Recruited	3	2	0	5
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				3
Recruited	2	1	0	3
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	1	1	0	0	0	0	3
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	4	5	0	9
UG	0	0	0	0	0	0	0	0	0	0

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

	Part Time Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	1	0	1
UG	0	0	0	0	0	0	0	0	0	0

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

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

Programme		**From the State Where College is Located**	**From Other States of India**	**NRI Students**	**Foreign Students**	**Total**
UG	Male	6	2	0	0	8
	Female	39	2	0	0	41
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	1	10	5	5
	Female	13	5	6	9
	Others	0	0	0	0
ST	Male	0	1	2	1
	Female	8	4	11	5
	Others	0	0	0	0
OBC	Male	5	5	6	5
	Female	17	19	14	18
	Others	0	0	0	0
General	Male	2	2	6	0
	Female	3	4	0	5
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		49	50	50	48

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Guru Nanak College of Education, Bidar is actively engaged in offering quality teacher education programmes. It aims to improve the overall, development of human beings- intellectual, aesthetic, social, physical, emotional, and moral. The institute offers skill-based and value-based education. Students who are desirous of pursuing their special interest areas other than their chosen discipline like B.Ed., or M.Ed. may opt for skill-based value-added courses. Our affiliating university is planning to run an integrated teacher education program recognized by NCTE. Apart from this, our college is prepared for the inclusion of more disciplines to offer integrated education programs in the future as per NEP policy.

	To the attainment of the holistic and multidisciplinary education. College Development Council (CDC) and higher officials are preparing the system for Multiple Entry and exit in Academic programs. The college has MOU with colleges of different Universities to promote Teacher Education programs or to promote specific subject areas of mutual interest in teaching and research.
2. Academic bank of credits (ABC):	Students often face difficulties in obtaining copies of their certificates/mark sheets whenever they are lost or destroyed. Maintaining academic awards in a digital depository would enable educational Institutions, students, and employers' online access/retrieval/verification of digitalized academic awards and climate fraudulent practices such as forging certificates and mark sheets. Our college is affiliated with Gulbarga University, Kalaburagi, and all the certificates and degrees are provided by our university itself. Our university has registered in a NAD portal for depositing students' academic records as per the government directions, through these mechanisms students will benefit from pursuing higher studies that require a credible, authentic, and convenient mechanism for access, retrieval, and validation of such awards. Our institution is taking the initiative to deposit the students earned credit for all the programs offered in academic bank credit to promote student centricity in higher education across the country through learner-friendly practices and a more inter-disciplinary approach to higher education.
3. Skill development:	Value-added courses impart life skills and it is taught to meet our global standard, depending upon the needs of the employers, society, and nearby people. Guru Nanak College of Education has already started its preparation for skill development activity. An Exclusive Skill Development cell has been established and it has organized many online and offline programs on skill development both for students of our college and also for other stakeholders at large. This cell is also offering value-added courses on skill development like Personality Development, ECO-Friendly Products, aesthetic skills, smart room technology, classroom management, and Banking Skills to the students. It also assists students in identifying & developing their academic & career interests and setting their short-term and long-term goals through individual counseling and group

	counseling. Apart from this number of Memorandum of Understanding (MOUs) have been signed to enhance the employability and teaching skills of future teachers.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Our institute organizes events and competitions like essay writing, elocution, poem writing creative writing in these regional languages. Youth & heritage festival in the regional languages, prizes are distributed for top performing student at college level. Maximum Opportunities are provided to the students to participate in all these activities to inculcate a sense of national integration, love for art, and culture, and a civic sense among the student community. The ability to communicate in the Indian language will be considered part of the qualification criteria for job openings. Gulbarga University is always optimistic about integrating the Indian Knowledge system with the contents of teacher education programs for Indian art culture and language to preserve the Iconic legacies of Indian heritage & transform them for future generations. Our institute under the Guidance of IQAC has organized programs and celebrated different days, Yoga Day, meditation talks on Moral values, daily morning prayers, and Indian culture-oriented activities to integrate Indian knowledge and values among students. Therefore, our college is prepared to take up the Leadership role to reconnect the post-glory and assimilate and adopt it in day-to-day life situations by integrating the Indian knowledge system with teacher education programs.
5. Focus on Outcome based education (OBE):	As we know outcome-based education is the key element of teacher education curricula designed by Gulbarga University, to enable the students to be able to do what is essential for them at the end of learning. The curriculum planning and evaluation are done according, to the NCTE and Gulbarga University, and carefully planned all the programs of study focus on outcome-based education. As a teacher Education Institution, the main focus is to produce teachers who are well-trained to meet the demands of the contemporary education system. To fulfil its responsibility, the institution offers opportunities to student teachers to keep their knowledge updated by organizing awareness programs, workshops, webinars, conferences, experts talk, and training regarding instructional strategies, day-to-day

	advances in technology, and recent innovations. Apart from this, the university experts have given training to many other institutions on the importance of outcome-based education accordingly. Gulbarga University is prepared to focus on outcome-based education.
6. Distance education/online education:	Guru Nanak college of Education has conducted online programs even institute does not have distance and online education programs. As online education has gained importance in these pandemic days, new trends have taken their way in education to inculcate advanced learning techniques. As a result, the knowledge and performance of the students will be enhanced. For a long, it has been observed that the incubation of technology through digital presentations has dominated because of the facility of the internet which reshaped the current trend of education. E-learning is vast and unlimited, all the time and places where the learning path & pace are determined by the learner. During the pandemic period, the institute faculty has successfully delivered lectures on the online platform, and conducted online tests, through virtual meetings. The seminar and project work evaluations were also done in the virtual environment. The online platform is exclusively used to conduct webinars and lectures during Lockdown. Therefore the faculty intends to encourage the students to do online courses in MOOCs offered nationally/internationally according to their interest through self-learning or online tutorials like MOOCs to enhance their professional skills and employability skills. They get enough exposure and discussion with professors from various universities. Now our institute is prepared to offer online and distance education programmes in the future.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, an Electoral Literacy Club has been set up in the College. An electoral Literacy Club is a platform to engage school students through h interesting activities and hands-on experience to sensitize them on their electoral rights and familiarize them with the electoral process of registration and voting. Also, our college-designed learning meets fun, activities, and

	games to stimulate and motivate students to strengthen the culture of electoral participation among young and future voters.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Faculty Coordinator Student Coordinator list: Sl.No. Year Staff Coordinator Student Coordinator 1 2018-19 Rajendra. S. Maruti Kulkarni 2 2019-20 Mareppa Kattimani Md. Irfan 3 2020-21 Mareppa Kattimani Satish Kempe 4 2021-22 Mareppa Kattimani Kumar 5 2022-23 Mareppa Kattimani Amar Hingoli
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	These may include voluntary contributions by the students in electoral participation in voter registration of students and communities where they come from, assisting district election administration in the conduct of the polls, voter awareness campaigns, promotion of ethical voting, enhancing the participation of the underprivileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc. 1. Voter Registration awareness camp for the eligible students in campus. 2. Voter awareness camp conducted at various Village places in Ramgarh district. 3. Voter awareness camp conducted for disabled persons & senior citizens at various villages of Bidar. 4. Voter awareness guest lectures conducted for in-house students.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	1. A Voter awareness drive conducted in Bidar district. 2. Workshop on the awareness and canvassing rights conducted by the college in the nearby village
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	Voter registration drive conducted at Institute for above 18 years of age students.

Extended Profile

1 Students

1.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
99	97	97	95	97

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any other relevant information	[View Document](#)

Other Upload Files	
1	[View Document](#)

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	50	50	50	50

File Description	Document
Letter from the authority (NCTE / University / R	[View Document](#)
Institutional data in prescribed format	[View Document](#)

1.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
13	13	13	13	13

File Description	Document
Institutional data in prescribed format	[View Document](#)
Central / State Govt. reservation policy for adm	[View Document](#)

1.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	48	49	47	50

File Description	Document
List of final year students with seal and signat	[View Document](#)
Institutional data in prescribed format	[View Document](#)

1.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	48	49	47	50

File Description	Document
Institutional data in prescribed format	[View Document](#)
Consolidated result sheet of graduating students	[View Document](#)

1.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	50	48	50	50

File Description	Document
Institutional data in prescribed format	[View Document](#)
Enrollment details submitted to the state / univ	[View Document](#)

2 Teachers

2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	9	9	9	9

File Description	Document
Institutional data in prescribed format	[View Document](#)
Copy of the appointment orders issued to the tea	[View Document](#)

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
13	13	13	13	13

File Description	Document
University letter with respect to sanction of p	[View Document](#)
Any other relevant information	[View Document](#)

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
5.67	21.80	11.14	12.02	14.14

File Description	Document
Audited Income Expenditure statement year wise d	[View Document](#)

3.2

Number of Computers in the institution for academic purposes..

Response: 39

File Description	Document
Invoice bills of purchase of computers	[View Document](#)
Copy of recent stock registers	[View Document](#)

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1

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

Response:

The curricular aspects of the Bachelor of Education (B.Ed) program at Guru Nanak College of Education, Bidar, is guided by the prescriptions of Gulbarga University, Kalaburagi, to which it is affiliated. For the effective implementation of the curriculum, the college aligns its efforts with its broader vision and mission.

Key practices for curricular implementation include:

1. **Pre-Semester Planning**: College-level meetings are held before the start of new semesters to Discuss and plan the execution of courses. These meetings cover teaching focus, class Assignments, internal assessments, use of reference materials, and AV teaching aids.

The Advisor and Principal of the Institution conduct meetings with the teaching staff to develop strategies for effective implementation of the curriculum. This phase includes the following processes:

1. Drafting of the Academic Calendar and timetable

2. Preparing the Lesson Plans

3. Scheduling the various academic activities.

4. Setting up all the technical support for effective class delivery.

2. **Academic Calendar**: The institution prepares an academic calendar in line with the syllabus of Gulbarga University. This calendar details the required duration for each event, considering Examinations, holidays, and the overall academic schedule for both first and second-year Students

3. **Inviting External Experts**: To ensure quality education and objectivity in teaching-learning Processes, the college invites external experts for sessions.

4. **Mid-Semester Curriculum Planning**: Regular mid-semester meetings are conducted to assess the adherence to the planned curriculum and make necessary adjustments.

5. **Student Feedback**: Feedback from students at the end of sessions, including theories, practicum, and workshops, is used to improve and refine the teaching process and content.

6. **Induction Programme**: Workshops are organized to introduce student-teachers to the Institution's vision, mission, rules, regulations, and professional ethics.

7. **Value-Added Courses**: The institution offers additional courses such as soft skills, school Management, peace education, library management, and arts and crafts to enhance the skills of Student-teachers.

8. **Internal Evaluation**: Internal evaluations are conducted after course completion. Preliminary

Exams based on the university's question paper pattern are held, and students receive Performance feedback and guidance.

9. **Extracurricular Activities**: The college organizes various activities, including cultural events, Social initiatives (e.g., blood donation, Swachata Abhiyan), awareness rallies (e.g., AIDS awareness, tobacco-free, pollution awareness), and tree plantation drives.

10. **Skill Enhancement**: Despite the COVID-19 pandemic, the college planned online classes and practical skill enhancement opportunities. Educational visits and expert sessions in nearby local areas are part of the course assignments.

11. **SWOC Analysis**: Training and placement calendars are formed and followed based on Strengths, Weaknesses, Opportunities, and Challenges (SWOC) analysis to ensure continuous academic involvement and effective curricular and extracurricular inputs.

12. **MoUs and Placement Success**: The college has Memorandums of Understanding (MoUs) with Various organizations to help students upgrade their skills. This has led to high success rates in CTET, TET, and placements.

13. **School Internship and Practice Teaching**: These are special focus areas, with the college providing significant emphasis on practical teaching experience. The college consistently achieves a 97% pass rate, with many students obtaining first-class with distinctions.

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

1.1.2

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

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

1. **Faculty of the institution**

2. **Head/Principal of the institution**

3. **Schools including Practice teaching schools**

4. **Employers**

5. **Experts**

6. **Students**

7. **Alumni**

Response: A. Any 5 or more of the above

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

1.1.3

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

1. **Website of the Institution**

2. **Prospectus**

3. **Student induction programme**

4. **Orientation programme for teachers**

Response: A. All of the above

File Description	Document
Report and photographs with caption and date of teacher orientation programmes	[View Document](#)
Report and photographs with caption and date of student induction programmes	[View Document](#)
Prospectus for the last completed academic year	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

1.2 Academic Flexibility

1.2.1

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

Response: 61.33

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

2022-23	2021-22	2020-21	2019-20	2018-19
9	9	9	10	9

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	15	15	15	15

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

1.2.2

Average Number of Value-added courses offered during the last five years

Response: 2.4

1.2.2.1 **Number of Value – added courses offered during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
3	3	2	2	2

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

1.2.3

Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years

Response: 83.71

1.2.3.1 **Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
63	87	91	82	83

File Description	Document
Upload any additional information	[View Document](#)
List of the students enrolled in the value-added course as defined in 1.2.2	[View Document](#)
Course completion certificates	[View Document](#)

1.2.4

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

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

Response: A. All of the above

File Description	Document
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses	[View Document](#)
Document showing teachers' mentoring and assistance to students to avail of self-study courses	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

1.2.5

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

Response: 79.38

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

2022-23	2021-22	2020-21	2019-20	2018-19
74	74	75	83	79

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

Guru Nanak College of Education Bidar, affiliated with Gulbarga University, Kalaburagi, is designed to provide comprehensive opportunities for students to acquire and demonstrate knowledge, skills, values, and attitudes across various learning areas.

- **A fundamental or coherent understanding of the field of teaching Education**

To ensure a fundamental understanding of teacher education, the institution conducts induction/orientation programs for new students. These sessions introduce the Program Learning Outcomes (PLOs) of the B.Ed program. familiarize students with the syllabus, and highlight theoretical and practical aspects relevant to the two-year teacher education course. Expert talks by educators and professionals from the field enrich students' understanding by covering diverse topics related to teaching.

- **Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization.**

The curriculum includes specialized pedagogy courses that allow students to develop procedural knowledge tailored to their chosen specializations. For instance, micro-teaching sessions focus on skills such as introduction techniques, questioning methods, and the effective use of multimedia for teaching. Students also engage in creating teaching-learning materials, drafting activity-based lesson plans, and organizing exhibitions, fostering a holistic approach to skill development.

- **Capability to extrapolate from what one has learned and apply acquired competencies.**

The institution emphasizes the development of teaching competencies specific to different educational levels—primary, secondary, and higher secondary. Graduates are prepared for examinations like TET for eligibility in service roles. Postgraduates are equipped for higher secondary education, with training in teaching, evaluation, research, communication, social skills, and modern ICT techniques.

Capacity development is facilitated through programs like educational tours, community-based projects, internships, and field visits. Additionally, the institution focuses on nurturing skills such as emotional intelligence, problem-solving, and collaboration among student teachers. Social awareness programs, street plays, and educational initiatives help students understand societal issues and develop empathy and proactive problem-solving skills.

- **Skills/Competencies such as Emotional Intelligence, Critical thinking, Negotiation and communication skills collaboration with others, etc.**

The curriculum also emphasizes the capability to apply acquired competencies effectively. Courses such as Teaching Learning Competencies and ICT integration empower students to apply theoretical knowledge in practical teaching scenarios. Students engage in activities like multimedia presentations and the creation of educational resources, enhancing their readiness for professional challenges.

Furthermore, the curriculum places a strong emphasis on developing essential skills and competencies. Courses like Drama and Art in Education promote communication and collaboration, while projects and research assignments foster critical thinking and negotiation skills. Opportunities for collaboration with peers through surveys and exhibitions further enhance students' ability to work effectively in teams.

In conclusion, Gulbarga University Kalburgi with Guru Nanak College of Education Bidar's curriculum is designed not only to impart theoretical knowledge but also to equip students with practical skills, emotional intelligence, and the ability to engage meaningfully with educational challenges. By emphasizing both comprehensive learning areas and specialized skills, the institution prepares student teachers to excel in diverse educational settings and contribute positively to society.

File Description	Document
Photographs indicating the participation of students, if any	[View Document](#)
List of activities conducted in support of the above	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)

1.3.2

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

Response:

The College aims to make efficient teachers who not only possess teaching skills and competencies but are also aware of the School system in which they have to work. In this streamline the students are made aware of the development of the School system in India through briefing them about the various Commissions, Policies, and Acts. They are made aware of the popular Boards in India like State Boards, and CBSE, Students are also acquainted with the knowledge of different State Boards of India. After briefing the students regarding all these important aspects of diversity in school education in India, they are assigned different group activities like visiting different schools in and around Bidar. So that they can do teamwork and search upon these aspects in more detail.

There is a theoretical paper Educational in Contemporary India, knowledge and curriculum part understanding discipline and school subjects of the B.Ed. curriculum. The prescribed paper familiarizes the pupil teachers with the concept, meanings, and importance of equity and diversity besides it focuses on education and social diversity. Similarly, the paper on the learning and teaching process understands the theoretical frames of psychology for the Learning and Teaching Development task of the different stages.

Different activities in the curriculum for student-teachers to understand the role of diversity and equity in the teaching-learning process. A required understanding of the concept of multiculturalism and the values of respecting different cultures promotes the idea of respecting diversity through EPC-V (Art and drama in education) and various cultural programs.

The student teachers are exposed to different pedagogical practices of boards in schools during the internship, trained to formulate subject-specific academic standards and learning

The institution achieves this by offering a curriculum that explores the development and functioning of various boards of school education across India. In exploring assessment systems, students examine the norms and standards employed by different boards to evaluate student learning outcomes. They analyze the impact of assessment practices on teaching methodologies and student performance, gaining insights into how assessment shapes educational practices and priorities within each board.

Recognizing the importance of diverse boards, college organizes visits and seminars. These experiences cover diverse demographics, rural-urban settings, and educational levels (primary to higher secondary). Factors like enrolment rates, co-education policies, and teacher-student ratios are assessed to broaden students' perspectives on educational inclusivity and equity.

Knowledge from seminars, lectures, and practical experiences is integrated into internships, practice lessons, and field visits. Students apply their learning by implementing lesson plans, utilizing diverse teaching methods, and engaging in co-curricular and extracurricular activities. This reinforces theoretical concepts and enhances pedagogical skills and professional acumen.

Guru Nanak College of Education provides a well-rounded understanding of diverse school systems in India . By blending theory and practice, we prepare educators to navigate and contribute effectively to the dynamic field of education.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)
Action plan indicating the way students are familiarized with the diversities in Indian school systems	[View Document](#)

1.3.3

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

Response:

Guru Nanak College of Education equips students with a diverse curriculum fostering professional teaching skills. We emphasize a student-centered approach, including Action Research projects for applying theory in practical settings.

The designed curriculum helps students to understand the interconnectedness of various learning engagements as well as steadily get ready how they enter from lower to higher class and in the fourth semester become completely ready for the professional field.

In this direction number of practical courses are introduced to students which start from their first semester with Orientation and demonstration of Micro Teaching Skills. Here focus is on lesson planning and teach-re-teach of different teaching skills, namely skills of Introduction, the skill of Explanation, Illustration with Example, Stimulus Variation and Reinforcement, the skill of using blackboard, skill of probing questions. After this to enhance student-teacher skills Integration Lessons are introduced, and opportunity is given to practice various skills of teaching in an integrated way.

In the second-semester student teachers move to a higher level and engagement with the field is done where the student teachers plan and conduct lessons of 45 minutes duration in schools under guidance of teacher educators. Here emphasis is given to using appropriate teaching aids, models of teaching, games, questions, illustrations, and scope for students' active participation. This Practice of teaching is followed by an Internship of four weeks in schools. Student-teachers will practice College lessons as a simulation lesson.

In the third semester, the level of learning was even higher. The internship is conducted in schools for four weeks, where students are involved in a lot of activities like Study of timetables, year Plan of schools, co-curricular activities conducted in school, Morning assembly and Display Boards of school, observation of school facilities such as science laboratory, library, playground and sports facilities, computer laboratory, music room, etc. The activities that our student teachers have to do are taking attendance of a class, preparing reports, efforts by the school to increase attendance, assessing homework/assignments/journals of a class, and Planning and conducting 16 lessons. Preparing and implementing a unit test including essay type, short answer type, and objective type test items and

making a blueprint under the guidance of a teacher in school assessing answer sheets, presentation and interpretation of results giving feedback to students. Along with this student teachers are supposed to plan and conduct eight lessons per subject.

In the fourth semester, the Internship in schools is eight weeks. The scope of learning is of a very high level. Using a constructivist approach in teaching, Identifying the learning difficulties of students, and preparing and implementing remedial classes. Preparation of test items, learning about various registers in the office, conducting assembly and writing bulletin board, Organization of co-curricular and health-related activities, interviewing the headmaster to know more about school functioning, innovative practices, etc. Visiting different schools like Blind School, Deaf, and Dumb School, Interviewing the SDMC team and collecting the information, and Interacting with BRC, DDPI, DIET Principal, and Principals of different Board schools. Organizing Citizenship Training Camp for student teachers in college.

Guru Nanak College of Education's Teacher Education Program prepares students for diverse teaching demands. Through a blend of theory, practice, and holistic development, we empower them to make a lasting impact as educators.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)

1.4 Feedback System

1.4.1

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

Structured feedback is obtained from

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

Response: A. All of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	[View Document](#)
Any other relevant information	[View Document](#)

1.4.2
Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following
Response: A. Feedback collected, analysed and action taken and feedback available on website

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

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

Response: 99.2

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

2.1.2

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

Response: 89.23

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	7	13	13	13

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

2.1.3

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

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

2.2 Honoring Student Diversity

2.2.1

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

Response:

The Institution has set up one Committee i.e. College Admission Cell. This committee, at the Entry Level Assessment, will be made on Teaching, leadership, ICT Knowledge, and Human Values Exams/ Aptitude Tests are Conducted on the Different Learning Needs of the students. Also, oral Interviews are taken at the time of Admission. to test their Level of Readiness to take a professional Education Programme.

The result of this assessment helps to determine the student's readiness to undertake a professional education programme. Based on the assessment result student may be provided the academic support tailored to their individual needs.

After the completion of the admission procedure, an induction programme is subsequently organised for these students. This programme provided newly admitted students with comprehensive information regarding the two-year programme. The principal and teacher also acquaint the students with the rules Regulation, and code of conduct of the college and university. The program provides newly admitted students with extensive details about the lectures, tests, library facilities, internship, teaching, various activities, and the semester Examination Process.

An assessment method is implemented at each semester level to determine the diverse learning needs of students and their preparedness to engage in a professional educational course, as well as the academic assistance offered to the students. The assessment method for the B.Ed programme is an ongoing and comprehensive assessment that takes place over the entire semester. It includes periodic exams, various subject tests open open-book assignments to a such the student's performance. The assessment conducted by Guru Nanak College of Education is grounded on the principle of inclusive learning. In addition to university examinations, the college also performs internal assessments using various moods and methods to evaluate the requirements and abilities an individual learns. Based on this information the college plans specific developmental programmes.

The institution has implemented the following measures for the academic support provided to the students such as,

 Orientation programme: GNCE Organisation an induction programme every year to well come the new batch of students. The orientation provides students with a comprehensive understanding of the two-year B.Ed Curriculum, including a review of the syllabus, cultural curriculum activities, infrastructure, Library Faculty, and institutional rules and Regulations,

Talent search: The college organized on talent search competition for B.Ed students in their Ist Semester, this Competition provides students with a platform to demonstrate their abilities and talent in areas such as arts and crafts, music, dance, stage Acting,

Micro teaching: Teaching Skill Consists of two components, Topic Knowledge and Pedagogical skill, students have a chance to showcase their Micro Teaching Demonstration, skills In a Simulated classroom Environment and receive feedback to enhance their teaching expertise. Additionally, they visit several schools for internships to gain practical Experience.

Internal Examination: an internal Exam is conducted before the University Exam in Each Semester this Exam consists of a class test and an Essay test, to asses student Understanding of the subject matters.

And offer them additional recourses for the key course.

over the assessment process at Guru Nanak College of Education, Bidar. Plays a vital role in identifying the learning needs of students and ensuring that they are adequately prepared for the Professional Education Programme.

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

2.2.2

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

1. **Mentoring / Academic Counselling**

2. **Peer Feedback / Tutoring**

3. **Remedial Learning Engagement**

4. **Learning Enhancement / Enrichment inputs**

5. **Collaborative tasks**

6. **Assistive Devices and Adaptive Structures (for the differently abled)**

7. **Multilingual interactions and inputs**

Response: A. Any 5 or more of the above

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

2.2.3

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

Response: As an institutionalized activity in accordance with learner needs

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

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 8.25

2.2.4.1 **Number of mentors in the Institution**

Response: 12

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

2.3 Teaching- Learning Process

2.3.1

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

Response:

The college adopts multiple mode approach to teaching-learning which focuses mainly on modes like Experiential Learning, Participatory Learning, Problem Solving, Brainstorming, Focused group

discussion, online mode etc

The teaching-learning modalities of the institution are rendered to be relevant for the learner group. The faculty provides a variety of learning experiences, which makes learning more individualized, creative and dynamic. Efforts are taken to maintain conducive atmosphere for better teaching learning process in the college.

Experiential Learning: Demo and Practice sessions for Micro teaching skills are organized in a simulated condition. Students are given opportunities to go in real classroom situations and do their Practice teaching and Internship under the supervision of their teacher Educators. Students are taken for Field Visits to different places like special schools, residential schools, schools under different managements so that they can gain first hand experiences. Mock Interviews are conducted to prepare students for their placement sessions and instill skills related to facing an interview. Students are taken on field trips to interact with the artisans and understand their skills, opportunities and challenges. Thus, enriching the student teachers with local arts and crafts and enabling them to integrate these in their school teaching practice.

Participative learning is a result of following teaching skills.

*Team teaching

*Practice lessons

*Collaborative teaching

*Seminar presentations

*Action research

*Micro teaching,

* Innovative Lessons

* Internships

*Sports day, Yoga, Prayer

 * Reading text and reflect it in the form of drama, play, Here their participation plays an important role.

  * Student teachers understand themselves with a holistic approach and Practice lessons allow students to understand how to use teaching skills for classroom interaction. Students get wide experience through internships.

Problem solving Methodologies: Students are provided chances and the right direction to help them develop their problem-solving skills. Field research, case studies, and visits to inclusive schools are a few examples. Students are given the chance to watch, listen, comprehend, think critically, interpret, and solve difficulties. By doing action research, teachers may show their students several approaches to solving problems in the classroom. Students gain a variety of talents and skills, such as the ability to observe, use design tools, think critically, use analytical reasoning, plan logically, and solve problems.

Brainstorming: Brainstorming sessions are conducted with the students to express their thoughts and motivate them to generate ideas of their own. This practice is also adopted by teachers in the classroom teaching and pedagogy subjects so that teacher trainees also learn how to use this as a method in their teaching.

Focused group discussion: Teacher educators teach through lecture cum discussion method in class so that students can enhance their learning by contributing their thoughts and knowledge in the class. Students actively participate in the class under proper monitoring by the teacher, facilitating an aura of a healthy discussion.

Online mode of teaching: Conducting online classes through Zoom, and Google Meet, using different tools like Blog writing, Use of WhatsApp groups, sharing e-resources with students, and sharing different links with students all these efforts are made by teachers to enhance the learning of the students.

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

2.3.2

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

Response: 83.33

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

2022-23	2021-22	2020-21	2019-20	2018-19
8	8	8	8	8

File Description	Document
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
Link of LMS	[View Document](#)

2.3.3

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

Response: 73.74

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

Response: 73

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

2.3.4

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

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

Response: A. Any 4 or more of the above

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

2.3.5

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

Response:

Guru Nanak College of Education has a strong mentorship structure in place, with each faculty continually mentoring students on academic and personal levels. Many students who required aid in personal, academic, or professional concerns were effectively mentored, allowing them to better handle their difficulties and emerge from challenging situations graciously.

Guru Nanak College of Education provides several opportunities for mentor-mentee relationships to cater to students' diversity. To sustain an effective mentoring relationship, faculty members recognize and connect with different learners. Tutorials are taken by the teachers as per the needs of the learners. During the tutorial sessions, the lecturers identify any gaps and get them filled. The institution also provides a variety of value-added courses for students to further develop their interests and intellectual abilities, And to empower Slow Learners. Yoga, English Language Communication Skills, and ICT are the main value-added courses and students develop skills in those areas. Micro teaching sessions are there for sharpening skills.

Working in groups has always been an important aspect of our organization. Teachers guide and assist their pupils and form the strong bonds necessary for healthy interaction among team members (team spirit). Students generate fresh ideas to create a wide range of practical models, charts, and instructional aides. They are motivated to construct knowledge on their own. Teachers and students form bonds when they participate in social, cultural, and recreational activities such as community service projects (NSS).

16-09-2024 08:17:27

Our college campus offers a wide range of academic, cultural, and recreational opportunities, which helps in the all-round development of pupil teachers. Mentors lessen the stress of their mentees by teaching them different skills such as time management, presenting skills, and social skills. The college also provides free coaching and guidance for state-level tests such as B.Ed. Entrance Test, KTETand CTET.

There is also a provision for instructors to develop their professional skills. Employees are encouraged to participate in orientation, refresher courses, the Induction Training Programme, workshops, seminars, and symposiums hosted by government and non-governmental organizations.

Teachers, in turn, encourage their mentees to deliver seminars and participate in debates, declamations, and symposiums. Every student is encouraged to use updated technology. They have access to the computer lab and the internet, which they may use to stay up to speed on the current developments in their topic as well as in education.

Mentoring through association activities is guided and assisted by the teachers. Every day half an hour is set before class in the morning assembly to present; thoughts of the day, daily news, and lecture on moral values (twice a week). Students are also trained to plan and execute various creative activities during this time (self-reflection activities, general awareness quiz, self-introduction in English, brief ideology regarding great personalities …etc.).

Video recording and video analysis of the classes – Microteaching sessions and criticism classes of the students are recorded and evaluated.

We also have

1 . Continuous evaluation of classes in schools

2. Continuous monitoring of internship

3. Self-reflection activities

4 . Communication training

5. Developmental dramatics

6. Yoga sessions

7. Role-plays

8. Celebration of national and international days

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.3.6

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

1.   Special lectures by experts

2.   'Book reading' & discussion on it

3.   Discussion on recent policies & regulations

4.   Teacher presented seminars for benefit of teachers & students

5.   Use of media for various aspects of education

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

Response: A. Any 5 or more of the above

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

2.3.7

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

Response:

Our College student of the B.Ed. course. In the 2 years that she spent in college, we developed creativity, innovativeness, intellectual and thinking skills, empathy, life skills, etc. through the teaching-learning process.

Ashwini M (2021-22batch), bearing Reg. No.: U04AY21E0028 developed intellectual and thinking skills by acquiring a thorough knowledge of theory subjects. The Lesson planning techniques like micro-teaching, macro-teaching, reflective reading, and writing which were taught by the methodology teachers were implemented in the internship program by her through different approaches and methods of teaching.

In her Art & Craft Practical, she learned the art of Rangoli, Poster Coloring, drawing, and Sketching. This helped her to prepare teaching aids during their internship.

The Activities that nurtured creativity, innovativeness, intellectual and thinking skills, empathy, life skills, etc. in the student in her two-year course are as follows:

Theory papers- Thorough content knowledge is given to the student through various theory papers. Activities such as debates on current affairs, brainstorming sessions on social issues, library hours, value-added courses, etc. are organized in college which helps the student develop intellectual and thinking skills, better problem-solving abilities, and exhibit deeper comprehension.

Field Visits to different schools/CBSE, Special schools, etc. broadened his perspective on the educational system and its management. He analyzed the issues and best practices from the grassroots level.

Several assignments and field experiences were given to the students through which she developed creativity, innovativeness, and intellectual and thinking skills. Reflective reading and teaching fostered thinking skills in her.

Through Art and Drama, the student developed Holistic Learning by integrating Creativity, innovativeness, Personality Development, Problem-solving skills, Leadership skills, Cooperation, and Collaboration while presenting the lesson.

The project on Self Development (Communicative skills, life skills, and yoga) helped in inculcating better Social Functioning, Decision Making, Critical Thinking, Interpersonal Skills, and Coping with stress.

The various activities under the Internship and pre-internship like micro-teaching and reflective teaching helped the student to acquire self-confidence, and understanding of the teaching-learning process, teach, and reflect on her strengths and weaknesses. Preparation and use of a digital lesson plan helped her in enhancing ICT skills which enabled her to present the class innovatively.

She presented various Seminars and this experience helped her to develop credibility in disciplines, reflect upon instructional strategies, and prune her presentation skills.

She prepared and used different types of creative teaching aids with fine dexterity and agility. She brought out innovative models and craft items from the waste material.

She prepared Continuous and Comprehensive Evaluation and they conducted Unit Tests, Action Research, Reflective Reading, Reflective Dairy, case study, prepared teaching aids, reviewed books, and conducted club activities.

Through group discussion, the student developed Social Functioning, Resilience, information processing, and problem-solving skills.

Her participation in Awareness Programmes on health and the environment like tree plantation, cleanliness drives, protection from diseases, etc. helped to integrate Biodiversity, develop empathy, life skills, love for nature and the concept of 'health is wealth'.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.4 Competency and Skill Development

2.4.1

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

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

Response: A. Any 8 or more of the above

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

2.4.2

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

1. Formulating learning objectives

2. Content mapping

3. Lesson planning/ Individualized Education Plans (IEP)

4. Identifying varied student abilities

5. Dealing with student diversity in classrooms

6. Visualising differential learning activities according to student needs

7. Addressing inclusiveness

8. Assessing student learning

9. Mobilizing relevant and varied learning resources

10. Evolving ICT based learning situations

11. Exposure to Braille /Indian languages /Community engagement

Response: A. Any 8 or more of the above

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

2.4.3

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

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

Response: A. All of the above

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

2.4.4

Students are enabled to evolve the following tools of assessment for learning suited to the kinds of

learning engagement provided to learners, and to analyse as well as interpret responses

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

Response: A. All of the above

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

2.4.5

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

1. **Preparation of lesson plans**

2. **Developing assessment tools for both online and offline learning**

3. **Effective use of social media/learning apps/adaptive devices for learning**

4. **Identifying and selecting/ developing online learning resources**

5. **Evolving learning sequences (learning activities) for online as well as face to face situations**

Response: A. All of the above

File Description	Document
Sample evidence showing the tasks carried out for each of the selected response	[View Document](#)
Documentary evidence in respect of each response selected	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

2.4.6

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

1. **Planning and scheduling academic, cultural and sports events in school**
2. **Planning and execution of community related events**
3. **Building teams and helping them to participate**
4. **Involvement in preparatory arrangements**
5. **Executing/conducting the event**

Response: A. All of the above

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

2.4.7

A variety of assignments given and assessed for theory courses through

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

Response: A. Any 4 or more of the above

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

Other Upload Files	
1	[View Document](#)

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

   1. Selection/ identification of schools for internship Participative/on request.

is done keeping in mind the proximity, the abilities of the students, the medium of instruction, the methodology requirements of the schools, etc. Permission is taken from the BEO, Bidar. After finalizing the list of schools.

Subjects of the students are kept in mind while selecting the schools and it is well- oriented & guided to both schools and students.

The student's medium of instruction (Kannada/ English) is considered before assigning practice teaching school.

  2. Orientation to school principal/teachers: Communication is shared regarding dates, classes, and the ratio of student teachers, rubrics, and criteria for evaluation/observation for four semesters with the school principal. Principals of the schools are oriented towards their responsibilities and roles and requested to appoint senior teachers as supervisors to the students. Once supervisors are finalized, they are oriented with the evaluation and observation procedure.

 3. Orientation to students going for internship: Students have to practice teaching skills in the college before they go for macro teaching in schools. They take up micro and reflective teaching in college where the teacher educators correct their lesson plans and lessons they take. They also give demonstration lessons to school children and the trainee teachers observe these lessons. After getting the syllabus from schools, trainees prepare period plans and get them corrected by the methodology lecturers. They have workshops on the preparation of TLMs, evaluation tools, etc. Before the internship, orientation. Action research projects, community service, etc are given. After the completion of lessons, the students conduct tests and evaluate the achievement of the students, which is reflected in the SAT record.

4. Defining the role of the teacher of the institution: The teacher's role is: to make student teachers perfect in school content, to orient them on academic standards, Bloom's taxonomy, preparation of teaching aids; teach them to write period plans, plan the internship schedule, supervise micro and reflective teaching lessons in college and macro lessons in schools, guide in the preparation of SAT

record, action research, community work, etc; plan their final lessons.

5. Streamlining mode/s of assessment of student's performance.

Streamlining mode/s of assessment of student performance: Micro and reflective teaching is observed by college lecturers and peers. A Rubric and observation sheet are maintained. Macro lessons are observed and supervised by college lecturers and school supervisors.

The training program formally assessed each of the interns throughout the internship in the following ways:

Regular visits are done by different teachers to the schools for the observation and checking of the lesson plans.

Peer observation is another part of assessment whereby the peers will assess and look after their co-teachers and suggest improvement.

Internees record their scheduled activities in the 'Reflective Journal' and it is properly checked by the School faculty with suitable remarks.

6. Exposure to a variety of school set-ups:

Efforts are made to provide the most diversified and finest mode of learning to students by providing them with a changed and new school environment every time they go for an internship.

The TEI tries to provide both government and private schools to students.

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

2.4.9

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

Response: 4.55

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

Response: 11

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

2.4.10

Nature of internee engagement during internship consists of

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

Response: A. Any 8 or more of the above

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

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

The observation of practice teaching is a shared responsibility of the college and the concerned school. All the classes taken by each pupil teacher are observed in different modes. The observation can be done by following means like peer observation, subject teacher in-charge observation, mentor teacher observation, feedback by students and teachers, etc.

*Monitoring Mechanism:

Teacher educators (preferably subject experts) check and approve all the lesson plans beforehand. The teacher educators observe all the lessons that are delivered during the simulation as well as during field teaching.

*Practice Teaching:

The observation of practice teaching is a shared responsibility of the college and the concerned school. All the classes taken by each Student-teacher are observed in different modes. The observation can be done by following means like peer observation, subject teacher in-charge observation, mentor teacher observation, feedback by students and teachers, etc.

Feedback Mechanism:

Teacher educators, Student Teachers, and school teachers observe the lessons delivered by the Student Teacher. While observing lessons, the teacher educators record their comments on a set evaluation Performa, Which comes as immediate feedback to the concerned Student Teacher In between, the Student Teachers are trained in the technique of observing lessons (peer observation). It acts as a live source of feedback to and from the Student Teacher. Teachers of concerned schools are also encouraged to observe the lessons delivered by the Student Teacher to their students. This helps Student

Teachers to know their weakness by independent and unbiased observation.

They are also encouraged to give their suggestions to improve the lesson plans of the Student Teacher as per the needs of students and the content. Regarding the details of practice teaching in schools, a student teacher generally delivers one/Two lessons covering one composite method subject she/he opted for per day.

These are observed by the teacher educators or concerned subject teachers and maintain the record of their observations in the supervisor observation book the Observation Book. So far the feedback and monitoring mechanisms are concerned, principal of the institution used to go to the various practice teaching schools to discuss with the headmaster, teacher educators, school teachers, and the student-teacher regarding the progress of the task. Through interaction with the headmaster and the school teachers concerning their subjects, he gets feedback about student teachers' classroom performance and also interacts with the teacher educators as his colleagues regarding the progress and the problems the student–teachers are facing in taking and managing the classes.

After completion of this practice of teaching in schools, a feedback session is conducted in the institution in the presence of the principal and the teacher educators as faculty members to share with the student-teachers regarding their experiences in the schools and to give some suggestions for further improvement in their teaching performance.

Role of Peers:

Peers observe lessons delivered by each Student teacher and provide feedback, which helps the Student teachers to be aware of their strengths and weaknesses. Hence he/she can improve him/herself. During the internship program peer groups collectively perform various assigned duties of co-curricular events for its successful completion.

File Description	Document
Documentary evidence in support of the response	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.4.12

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

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

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

Response: A. All of the above

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

2.4.13

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

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

Response: A. All of the above

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

2.5 Teacher Profile and Quality

2.5.1

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

Response: 73.85

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

2.5.2

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

Response: 52.08

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

Response: 5

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

2.5.3

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

Response: 0.98

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

Response: 11.75

File Description	Document
Copy of the appointment letters of the fulltime teachers	[View Document](#)
Any other relevant information	[View Document](#)

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

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

Response:

The teachers are expected to have a deep understanding of what they teach and to keep up with the rapidly expanding knowledge base. College from time to time provides opportunities for teachers to enhance their skills and update them professionally.

1. In-house **discussions on current developments and issues in education:**

Through In-house discussions our college teacher educators learn to improve their skills and, in turn, they can boost trainee teacher's learning outcomes. In-house discussions in our college take several forms such as formal seminars, teacher induction programs, and informal discussions during leisure hours. We organize formal seminars to celebrate various occasions such as World Environment Day, World Women's Day, and so on. In such In-house seminars, teachers of our college give presentations following which there is a discussion by all teachers and even trainees participate.

Every year we organize teacher induction programs (focus on curriculum, communication skills, and knowledge of learner's psychology) which are followed by extensive In-house discussions between experienced and newly appointed faculties. We organize counseling sessions which are followed by In-house discussions regarding recent and innovative ways to enhance the mental health of trainees and educators.

During the pandemic, the teachers experienced a new way of teaching online. For that, the college gave teachers the exposure to teach online. The teachers got training from a computer instructor at the college on how to take classes online and create Google Classroom, use Google Meet, make a YouTube channel, etc. The college has You YouTube channel, and our teachers post their lessons in particular subjects. After that teacher also shared the links to the YouTube channel with the students after taking online classes. In a way, this is very beneficial for the students. Our college organized a Faculty Development Programme and all the teachers of the college participated.

2. Share information with colleagues and with other institutions on policies and regulations:

During staff meetings, emerging areas of teacher education are discussed and evaluated.

The staff discusses and shares information about the teaching policies, NEP 2020, and the latest information of the UNESCO Global Framework of Professional Standards.

Related fields of study are taken up by faculty as put forth by IQAC.

Teachers conduct research along with students in areas that affect student learning.

Faculties members undertake add-on courses via MOOCs, to enhance professional growth.

File Description	Document
Documentary evidence to support the claims	[View Document](#)
Any other relevant information	[View Document](#)

2.6 Evaluation Process

2.6.1

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

Response:

Continuous Internal Evaluation (CIE) is a crucial aspect of the B.Ed. (Bachelor of Education) two-year program at Guru Nanak College of Education, Bidar.

The College follows a system of continuous internal evaluation. It starts at the time when the students join the college.

For the assessment of theory, the performance of students is assessed through Semester exams, and Unit tests are also conducted by lecturers after the completion of a unit.

Assessment of Practical Work

Evaluating the student teacher's proficiency in teaching: Micro teaching and reflective teaching– Each student practices teaching skills under the guidance and supervision of teacher educators. Marks are allotted for micro-teaching by the college lecturers.

Macro teaching – Writing of lesson plans for micro, reflective as well as macro teaching. – These lesson plans are corrected by the lecturers and feedback is given to the students.

Evaluating the teaching aids prepared- assessing the teaching aids prepared by the student teachers and giving them feedback.

Internship: The teaching lessons of the student teachers are evaluated by experienced school teachers. An evaluation tool is given to the supervising teachers. The methodology lecturers also evaluate the teaching when they visit the schools. Marks are allotted to student teachers for macro teaching by the school teachers and the methodology lecturers.

Peer observation – The fellow student teachers also observe the lessons of one another and give constructive suggestions.

Conducting the Scholastic achievement test: The students prepare a blueprint of the test to be conducted along with the question paper and get it corrected by their methodology lecturers.

The students are evaluated for their teaching practice, scholastic achievement test record, and other activities they take up during the internship.

Outreach activities: Students are Visiting to Special School. Students submit a record of all the activities they conduct and are evaluated for the same.

The institute has made efforts to improve the performance of students by framing significant reforms in Continuous Internal evaluation at the institute level.

When the trainee teachers have seen their performance; the teacher educators discuss every question attempt made by the majority of the trainee teachers and then explain the correct way to answer those questions.

The reforms are as follows:

1. Remedial measures are taken by conducting tutorial classes to clarify doubts and re-explain the critical topics.

2. Topic-wise question banks are provided for all subjects.

3. Students are encouraged to solve previous years' University Exam question papers.

4. Continuous internal evaluation like quizzes and assignments

5. Mnemonics and mind mapping are included as an innovative practice.

6. The institute regularly conducts group discussions, seminars, and guest lectures.

7. Poor performance due to frequent absenteeism is dealt with by sending registered letters to the parents

of such students.

8. The institute effectively uses a Whats App group for the exam section wherein all the notices related to the examination and academics can be circulated and communicated to all students.

9. Monitoring the improvement in learning of slow learners and encouraging the advanced learners by reviewing their performance in exams.

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

2.6.2

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

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

Response: A. Any 4 or more of the above

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

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

Guru Nanak College of Education has a robust system in place to ensure that the continuous assessment process is transparent, efficient, and student-centric. Adequate provision is made at the university and college level to address student complaints, queries, and examination-related issues.

University-Level Provisions: The University has established a Grievance redressal Cell for examination-related grievances to be reported to Bidar University Bidar, If students are not satisfied with their evaluation, there is a facility to re-evaluate their answer sheets. Students can apply to GNCE and ask for a photocopy of their answer sheet. Any complaint regarding question paper style or non-following of the prescribed syllabus must be made at the college level through a formal representation to the Examination Branch of Bidar University Bidar.

College Level Provisions: The College has an Examination Committee, which takes necessary measures to ensure objectivity and transparency in the process. Notifications are prominently displayed on the college notice board to communicate information related to internal assessment to the students. The attendance record, which is a part of the internal assessment, after the assessment, the answer books for prelims, and project reports are discussed with the students. They can raise their grievances with the concerned faculty regarding the marks awarded to them. In case of discrepancy or complaint at the level of preliminary examination cognizance is taken seriously by the teacher concerned.

The college has an examination committee consisting of members from all the faculties, which ensures the smooth conduct of examinations held from time to time. If any discrepancy is found, the students are properly guided by the committee members, and their queries are answered. They try their best to help and resolve such complaints. The Office of the College Examination Officer (C.E.O.) is easily accessible to the students for redressal of any examination-related grievance. Students are free to approach their mentor or teacher-in-charge. Students can appeal to the C.E.O. if they are not satisfied with the level of the examination committee. The final Internal Assessment (IA) is sent to the university only after each student signs the record. In some cases, if there is a discrepancy between the marks given by the teachers to the students, the college helps the students to correct such mistakes. A suggestion box has also been installed in the college where students can submit their suggestions in written form. Efforts are also made to resolve their grievances.

The college supports the trainee teachers to fill out the Examination form, make payments and

download admit cards for examinations. After the declaration of the result by the university, if any trainee teacher has an objection to the result, he/she comes to college for the same. The College addresses their issues by sending an application to the university for a photocopy of the answer script, revaluation and recounting of marks, etc. Options are provided to trainee teachers to exercise. After receiving photocopies, if trainee teachers are not satisfied with their marks, he/she may apply for revaluation. The application is forwarded to the university for corrective action.

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

2.6.4

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

Response:

An academic calendar is prepared by the college before the commencement of each semester to notify a semester-wise academic calendar as per the guidelines of the university.

Teacher: Every teacher is assigned the subjects to be taught during the academic year. The teacher plans the teaching and evaluation schedule of the assigned subject. The type and schedule of internal evaluation is Planned in consultation with the principal.

In staff council meetings, the academic calendar prepared is discussed and reviewed to see that all the lecturers are following it and that the activities are being conducted as planned. The Principal frequently reviews the semester's progress and provides suitable suggestions. In case of revision of the academic calendar by the university, the institute incorporates the necessary changes accordingly

The evaluation committee prepares an evaluation plan, Internal Assessment, tutorials, workshops, EPC, Field visits, Internship, Theoretical, and co-curricular activities are part of the Internal Evaluation of student-teachers. There is a well-defined process for the conduct of continuous Internal Evaluation as per the calendar of Events.

The course instructors prepared internal exam question papers based on the syllabus. Mark sheets for the

Evaluation are provided by the department.

Evaluation is done by direct participation of trainees, reports, presentations, etc. A period of one week is given to submit the internal evaluation mark sheets to the department.

At the end of each semester, the marks of the continuous internal evaluation are aggregated and sent to the university.

The college follows the Academic Calendar of Bidar University Bidar. The Examination Committee of the college decides on dates during which the internal assessment assignments are to be given to students and dates by which the marks need to be submitted to the office as per university rules. These dates were adhered to during each semester. Dates for conducting internal examination and presentation/submission of assignments and submission of marks were informed by the department coordinators/ heads in advance. A circular announcing the dates of assignments and submission of marks is uploaded. The decision regarding dates for the conduct of assignments depends on the completion of first-year admissions,

We observe and evaluate different types of lessons, ranging from micro-teaching to integrated lessons, technology-based lessons, team teaching lessons, models of teaching lessons, and practice lessons. Also, a record of the activities of the students is evaluated by visiting the concerned school for

the internship period.

The students are informed well in advance about the deadline for assignment submissions, dates for class tests and presentations, as well as their final internal assessment marks. Criteria for assessment are also shared with the students. They are encouraged to seek guidance from teachers during the designated tutorial slots or the latter's free time. Multiple assessments are taken, to allow the students to incorporate suggestions offered by the teacher, thereby making learning a continuum and creating various opportunities for the students to succeed. The institution's approach is re-oriented to suit the learner's pace, ensuring the mitigation of any pressure on the students. The academic calendar bears testament to the diverse arenas in which our students enthusiastically contribute and excel.

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

2.7 Student Performance and Learning Outcomes

2.7.1

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

Response:

All the teaching-learning components at Guru Nanak College of Education are aligned with the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) within the curriculum framework of the Affiliating University.

1. The teaching-learning process of the institution is student-centric with experiential, participatory learning, problem-solving, and other emerging pedagogical approaches.

2. The transaction of curriculum creates a link between the learner, syllabus, content, and skills with a required support system.

3. The pedagogies are aligned to the course outcomes, formulated based on knowledge, skill, and attitude to be developed, and mapped to the program outcome.

4. The practical activities in alignment with PLO include assignments, seminar presentations, observations, reflective subject textbook reviews, etc. which facilitate critical, reflective thinking and communication.

5. The teaching process in the cognitive dimension includes pedagogical interactions such as reflection on readings, discourses, discussions, inquiry, participatory, collaborative, and other approaches supported with ICT, strengthening the attainment of disciplinary knowledge.

6. Research work focuses on global standards and, the development of research skills with topics in emerging issues in education which is explored through planned engagements in the documentation of the dissertation and defending it.

7. Teaching practice sessions conducted in-house as peer teaching, innovative teaching, and internship programs prepare to master pedagogical skills to attain course outcomes through planning, communicating, and presenting at primary, elementary, and secondary levels of teaching.

8. Classroom Learning Activity as part of the course outline assigned to all the students forms an important component of internal evaluation. An induction program, a celebration of national festivals, seminars, extension lectures, workshops, and other curricular and co-curricular activities organized by the college provide scope for disciplinary knowledge and understanding their applications.

9. Value-added courses provided by the college develop a sense of equity and inclusivity to nurture teachers ethically committed to human values with a sense of respect for diversity.

10. To develop competencies among student teachers, to select and use appropriate assessment strategies for facilitating learning.

11. To anticipate what the students will gain from an educational experience.

12. To assess how the outcomes of a single course align with larger outcomes for an entire program.

13. To be able to interact with children from diverse social, economic, and diverse backgrounds.

14. To enable student teachers to acquire the necessary competencies for organizing learning experiences.

15. To build skills and abilities in communication, reflection, art, theater, and Self-experience.

16. To develop an understanding of teaching, School management, and community involvement.

17. To develop teachers who are professionally equipped with skills & competencies for changing technological needs.

18. To facilitate children's learning and development, to know their Problems.

All the faculty prepare a Calendar of Events as well as a semester plan in line with the course

learning outcome (CLO) stated in the syllabus for each course in the program. Mentoring of students where the mentor. Teachers supervising the performances of their Mentees throughout the course is also an effective lever. Timetables set according to the course outline are closely followed by the teaching faculty to ensure timely coverage of the course. The institution conducts two internal assessments each semester to prepare the students for their final examination

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.7.2

Average pass percentage of students during the last five years

Response: 92.21

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

2022-23	2021-22	2020-21	2019-20	2018-19
47	46	44	43	45

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

2.7.3

The progressive performance of students and attainment of professional and personal attributes in

line with the PLOs and CLOs is monitored and used for further improvements

Response:

The college offers a B.Ed program with clearly defined outcomes. Program Learning Outcome (PLO) and Course Learning Outcome (CLO)are in sync with each other. The college has a well-planned and systematic process of collecting and evaluating data on program and course learning outcomes and uses them to overcome the barriers to learning. During each semester, the B.Ed program has a set of theory courses, Practical Components, and Co-curricular activities. The teaching-learning process of the college is student-centric with experiential, problem-solving, participatory learning, and other emerging pedagogical approaches. Curricular and co-curricular records of the students are maintained properly. Students are provided proper guidance about the examination matters. The students must maintain an attendance of 90% in each semester to become eligible to appear for the examination. Internal assessment will be made in each semester. Assignments are given to the students which are field work in nature to provide first-hand experience to the students and the assignments will be assessed.

All the activities carried out during the B.Ed program focus on fostering professional attributes. The practical activities in line with PLO contain assignments, seminar presentations, observations, subject textbook reviews, field work, etc. facilitating critical, reflective thinking and communication. Each of these activities is evaluated using guidelines provided by the affiliating university. Visits to schools of various boards which provide a comprehensive perspective of school culture to students. Students are given adequate exposure to presenting skills through seminars, paper reading, group tasks, assemblies, and workshops which helps to increase their confidence. Personal qualities are developed through various types of self-help sessions, counseling, mentoring, tutorials, peer tutoring, group work, and value-added courses.

Facilitating the students to develop skills of reading, writing, listening, and speaking to add to their communication ability in English and Kannada as well to connect them with the world around and for best teaching-learning purposes maximizing efficiency, maintaining discipline and morale, promoting teamwork, planning, communicating, focusing on results, evaluating progress, and making constant adjustments. A range of strategies are employed to promote positive relationships, cooperation, and purposeful learning. Organizing, assigning, and managing time, space and activities ensure the active and equitable engagement of students in productive tasks

The college offers a value-added course; students are motivated to take up these courses for their career growth which helps them in their holistic development. These courses are a significant benefit for students as they get expert knowledge, and understanding of the current topics in education, thus helping them in shaping their personality. The college organizes national festivals, workshops, seminars, guest

lectures, and other curricular and co-curricular activities that provide scope for disciplinary knowledge and understanding their applications. Students actively plan, organize, and execute these activities under the guidance of the teachers. Student-teachers are encouraged to participate in various literary and cultural programs, various competitions such as essay writing competitions, and quiz tests. Participates in various classroom activities such as group discussions, and seminars. Participates in various co-curricular activities such as organizing morning assemblies, NSS camps, tree plantation, campaigns, etc.

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

2.7.4

Performance of outgoing students in internal assessment

Response: 100

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

Response: 50

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

2.7.5

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

Response:

As the candidates join the initial/ advanced teacher education program as graduates.

Their subject and experiential background may have a wide degree of heterogeneity. The initial learning needs (entry behavior) are identified in the initial weeks of the first semester of the B.Ed. The total course structure is envisaged to cater to bridge this wide gap in due course. The summative assessment in the last weeks of the fourth semester of the B.Ed. course will help to assess the extent to which the initial learning needs are being accommodated List of Initially identified learning needs:

Communication skill: Below the expected level of competency of Transfer from vernacular to Foreign language and vice versa; expression of subject knowledge lucidly and clearly with illustration to student community; proper mixing and management of verbal and nonverbal communication including gestures, body language, etc.

Low techno-pedagogical skills including Cyber technology, ICT competencies, learning apps Management Proper development of Attitudinal shift conducive to molding a teacher persona and grooming needs Molding and shaping of the candidate as a teacher leader

*Improper Group dynamics and leadership.

*Requirement for Social/emotional/spiritual Intelligence.

*Varied Capabilities in Aesthetic appreciation.

*People Management skills.

*Counseling/guidance skills.

*Physical dexterity – Handling Equipment.

*Physical/ Mental Training.

*Critical thinking and Problem-solving competencies.

*The above-identified initial tasks cover the curricular, capacity-building, co-curricular, *emotional, and technological needs, which are catered to through a variety of avenues, events, *challenges, and opportunities.

*The following are such cases of avenues provided:

Theory Paper Examination, MCQ test, Record Writing, Discussions, Group Activities, Individual Practicum, Practical Works, Project works, preparation of evaluation tools, brainstorming Micro teaching classes, criticism classes, school internship program in 2 phases, remedial teaching to students and assignment, blog preparation, ICT oriented lessons, observation and reporting of video lessons, digital portfolio preparation, digital album, cognitive map on any one topic in higher secondary level, e-content preparation. Seminars, presentations, Group discussion, theatre practice, reading and reflection on the text, yoga, health, and physical education work, art and aesthetic education work, SUPW, and preparation of teaching aids

Reflective journal, peer evaluation, criticism classes, school-based evaluations, multiple choice test battery Community living camp, social visits. Performance in Arts, Literature, and Sports festivals Participation in inter-collegiate competitions.

weekly assembly, morning prayer, arts and literary fest, sports day, celebrations and remembrance of national and international days, film festival, food festival, celebration of regional, national and international festivals, organization of intercollegiate competitions, participating in intercollegiate competitions, extension programs, all the activities that they do in school, induction program, organization of competitions for school students, collaborating activities with regional, national and international agencies, activities in various laboratories in the college, exhibitions on pro-life, blood camp, family life seminars, environment conservation seminars, add-on courses, National Level Study Tours, etc

File Description	Document
Documentary evidence in respect to claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 3.91

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)

3.1.2

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

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

3.1.3

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

1.Seed money for doctoral studies / research projects

2. Granting study leave for research field work

3. Undertaking appraisals of institutional functioning and documentation

4. Facilitating research by providing organizational supports

5. Organizing research circle / internal seminar / interactive session on research

Response: A. Any 4 or more of the above

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

3.1.4

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

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

Response: A. All of the above

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

3.2 Research Publications

3.2.1

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

Response: 0.21

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	1	1	0	0

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

3.2.2

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

Response: 0.21

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	1	1	0	0

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

3.3 Outreach Activities

3.3.1

Average number of outreach activities organized by the institution during the last five years..

Response: 12

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	15	16	5	9

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

3.3.2

Percentage of students participating in outreach activities organized by the institution during the last five years

Response: 100

3.3.2.1 **Number of students participating in outreach activities organized by the institution during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
99	97	97	95	97

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

3.3.3

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

Response: 81.44

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

2022-23	2021-22	2020-21	2019-20	2018-19
90	80	85	80	60

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

3.3.4

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

Response:

Teaching, research, and extension are the three pillars of the success of a higher education institution. Guru Nanak College of Education Bidar. College undertakes various activities to inculcate social values like teamwork, sustainable living, and a positive attitude. The primary goals of social activities are to foster empathy and a sense of responsibility for society. The college coordinates social awareness programs, health care programs, and environmentally friendly activities to take part in social development and contribute to the growth of society. The college organizes many programs that promote a feeling of pride and respect for the nation by commemorating National Day, Women's Day, Teachers Day, and the birth anniversaries of prominent people in order to make the student teachers aware of societal concerns and difficulties. In order to instill cultural values among the student teachers, the institution organizes a variety of cultural programs. Student instructors hold a number of competitions throughout their internship to help students develop their leadership skills. It aids in raising educational standards. The college organizes the following activities to promote harmony between the college and society:

1. Under social activities the college organizes programs like "Tree Plantation, Swachh Bharat Abhiyan, Blood Donation Camp, Plastic collection drive, Clothes and Food grains Donation in the slum area".

2. Activities focusing on yoga, physical exercise, and meditation are conducted for mental health.

3. Tree plantation programs are organized on the occasion of 5th June World Environment Day regularly. Medicinal plants were cultivated along with other plantations in the college and its surroundings.

4. Under the Swachh Bharat Abhiyan initiative, activities like cleanliness and plastic donation drives are implemented in the vicinity of the college every year. During the covid-19 masks were distributed to needy people.

Different Rallies and Awareness Programmes:

? Go Green Campaign

? Covid-19 Vaccination Programme

? Provided Food Kits for Corona Patient at Guru Nanak Hospital

? AIDS Awareness Programme

? Awareness created for Dropout Students in schools

? Visit to Old Age Home

? Health and Hygiene Yoga Programme

? Blood Camp

? Pollution Awareness Programme

? No Tobacco Day

? National Water Mission

? Donation to poor people Book's pen items

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

3.3.5

Number of awards and honours received for outreach activities from government/ recognized agency during the last five years

Response: 14

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	4	3	1	2

File Description	Document
Data as per Data Template	[View Document](#)
Appropriate certificates from the awarding agency	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.4 Collaboration and Linkages

3.4.1

Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years

Response: 8.4

3.4.1.1 **Number of linkages for faculty exchange, student exchange, research etc. during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
9	6	12	9	6

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

3.4.2

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

Response: 10

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

Response: 10

File Description	Document
Data as per Data Template	[View Document](#)
Copies of the MoUs with institution / industry/ corporate houses	[View Document](#)
Any additional information	[View Document](#)

3.4.3

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

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

Response: A. All of the above

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

The College meets the NCTE guidelines for both physical and academic facilities. Having adequate facilities as per NCTE guidelines. The college campus area is 2.24 acres.

Classrooms: Our institution boasts 06Nos Classrooms and 06 ICT enables Classrooms well-equipped designed to facilitate effective teaching and learning. Each classroom is spacious and furnished with ergonomic seating arrangements to ensure comfort during extended periods of study. Modern audio-visual aids such as projectors and smart boards are integrated into the classrooms to enhance the delivery of lectures and presentations.

Laboratories: 04 laboratories spacious seating arrangements with the qualitative furniture. Cleanliness, light and ventilation facilities are maintained in the laboratories we prioritize hands-on learning through state-of-the-art laboratories in various disciplines. These laboratories are equipped with advanced equipment and apparatus relevant to the curriculum. Whether it's Psychology, Mathematics, Science, Social Science that enable practical experimentation and application of theoretical knowledge.

Computing Equipment: In today's digital age, access to computing equipment is crucial. Our institution provides dedicated computing facilities with high-speed internet access. Students have access to computer labs equipped with the latest software and hardware necessary for academic and research purposes.

Library: Our library is a hub of knowledge, housing an extensive collection of books, journals, periodicals. It serves as a quiet study space conducive to academic research and self-study. Our Library contains 3990 books.

Auditorium and Seminar Halls: For larger gatherings such as seminars, conferences, and cultural events, our institution offers well-equipped auditoriums and seminar halls. These venues are equipped with audio-visual facilities and seating arrangements suitable for hosting guest lectures, workshops, and other extracurricular activities.

Sports and Recreation Facilities: We understand the importance of holistic development, which is why our institution also prioritizes sports and recreation. We have well-maintained sports facilities for various indoor and outdoor activities.

Medical and Wellness Center: The GND Hospital at our institution plays a crucial role in ensuring the health and well-being of our students, faculty, and staff. Here's an overview of the services and facilities provides

Infrastructure Maintenance: Maintaining a safe and functional campus environment is a priority. We invest in ongoing maintenance and upgrades to infrastructure, including:

- **Building Safety:** Regular inspections and maintenance ensure that buildings meet safety standards and are equipped with necessary fire safety measures like Safe guard Hazard.
- **Green Spaces and Facilities:** Well-maintained outdoor areas, gardens, and recreational facilities contribute to a pleasant and conducive campus environment.
- **IT Infrastructure:** Robust IT infrastructure supports reliable internet connectivity, wireless access points, and data security measures across campus.

Security Enhancement:

- CCTV cameras act as a deterrent to unauthorized access and potential criminal activities within and around the hostel premises. They provide continuous surveillance, helping to monitor entrances, corridors, common areas, and perimeters.

- **Safety of Residents:** CCTV systems contribute to the safety of hostel residents by enabling quick response to emergencies or suspicious incidents. In case of any untoward event, CCTV footage can assist security personnel and authorities in assessing the situation and taking appropriate action promptly.

Placement

Placement refers to the process through which educational institutions help their students secure employment or internship opportunities in relevant high schools.:

File Description	Document
List of physical facilities available for teaching learning	[View Document](#)
Geo tagged photographs	[View Document](#)
Any additional information	[View Document](#)

4.1.2

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

Response: 100

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

Response: 6

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

Response: 6

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

4.1.3

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

Response: 4

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.59	0.17	0.57	1.03	0.23

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

Automating a library using an Integrated Library Management System (ILMS) brings numerous benefits to educational institutions by streamlining operations, enhancing user experience, and optimizing resource management

Guru Nanak College of Education is one of the oldest private college libraries in Bidar. It spreads in an area of 1000 sq. ft. The library's collection includes more than 3990 books, 5 journals, 5 magazines the periodicals. The collection of books includes documents covering a wide range of subjects from Languages, Pedagogy Subjects, Psychology, Technology, Philosophy, and elective subjects, etc. The library is automated and has a spacious reading hall and reference section. The reading area can accommodate 80 users at any point in time.

Library Committee:

A library committee within an educational institution plays a crucial role in overseeing and enhancing the library's operations.

Mr. Santh Gonda Librarian holds a Master's degree in Library and Information Science (MLIS) or related fields.

Library Usage:

students can access the library from 8 AM to 6 PM. usage refers to how patrons, including students, faculty, researchers, and community members, utilize the resources, services, and facilities provided by a library.

The library is automated with integrated library software K??? 2.0 (ILS).

Automating the library through computerization brings numerous advantages to educational institutions, enhancing efficiency, accessibility, and overall user experience. Here's how automating the issue of books benefits the library and its users

Here's how implementing an ILMS can benefit a library:

1. Centralized Catalog and Resource Management:

- **Unified Database:** An ILMS integrates all library resources into a centralized catalog, including books, journals, multimedia materials, and digital resources. This provides users with a single point of access to search and retrieve information across various formats.
- **Cataloging Efficiency:** Librarians can efficiently catalog new acquisitions, update records, and manage metadata using standardized formats, ensuring accurate and consistent data across the library's collection.

2. Automated Circulation and Transaction Processing:

- **Efficient Borrowing and Returns:** Automated circulation features allow users to check out, renew, and return materials quickly and conveniently through self-service kiosks or online portals.
- **Notifications and Reminders:** The ILMS automatically sends notifications for due dates,

overdue items, and reserved materials, improving communication with users and enhancing compliance with library policies.

3. Collection Management and Development:

- **Acquisitions and Budgeting:** ILMS features streamline acquisition processes, from budget planning and vendor management to purchase orders and invoicing, ensuring efficient resource allocation.
- **Usage Analytics:** Data analytics tools within ILMS generate reports on circulation patterns, resource utilization, and user behavior, enabling librarians to make informed decisions about collection development and resource enhancement.

File Description	Document
Bill for augmentation of library signed by the Principal	[View Document](#)
Any additional information	[View Document](#)

4.2.2

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

Response:

Remote access to library resources has become a crucial aspect of modern education, enhancing the ability of institutions to support their academic communities. In the context of Gulbarga University Library extending remote access to Guru Nanak College of Education in Bidar, this collaboration represents a significant step toward improving educational resources and opportunities for both students and faculty.

Gulbarga University Library is a well-resourced academic library that provides a wide range of materials, including books, journals, e-books, and databases. Traditionally, access to these resources required physical presence at the university's library. However, with the advent of remote access technologies, the library has expanded its reach to offer its extensive collection to institutions beyond its immediate geographic area.

Guru Nanak College of Education in Bidar stands to benefit greatly from this expanded access. By connecting with Gulbarga University Library's remote resources, the college's students and faculty can gain access to a wealth of academic materials that are crucial for their educational and research needs. This partnership enables Guru Nanak College to enhance its academic offerings and support its community without the need for a physical library presence at Gulbarga University.

Key Benefits of Remote Access:

1. **Enhanced Resource Availability**: Students and faculty at Guru Nanak College can access a wide

array of academic resources, including specialized journals, e-books, and databases that might not be available locally. This enhances the depth and breadth of their research and learning opportunities.

2. **Increased Flexibility**: Remote access allows users to engage with library resources at any time and from any location. This flexibility is particularly beneficial for students who may need to study outside regular hours or for educators who require access to resources for lesson planning and academic research.

3. **Academic Collaboration**: By leveraging remote access, Guru Nanak College and Gulbarga University can foster academic collaboration. Faculty members from both institutions can share research findings, educational materials, and resources more easily, promoting a collaborative academic environment.

4. **Support for Diverse Learning Needs**: The ability to access a broad range of resources supports diverse learning styles and research needs. Students and educators at Guru Nanak College can explore various materials that cater to different subjects and educational requirements.

5. **Equity and Inclusivity**: Remote access ensures that students and faculty at Guru Nanak College have equal access to high-quality academic resources, regardless of their physical location. This promotes educational equity by providing access to essential materials that might otherwise be out of reach.

Implementation and Access:

To facilitate remote access, Gulbarga University Library employs several technological solutions. These typically include digital library systems, online catalogues, and secure login protocols to ensure authorized access. Guru Nanak College of Education will be provided with login credentials and instructions for accessing these resources. Additionally, support services will be available to assist with any technical issues or access difficulties that users might encounter.

In conclusion, the collaboration between Gulbarga University Library and Guru Nanak College of Education through remote access represents a significant enhancement in academic resource sharing. It provides students and educators at Guru Nanak College with valuable resources and support, contributing to a richer educational experience and fostering a collaborative academic community across institutions.

https://gug.knimbus.com

File Description	Document
Details of users and details of visits/downloads	[View Document](#)
Any other relevant information	[View Document](#)

4.2.3

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

1. **e-journals**

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

Response: B. Any 3 of the above

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

4.2.4

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

Response: 0.27

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.83	0.34	0.17	0	0

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

4.2.5

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

Response: 30.61

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

Response: 689

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

Response: 688

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

Response: 666

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

Response: 667

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

Response: 688

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

4.2.6

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

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

Response: A. All of the above

File Description	Document
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

The Guru Nanak College of Education is Updating ICT (Information and Communication Technology) facilities, including Wi-Fi, which is crucial for modern educational institutions to enhance learning, collaboration, and administrative efficiency

The college campus is facilitated with Wi-Fi connectivity. There is open access to Wi-Fi connects all students and staff members of the college.

A total of 20 computers are available in the computer lab. Internet facility is provided to every computer. There is provision in timetable learning and ICT practical.

All teaching staff members use ICT in the classrooms and laboratories. The different education is shown to the students with the help of digital devices.

1. Enhanced Learning Environment:

- **Access to Information:** Upgraded Wi-Fi enables students and faculty to access online resources, research materials, and educational content seamlessly.
- **Interactive Learning:** ICT facilities support interactive and multimedia-rich teaching methods, such as virtual classrooms, video conferencing, and online collaboration tools.
- **Digital Literacy:** Students develop essential digital literacy skills by using ICT tools effectively for learning and research.

2. Administrative Efficiency:

- **Data Management:** Updated ICT infrastructure facilitates efficient management of student records, academic data, and administrative processes through integrated systems and databases.
- **Communication:** Enhanced Wi-Fi supports reliable communication channels within the

institution, including emails, messaging platforms, and administrative portals.

3. Institutional Reputation and Competitiveness:

- **Attracting Talent:** State-of-the-art ICT facilities contribute to the institution's reputation, attracting students, faculty, and researchers seeking advanced technological infrastructure.

The ICT facilities, including Wi-Fi, is essential for educational institutions to meet the evolving needs of students, faculty, and administrative staff. It supports enhanced learning experiences, administrative efficiency, research capabilities, student engagement, and institutional competitiveness in the digital age.

File Description	Document
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	[View Document](#)
Any additional information	[View Document](#)

4.3.2

Student – Computer ratio for last completed academic year

Response: 2.54

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

4.3.3

Internet bandwidth available in the institution

Response: 200

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

Response: 200

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

4.3.4

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

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

Response: C. Any 2 or 3 of the above

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

4.4 Maintenance of Campus and Infrastructure

4.4.1

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

Response: 25.43

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

2022-23	2021-22	2020-21	2019-20	2018-19
2.71	3.29	2.21	4.39	3.87

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

4.4.2

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

Response:

There are facilities in institutions like libraries; ICT laboratories etc with the help of these facilities student teachers develop their personality.

1. Laboratories

- **Maintenance:**
    - Regular inspections and servicing of equipment.
    - Scheduled maintenance checks and repairs.
    - Safety protocols and emergency procedures in place.
- **Utilization:**
    - Timetabled usage for different classes and practical sessions.
    - Clear booking procedures for lab access.
    - Inventory management for supplies and equipment.

2. Library

- **Maintenance:**
    - Regular updating of catalogs and systems.
    - Periodic checks for book conditions and repairs.
    - Digital backup of records and resources.
- **Utilization:**

- Scheduled library hours and online reservation systems.
- Resource availability tracking and periodic audits.
- Regular workshops on effective use of library resources and research skills.

3. Sports Complex

- **Maintenance:**
  - Regular cleaning and upkeep of facilities.
  - Routine inspection of equipment and courts/fields.
  - Proper storage and handling of sports equipment.
- **Utilization:**
  - Scheduling of classes, practice sessions, and events.
  - Booking procedures for individual or team use.
  - Health and safety guidelines for usage.

4. Computers and IT Facilities

- **Maintenance:**
  - Regular software updates and hardware checks.
  - IT support for troubleshooting and repairs.
  - Data backup procedures and cyber security measures.
- **Utilization:**
  - Scheduled computer lab times and reservation systems.
  - Access control and management for software and applications.
  - Training sessions for students and staff on software use and digital literacy.

5. Classrooms

- **Maintenance:**
  - Regular cleaning and repair of classroom furniture and fixtures.
  - Checking and maintaining audio-visual equipment.
  - Climate control and ventilation checks.
- **Utilization:**
  - Timetable management for effective classroom scheduling.
  - Resource allocation for teaching materials and technology.
  - Feedback mechanisms for students and faculty to report issues and suggest improvements.

6. General Administrative Procedures

- **Documentation and Record-Keeping:**
  - Detailed records of maintenance schedules, repairs, and usage logs.
  - Documentation of procedures and protocols for facility use.
- **Staff Roles and Responsibilities:**
  - Designation of facility managers or coordinators for each area.
  - Clear communication channels for reporting issues and coordinating maintenance.
- **Student and Faculty Involvement:**
  - Engaging students and faculty in feedback processes and suggestions for improvements.
  - Providing training or orientation on facility use and safety procedures.

File Description	Document
Any additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

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

Response: A. All of the above

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

5.1.2

Available student support facilities in the institution are:

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

Response: A. Any 8 or more of the above

File Description	Document
Upload any additional information	[View Document](#)
Geo-tagged photographs	[View Document](#)

5.1.3

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

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

Response: A. All of the above

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

5.1.4

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

1. Monetary help from external sources such as banks

2. Outside accommodation on reasonable rent on shared or individual basis

3. Dean student welfare is appointed and takes care of student welfare

4. Placement Officer is appointed and takes care of the Placement Cell

5. Concession in tuition fees/hostel fees

6. Group insurance (Health/Accident)

Response: A. Any 5 or more of the above

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

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 29.51

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	13	15	13	17

File Description	Document
Upload any additional information	[View Document](#)
Data as per Data Template	[View Document](#)
Appointment letters of 10% graduates for each year	[View Document](#)
Annual reports of Placement Cell for five years	[View Document](#)

5.2.2

Percentage of student progression to higher education during the last completed academic year

Response: 24

5.2.2.1 **Number of outgoing students progressing from Bachelor to PG.**

Response: 12

5.2.2.2 **Number of outgoing students progressing from PG to M.Phil.**

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

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

5.2.3

Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)

Response: 11.48

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	5	8	8	4

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

5.3 Student Participation and Activities

5.3.1

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

Response:

The institution has a student council led by student representatives. The purpose of the student council is to give students an opportunity to develop leadership skills by organizing and executing an array of activities. The members of the student council are nominated on the basis of unbiased approach by giving equal opportunities to all the class representatives of different courses. This nomination is purely based on the leadership skills demonstrated during session. Every year student from both the first and second year is enormously elected their class representative without having any differences. CR acts as a link between students/Teachers/Dean/Principal of the institution. Under the guidance of the Dean of Student Welfare and with the active participation of student representatives, the council serves as the collective voice of the student body the student council hails its members from different committees. Optimum administrative and academic growth of the institution requires genuine participation of the students. Developing comprehensive programs to pursue this participation is the sole aim of student-teacher committees which significantly affect the smooth functioning and growth of the institution. Internal Quality Assurance Committee is formed to initiate, plan, and supervise various activities to increase the quality of education. The Curriculum Development Committee invites suggestions from student teachers for modification and refinement in the existing curriculum. The Discipline Committee has been formed to take care of the student discipline Cultural Committee organizes cultural events in the college, conducting morning assemblies including Nadagite, National Anthem, and Reading Day-Today newspaper. The Library Committee formulates the norms for issuing the relevant books and updating of library resources. Campus Cleanliness and Beautification Committee supervises general cleanliness. The grievances and Redressal Committee looks into the complaints lodged by any students/teacher and judges their merits. Sports Committee organizes sports day every year. Participate in various events. IT Club provides basic computer literacy to students and teachers. The development of comprehensive programs to ensure this participation is the sole aim of student-teacher committees, which significantly influence the institution's smooth functioning and growth.

- Internal Quality Assurance Cell
- Cultural Committee
- Sports Committee
- Library Committee

- Discipline Committee
- Campus Beautification and Cleanliness Committee
- Alumni Association Committee
- ELC Club
- Placement Cell
- Anti-Ragging Cell
- Guidance and Counseling Cell
- Grievances Redressal Cell
- Anti-Sexual Harassment Cell
- Waste Management Cell

Objectives:

- To enhance communication between students, management, staff and parents.
- To promote an environment conducive to educational and personal development.
- To promote friendship and respect among pupils.
- To represent the views of the students on matters of general concern to them

Functions:

- To identify and help solve problems encountered by students in the Institute.
- To communicate its opinion to the Institute administration on any subject that concerns students and on which the council wishes to be consulted.
- To promote and encourage the involvement of students in organizing Institute activities.
- To act as an official spokesperson for the council in its relations with the students and the Institute administration.

- To take part in all special committees formed by the council or send a representative to such committees.

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

5.3.2

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

Response: 4.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	7	4	1	5

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

5.4 Alumni Engagement

5.4.1

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

Response:

Alumni serve many valuable roles, they help build and grow an institute's brand through their work strength of the institute. An alumni group or alumnae association is an association of graduates or, more broadly, of former students (alumni). Additionally, such groups often support new alumni and provide a forum to create new friendships and develop business relationships with people of similar backgrounds.

There are some objectives for the alumni association.

OBJECTIVES –

- To co-ordinate between student teachers and Alumni.
- To work for student development and progress.
- To give knowledge of ICT.

- To arrange programs like protection of the environment, and social awareness with the help of alumni.
- To work for the development of the institution with the help of alumni.

Registration :

Guru Nanak College of Education has an active alumni group, the Alumni group is registered on **30/05/2024** The Registration number of the alumni cell is **DRBI/SOR/39/2024-25.**

Contribution of alumni :

Alumni visits to institution and they give guidance on various issues. If we talk about participation and decentralization positions of the college, this can express their views in the meetings and make suggestions for the functioning of the college. They continuously evolve as resource person in workshops and the orientation program for newly admitted students.

Discussion on new trends in education:

An alumnus gives information about new trends in education. The institution organizes special guest lectures of alumni for students. Information of competitive There are competitive exams like TET, CTET, and other Civil Services. Alumni are aware students about these competitive exams with the help of institutions.

Advice for Placement:

An alumnus recommends various vacancies for student teachers. In this way, alumnus helps institutions in many ways.

File Description	Document
Upload any additional information	[View Document](#)
Details of office bearers and members of alumni association	[View Document](#)
Certificate of registration of Alumni Association, if registered	[View Document](#)

5.4.2

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

1.   **Motivating the freshly enrolled students**

2.   Involvement in the in-house curriculum development

3.   Organization of various activities other than class room activities

4.   Support to curriculum delivery

5.   Student mentoring

6.   Financial contribution

7.   Placement advice and support

Response: A. Any 6 or more of the above

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

5.4.3

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

Response: 9

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	2	2	1	2

File Description	Document
Upload any additional information	[View Document](#)
Data as per Data Template	[View Document](#)
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	[View Document](#)

5.4.4

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

Response:

Alumni are individuals who have graduated from a particular institution (such as a school, college, or university) and have subsequently become part of the institution's alumni network

Alumni networks provide valuable networking opportunities. Alumni often help each other professionally by sharing job opportunities, offering mentorship, or providing career advice and guidance

Alumni continue their education and professional development throughout their lives. They may attend alumni events, and workshops, or pursue further academic degrees to enhance their skills and knowledge.

Alumni associations indeed play a crucial role as effective support systems for institutions. Here's how they contribute:

1. **Motivation**: Alumni often serve as living examples of the institution's success stories. Their achievements and contributions can inspire current students and faculty, motivating them to strive for excellence.

2. **Recognition**: Alumni associations help recognize the accomplishments of former students. This recognition not only boosts the morale of the individuals being recognized but also enhances the institution's reputation by showcasing the achievements of its alumni.

3. **Nurturing Talent**: Many alumni associations actively support current students by offering scholarships, mentorship programs, and networking opportunities. This nurturing helps in identifying and fostering talents within the institution.

4. **Furthering Special Talents**: Alumni often have specialized knowledge and experiences in various fields. They can contribute by conducting workshops, seminars, or guest lectures that further special talents or skills among current students.

5. **Networking**: Alumni associations provide a platform for networking among former and current students, and faculty. This network can lead to collaborations, internships, job placements, and other mutually beneficial opportunities.

6. **Financial Support**: Alumni often contribute financially through donations, sponsorships, or funding specific projects. This support can enhance infrastructure, research capabilities, and overall development of the institution.

Alumni students organize a welcome function for newcomers and fresher new entrance, it builds confidence in newcomers welcome function is significant since it marks the beginning of an event of academics – education.

Alumni students continuously associated with students, student council, and present students

valedictory function means an address or oration delivered at the beginning of the college and on behalf of the graduating class.

Alumni often play active roles in their communities, both locally and globally. They may participate in charitable activities, volunteer work, or initiatives that benefit society

Alumni form an integral part of an institution's ecosystem, contributing to its ongoing success, fostering a sense of belonging among its members, and maintaining a connection that spans generations of students and graduate

In summary, alumni associations act as vital pillars of support for institutions, leveraging the collective achievements, resources, and networks of former students to benefit the current generation and the institution as a whole.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Guru Nanak College Of Education was established in 2004. The Institute is approved by the National Council of Teacher Education(NCTE), Government of Karnataka, and affiliated to Gulbarga University Kalaburgi,

Vision: Educating the community about the global requirements.

Mission: To create a committed teaching community to spread the light of Education, especially in the Hyderabad Karnataka Region.

Outcome-oriented and Knowledge-driven teaching, learning activities Entrepreneurial skill development, Employ ability prospects with a focus on placement activities Innovative women empowerment Programs for teacher educators and would-be teachers Our students are supported by college, self-motivated, vibrant, and energetic in participate and interactive activities, Specially in Hyderabad Katakana Region.

Nature of Governance:

Sri Nanak Jhira Saheb Foundation is a reputed educational society in Katakana State established by Late Pant Ratan Shiromani Sardar Joga Singji along with his selfless, dedicated team of Social Workers known for the highest moral and ethical values ".it is Based on the motto "VIDYA DAAN MAHA DAAN" It comprises the President, Vice President, Secretary, life trustees, and Members. The members elected are noble, dedicated, and Professionals from industry, trade, medicine, law, and social workers. The Chairman Dr Sardar. Balbir Singji is a well-known Social Worker and renowned Contractor and a recipient of various prestigious awards for his contribution to Education and Social Field.

Nature of Governance at B.Ed. College:

For effective governance, the Governing Council Committee Was established to monitor proper functioning within the set framework. The Principal of the college is appointed by the SNJSF as the academic and administrative head of B.Ed. College. To strengthen the administration's functionality, an Administrator is appointed who guides and monitors the functioning of the college. The IQAC Cell was established in **September 2017**. We facilitate quality education as per the needs of academia; certain suggestions and strategic plans for excellence in quality education are laid down by IQAC, which are discussed in the Governing Council Committee.

Participation of the teachers and students in the decision-making process of various activities

The institution follows a democratic and participatory mode of governance with all stakeholders participating actively in its administration.

Management members, faculty representatives, and non-teaching representatives are appointed as members of the Academic Council Committee. Along with the staff, students, and alumni, they are appointed as members of the Internal Quality Assurance Cell (**IQAC).**

The regular audit as well as Academic Audit has been conducted by the institution.

Perspective Plan :

The perspective plan Includes accreditation & autonomy to extend collaborations with schools for student internships, placements, and entrepreneurship.

Institution's distinctive characteristics:

Holistic approach in education by women empowerment

Well-qualified, dedicated staff for innovative academic programs. Strong bonding is developed between mentor and mentee

A large number of women students are from an economically and socially unprivileged group

Our Institute follows democratic Ethics and Principles in the mode of governance with all stakeholders actively participating in its administration

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

6.1.2

Institution practices decentralization and participative management

Response:

The institution always believes in the practices of Decentralization and participating management it reflects policy decision-making, planning and administration, and office Management for the enhancement of quality at various levels For effective governance Guru Nanak College Of Education has established a Governing council committee. Improvement plans are given by IQAC and further discussed in GCC. Academic and Administrative Audits are also conducted under the supervision of Management. Internal and Statutory audits are also conducted under the supervision of management. Under the supervision of management. The internal audit report and the statutory report and compliance are prepared and submitted to the SNJSF.

IQAC Committee initiates the process of organizing seminars, webinars, workshops, and symposiums in the area of teachereducationforqualityanddelegatesresponsibilitiestotheconcernedfacultyforfurtherdesigning and implementing them. Members of the IQAC suggest and pave the way for achieving benchmarks to be facilitated by the governance and the faculty. It discusses the staff's constructive suggestions for desirable changes in the following academic sessions. coordinator of IQAC, with the support of faculty, compiles the Annual Quality Assurance Report every year for easy and quick compilation of necessary documents.

Student Committee: This committee functions under the chairmanship of the principal. it allows student representatives to contribute and participate in the college decision-making process.

Grievance Redressal Committee: This committee addresses grievances related to human problems and other matters and works towards resolving them. It organizes various programs under different committees to provide necessary information to student teachers.

Praticipative Management :

The institution promotes a culture of decentralization and participative management involving all types of stakeholders in the process of decision-making. The management always believes in decentralization and participative management. The management endeavors to provide substantial independence to the Principal and staff in all areas of the decision-making process.

Administration:

Administration is the backbone of the Institution. The College administration plays an integral role, leading and supporting the development and implementation of policies, programs, and initiatives that are associated with the vision and mission of the college. The administration ensures smooth functioning in all areas like admissions, Accounts and Finance, Record Keeping, Evaluation, Supervision, and Maintenance of student records and conveys information of circulars for staff and students.

Principal: Maintains coordination between academic and administrative staff to collaborate and accomplish the vision and mission of the institution and promotes a collaborative approach. Staff meetings are organized to discuss curricular and co-curricular activities to make decisions collectively, for communicating and accelerating the process of progress.

The Faculty Members are fully involved in deciding academic activities and examinations to be conducted by the college. Senior members of staff are considered vital members of the decision-making body. The teachers and students coordinate with each other, share their opinions meet, and discuss the

events and the various activities to be conducted by the institute.

Nonteaching staff are involved in executing day-to-day support services for both students and faculties. An Action Plan is prepared and the distribution of work is done.

File Description	Document
Relevant documents to indicate decentralization and participative management	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.1.3

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

Response:

Our College aim is to meet the vision and mission of the institute by adopting the strategic plan.

Academic Affairs:

The academic and administrative audit is conducted by the Management.

The college offers B.Ed. course. Admission is done based on entrance examinations conducted by the state government following the guidelines issued by the government from time to time.

While giving Bonafide and Transfer Certificates. Application is taken and then certificates are given,

The SNJSF Governing body meeting is conducted for the review and approval of the budget. The budget

provisions are made for different heads such as library expenses, salary, building infrastructure, and other maintenance expenses.

In the administrative set up transparency is maintained**.** Every employee from top to bottom is part of the college administration.

Teaching as well as non-teaching staff are given tasks in addition to their normal duties at the beginning of the session. Deep interest is taken by the employees to complete the assigned tasks.

Administrative Affairs:

In the administrative set up transparency is maintained**.** Every employee from top to bottom is part of the college administration.

Teaching as well as non-teaching staff are given tasks in addition to their normal duties at the beginning of the session. Deep interest is taken by the employees to complete the assigned tasks.

Recruitment and staff promotions are also undertaken with almost total transparency.

The different Committees are formed in the college to look after different types of activities.

Representatives of the management, Principal, faculty, staff, students, eminent personalities, and alumni are part of the committees.

Budget :

The budget is prepared to meet day-to-day operational and administrative expenses, Infrastructure, and

maintenance of the equipment.

Internal and statutory audits are also conducted under the monitoring of the Management.

The internal and statutory auditors are appointed by the SNJSF auditor to verify the information and check the financials to make sure they are correctly stated.

All receipts, bills, purchase orders, and record books along with financial data in the tally are made available to the chartered accountant for proper auditing.

The internal audit report, statutory report, and compliances are prepared and submitted to the SNJSF. Audits are periodically conducted to ensure complete transparency.

Other functions

Performance Appraisal Report is submitted to NCTE and All India Survey for Higher Education

(AISHE) to the Ministry of Human   Resource Development (MHRD) System. Thus transparency is maintained.

All the current events, like admission, examinations, circulars, seminars, timetables, workshops, training programs, and campus drive information, are posted on the college website as well as on the college

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

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

Strategy development in higher educational institutions ensures quality and the improvement of efficiency in functioning. For an organization, strategic planning is essential to accomplishing the vision and mission. Strategic planning is a continuous process with a specific focus on accomplishing institutional goals. Guru Nanak B.Ed.college has a formally stated quality policy framed by the Internal Quality Assurance Committee (IQAC). IQAC works towards realizing the goals of quality enhancement and sustainability.

The quality policy of the College strives to impart quality education and skills through innovative learning methodologies for the holistic development of would-be teachers and to make them committed professionals. The college strives hard to fulfill its vision, mission, and quality policy by emphasizing the attitude of

Excellence in whatever actions are taken. The development of the institute is a constant, ongoing process. This is made possible with the help of perspective/strategic plans that give direction and chalk out the necessary actions for acquiring progress. In line with the vision statement and the quality policy, the institute has developed a perspective plan for its progress and development.

The salient features of the Perspective/Strategic plan are -

1) Enhance relationships between schools and colleges through tie-ups for internships.

2) Continuous upgrading of teaching and learning skills by developing innovative teaching methodologies, pedagogical knowledge, and communication skills in student teachers.

3) Continuously upgrading students' knowledge

4) Encouraging students about the day to day problems in teaching, learning and developing capacity to solve them through research.

5) Strengthening alumni network.

A prospective plan is drafted and placed before the Governing Council Committee. IQAC monitors the implementation of all the activities to ensure the smooth and systematic functioning of the institute. Committees are formed for various academic and administrative activities. The plan for various activities is prepared by the respective committees.

College prepares a strategic plan taking into consideration of the vision, mission, and objectives of the teacher education institute.

1) Academic administration

2) Teaching and learning process- Internship & lesson planning

1) Staff Resources

2) Research

3) Skill development

4) Safety and Security of women

5) Student support activities and welfare programs

6) Placement activity

7) Alumni association-strong bonding with alumni

Here is an illustration of the activities successfully implemented as per the strategic plan.

1) **Cultural Fest:** To support diversity among students. To portray multicultural groups: multi- lingual, traditional Food and dress groups of students were prepared in those groups, and competitions were taken as a part of the cultural fest

Teaching Competency - In peer groups, micro-teaching techniques are focused. This competency is a small step towards a bright future. With the drilling of micro-skills, and confidence of newcomer students is boosted. This competency is preparation for classroom teaching. Strategically six skills are practiced in the peer group. Every student is taught by Teach and Reteach of microteaching skills. All the skills together integration lesson is practiced. After taking four integration lessons, the Simulation lesson is practiced in the peer group. Thus students are supported and motivated for classroom teaching.

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

6.2.2

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

Response:

Policies :

A policy manual has been framed, giving guidelines related to recruitment and the Grievance Redressal Mechanism. Student Grievance Women Grievance Employee Grievance

The grievance redressal committee first hears the complaint. If it is not resolved, the Principal is notified of the complaint. When a complaint is unresolved, the principal seeks advice and direction from the GCC. For the efficient running and operation of the Institute, the roles and duties of several academic and administrative committees are clearly outlined.

Administrative setup:

SNJSF is our parent body; it comprises President, Vice-President, Secretary, Life Trustees and Members The SNJSF constitutes the GCC for the Institute to ensure its smooth

Functioning. The Principal of the institute is the administrative and academic head of the organization. To strengthen the administrative functionality, an Administrator is appointed who monitors the functioning of the institute. The faculty members undertake academic and administrative responsibilities as members in charge of various committees constituted by the institute. The Senior Clerk of Office Administration looks after the administrative activities and also takes care of purchases.

Admissions:

The admission committee is formed The Principal and administrative staff oversee the admission process, adhering to the CAC norms, and university guidelines after the centralized process.

Appointments & service rules:

All appointments are made through the selection committee constituted by SNJSF. By Karnataka State reservation policy, a list of vacant posts is prepared. Roster verification is done by SNJSF, and a social welfare roster is prepared. After approval of the list, advertisements in newspapers are published inviting applications along with testimonials. A list of suitable candidates is prepared after scrutinization, and they are called for an interview by the selection committee. After the interview, the selected candidates are given an appointment letter.

Procedures :

Accounts Section: This section looks after the financial aspects of the institution. The Students Section of the office takes care of the admission formalities and maintains records of communication with the regulatory bodies, the affiliating university, and the NCTE. It carries out other functions like stock verification and maintenance of the campus and infrastructure.

The Institute's governance set up: It comprises various bodies, such as the Governing Council Committee, which is the highest decision-making body comprising the Board of Directors has the authority to confirm teachers, looks after the routine, day-to-day activities, and works as the intermediary between management and institute.

Internal Quality Assurance Committee (IQAC): The Internal Quality Assurance Committee (IQAC) consists of the Chairman, Coordinator, Members of Management, Teaching, and non-teaching Staff Members, Nominees from Local Society, Employers Representatives, and Alumni Representatives.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)

6.2.3

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

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

Response: A. Any 6 or more of the above

File Description	Document
Screen shots of user interfaces of each module	[View Document](#)
Geo-tagged photographs	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Annual e-governance report	[View Document](#)

6.2.4

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

Response:

The List of Committees and Committees in the Institute :

1. IQAC Committee

2. Academic Planning and Time Table Committee

3. Admission Committee

4. Micro Teaching Committee

5. Practice lesson Committee

6. Internship Committee

7. Grievance Redressal Committee

8.   Anti-Ragging Committee

9.   Placement Committee

10. Students Council Committee

11. Research Committee

12. Alumni Association

13. Library Committee

14. Examination Committee

15. Faculty Development Committee

16. Disciplinary Committee

17. Sports Committee

18. Cultural Committee

19. Student Welfare Committee

20. Magazine committee

21. ICT Committee

22. Mentor- Mentee Committee

 The committees are formed as per the activities outlined in the academic calendar. The committees are responsible for the effective planning and implementation of all the activities under the guidance and advice of the Principal and IQAC Coordinator of the Institute. The activities are planned, and the budget for every major activity is presented to the SNJSF for approval. The GCC reviews the same and sends it to the SNJSF. SNJSF approves the same and recommends it to the GCC, then the resolution is prepared, and final permission is granted for the implementation of the activity.

 Efforts are always made to implement and execute all plans and decisions effectively, keeping in mind the welfare of the students and the overall development of the institution. The meetings are conducted regularly among different committees, and bodies, like the placement committee, admission committee, guidance and counseling committee, etc. with the Head of the Institution. Different problems are discussed, and suggestions are also taken up for the improvement and effective functioning of the

institution.

CASE STUDY – Examination Committee :

The institution has an Examination Committee to conduct examinations and prepare results.

The committee has a few members of the staff, led by the College Exam Senior Supervisor This committee regulates everything concerning the examination process.

Process followed by Examination Committee:

The main function of the examination committees is to evaluate internal work, and conduct prelim exams and in all university exams. The committee holds a meeting in the presence of the Principal to set the schedule of exams. The timetable is displayed at least one week before the examinations.

The Examination Committee conducts several meetings for the smooth conduct of Internal examinations, the assignment of examination duties to teaching and non-teaching staff, the marking of answer books, and the declaration of results. The Committee meets again a week later at the end of the internal exam and the declaration of results for conducting re-examinations for those students who have not cleared the Examination for them reexamination was conducted,

Performance is also communicated to the students as per the guidelines of the university. The duties for the practicals and seminars are also assigned by the committee, which ensures a smooth and fair conduct of the examination.

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Guru College Of Education. has effective welfare measures for B.Ed staff, to attract, motivate, and retain them. Both teaching and non-teaching staff of Guru College Of Education enjoy the following welfare

measures

Increments and Confirmation:

The institute has a policy that includes confirmation of employees after completion of probation. Yearly increments are provided to all teaching and non-teaching staff

Special increments:

1. Career Advancement Scheme Faculty members are rewarded with Increments after completion of a Ph.D. under the career advancement scheme
2. **Leaves**: The Institute provides CL, ML, and EL to all staff and Maternity Leave facilities to women employees and also Sabbatical Leaves are given.
3. **Extended Maternity Leave:** Extended Maternity leave is provided if required.
4. **Special Early Leave: The** Institute provides an early leave facility of 1 to 2 hours in urgency to the faculty members in special cases like nursing Mothers and medical emergencies.
5. **Flexible Timing**: The Institute provides flexible office timing to the teaching staff subject to complete their stipulated working hours and adjust to their assigned responsibilities on their own.
6. **Promotions**: The institute has a promotion policy, under which the Assistant Professor after completion of the Ph.D. promoted to Associate Professor and Professor Grade as per UGC norms.
7. **Kalyan Karnataka Best Teacher Award:** The award ceremony is conducted on the eve of the birth anniversary of founder President "Sri Panth Ratan Siromani Sardar Joga Singhji" on the 30th of March.
8. **Individual development support**: Necessary facilities are provided to staff to upgrade qualifications and encourage attending faculty development programs, seminars, workshops, and conferences.
9. **Fee Concession facility**: Fee concessions are provided for faculty and staff wards who take their education in Guru Nanak Group of Institutions
10. **Desktop and laptop facilities:** To promote the use of ICT in the teaching and learning process, the institute has provided laptops with Wi-Fi facilities to the entire faculty. **Uniform**: The Institute provides uniforms to the non-teaching staff members

11. **Medical Check-Up:** The Institute has an MOU with Guru Nanak Hospital for taking the benefit of medical facilities. Annual health check-up is done

12. **Yoga Meditation Practice**: 3 days of Yoga Meditation Training have been given to our Faculty members students teachers every year.

13. **Recreational Facilities: The Institute provides recreational facilities by organizing picnics for teaching and non-teaching staff members, Classical & light music programs are arranged in the auditorium annually.**

    Canteen facility: Canteen facility available on the campus.

14. **Contributory E.P.F**. facility is provided to teaching & non-teaching staff.
15. **Sports competitions** are arranged for teaching & non-teaching staff by GNCE.

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	[View Document](#)
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	[View Document](#)
Any additional information	[View Document](#)

6.3.2

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

Response: 27.08

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	5	0	4	4

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

6.3.3

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

Response: 5

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	1	1	1

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

6.3.4

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

Response: 31.25

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	0	0	4	7

File Description	Document
Data as per Data Template	[View Document](#)
Copy of Course completion certificates	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.3.5

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

Response:

Guru Nanak College of Education has a well-designed Performance Appraisal System for both teaching and non-teaching staff, as it is an integral part of human resource management. Performance Appraisal is important to ensure that both teaching and non-teaching staff perform their duties efficiently and effectively.

Performance appraisal has three basic functions

To provide adequate feedback to each person on his or her performance

To serve as a basis for modifying or changing behavior towards more effective working habits To provide data to the head of the institute with which he/she may assign future tasks

The Institute has a well-designed Performance Appraisal System for both teaching and non-teaching staff.

Self-Assessment Report Performance of the Teaching Staff is measured under the following categories:

1. Teaching, Learning, and Evaluation Related Activities

2. Co-Curricular, Extension, Professional Development Related Activities

3. Research, Publications and Academic Contributions

4. All the faculty members complete the self-appraisal procedure every year based on the mentioned parameters and in addition, the faculty-specific responsibilities and their contribution towards University assignments, etc are mentioned.

5. Students Feedback: Students' feedback at the end of every year is collected related to academics and teaching. The Principal of B.Ed. The college is in consultation with the administrator and the IQAC coordinator collects the feedback, analyzes, and discusses

6. Regular Annual Increments are given to faculty or special increments for Ph.D holders.

7. Promotions to higher positions such as assistant professor to associate professor or professor (subject to availability).

The GCC plays an active role in the performance appraisal exercise at the institute.

The appraisal form is filled by faculty members. A confidential report is prepared by the Principal.

Performance Appraisal System for Non-Teaching Staff:

All non-teaching staff is assessed through a self-appraisal report.

The Non-Teaching staff members are assessed based on character and performance, capacity to do hard work, Discipline, reliability, dependability, and technical abilities.

Non-teaching staff Performance is assessed by the principal of the Institution. The review of performance appraisal reports leads to the following outcomes.

1. Confirmation of faculty after the expiry of the probation period.
2. Reappointment of faculties in case of ad-hoc appointments.
3. Assigning additional responsibility and modification of workload based on performance.
4. Appreciation and recognition by the management through the Best Employee' Award given by the SNJSF

Feedback Forms: To ensure quality performance by the staff, the institution has initiated a system for taking feedback from students. For this, the students are asked to give feedback about teaching. Their feedback is evaluated and necessary measures are recommended. he appraisal system sets out the framework for clear and consistent assessment of the overall performance of teaching and non-teaching staff and supports their development within the context of the institution's plans. The broad purpose of appraisal is to help them with their professional growth.

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

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

The institution has established a robust mechanism for financial accountability through audits. Audits are conducted continuously by a qualified auditor. Also, a dedicated team of staff thoroughly checks and verifies all financial transactions on an ongoing basis, serving as a check and balance for income and expenditure. In addition to the check and verify process, comprehensive annual audits are conducted. Certified Chartered Accountants, authorized to perform audits, are engaged to review and certify the institution's entire income and expenditure, including capital expenditure, for each financial year. The auditor carefully examines the financial statements and prepares audit reports. By conducting audits, the institution ensures that all Financial transactions undergo scrutiny and verification. Bank transactions are primarily used for maintaining accounts, except for petty cash, which further enhances the internal check and balance of the institution's financial records. Ultimately, the audited financial statements and audit reports are regularly submitted to the institution, promoting transparency and accountability in the institution's financial affairs.

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

6.4.2

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

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

6.4.3

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

Response:

Our self-financed college relies primarily on student fees as its main source of funding. However, the institution also encourages faculty members to generate funds for various activities. The college also tries to mobilize funds from stakeholders, local well-wishers, alumni, and public representatives to support its regular activities. Recognizing the importance of maintaining and updating infrastructure, the college has developed policies for effective implementation and optimal resource utilization. The management allocates funds specifically for the maintenance of laboratories and classrooms. Funds received. Are Collected and utilized through payment modes such as cheques, RTGS, or NEFT.

The utilization of funds follows a systematic process based on the priorities and advice of various committees. These funds are utilized for infrastructural development, beautification, procurement of ICT devices, facility upgrades, student development, and acquiring necessary equipment for skill-based courses. Every rupee received undergoes a proper channel of expenditure, including obtaining quotations, seeking committee consent, and making payments through cheques or online systems. To ensure optimal resource utilization, the institution follows specific practices. An annual budget is prepared well in advance to meet the college's needs, including allocations for academic departments, research activities, computer labs, psychology labs, the library, and sports.

The Principal plans activities based on the approved budget. A Purchase Committee considers departmental requirements, invites quotations, prepares comparative statements, negotiates with suppliers, and places purchase orders. The committee closely monitors the entire purchase procedure to ensure transparency and accountability. All funds mobilized by the institution are properly accounted for in the books, and an audited utilization statement of accounts is submitted to funding agencies for specific grants. External and internal financial audits are conducted annually by appointing a statutory audit or the annual general meeting. Through these measures, the institution aims for efficient financial management, maximum resource utilization, and transparency in its financial operations. By diversifying funding sources and implementing prudent financial practices, the college can maintain and improve its infrastructure while providing quality education and opportunities for its students.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The IQAC plays an important role in suggesting concrete measures for quality enhancement of the college. The IQAC meets quarterly to plan, direct, implement, and evaluate the teaching, research, and publication activities in the College. The sub-committees dealing with various activities and departments implement the IQAC guidelines and give feedback.

Objectives of the IQAC

1. The IQAC of the College is constituted to achieve the following objectives:

1. To develop and progress a heightened level of clarity and focus in institutional functioning towards creation, sustenance, and enhancement of quality and facilitate internalization of the quality culture permeating every sphere of the Institution.
2. To facilitate the integration of the various activities of the institution and institutionalize the best practices.
3. To provide a sound basis for decision-making imbibing all the dimensions of service quality to improve institutional functioning.
4. To act as a change agent in the Institution. To coordinate and improve internal communication to facilitate greater policy implementation and quality assurance towards its stakeholders.

Strategies :

IQAC shall evolve mechanisms and procedures for :

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

Functions of the IQAC:

1. Development and application of quality benchmarks/parameters for the various academic and administrative activities of the College.
2. Facilitating the creation of a learner-eccentric environment conducive to quality education and faculty maturation to adopt the required knowledge and technology for the participatory teaching and learning process.
3. Arrangement for feedback responses from students, parents, and other stakeholders on quality-related institutional processes. Dissemination of information on the various quality

parameters of higher education.

1. Organization of inter and intra-institutional workshops, seminars on quality-related themes, and promotion of quality circles.
2. Documentation of the various programs/activities of the College, leading to quality improvement.
3. Acting as a nodal agency of the College for coordinating quality-related activities, including the adoption and dissemination of good practices.
4. Development and maintenance of Institutional database through MIS to maintain/enhance institutional quality.
5. Development of Quality Culture in the College.
6. Preparation of the Annual Quality Assurance Report (AQAR) of the College based on the quality parameters/assessment criteria developed by the relevant quality assurance body (like NAAC, NBA, AB) in the prescribed format.

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

6.5.2

The institution reviews its teaching-learning process periodically through IQAC or any other

mechanism

Response:

The institution reviews its Teaching-Learning Process, structure & methodologies of operation at periodic intervals through IQAC. For improving academic activities and usage of new technology in the teaching and learning process.

For the all-round development of the students, various initiatives are taken on the advice of IQAC.

Our institute follows five steps of teaching learning, Explore, Explain, Elaborate, and Evaluate. IQAC reviews of the teaching-learning process at regular intervals of--

1. Academic Calendar-Annual Plan

1. Time Table

1. Session Plan

1. Extra Lectures

1. Assignments

1. Library & Lab Session

1. Remedial Classes

1. Career Guidance

1. Concurrent Evaluation

1. Academic Feedback

1. Academic Administrative Audit

1. Organizing Seminars, and workshops under Quality Improvement Programs

1. Conducting Field visits and Lectures of Education experts regularly

1. Organizing Soft skills lecture series

1. Organizing Women empowerment programs

Here are two examples of implementation of teaching-learning reforms facilitated by IQAC

1. **Academic activities and monitoring system :**

.

Guru Nanak College of Education has conducted various academic activities, and routine monitoring is done. The activities carried out are as follows:

Preparation of course planner:

At the beginning of every session monitoring of the number of lectures conducted by faculty members every month. The defaulter students are identified and SMS /notification is sent to students which results in enhancing attendance.

100% efforts are taken for completion of syllabus and extra lectures are scheduled if required.

Course-wise result analysis is done remedial sessions are planned; if required Institute adopted a Concurrent Evaluation system, through which students are Evaluated through various types of activities.

Flexibility is provided to the faculty: to choose an assessment pattern for internal assessment. **ICT-based teaching aids** are encouraged to make use of ICT in the teaching and learning process.

The institute has a mentor-mentee system wherein student counseling and mentoring are done each year, for all students.

2. Feedback in different areas:

- Feedback from students, teachers, and alumni on curriculum aspects is taken continuously, is analyzed and appropriate steps are taken for improvement.
- Feedback from teachers is taken from students and accordingly suggestions are given.
- Feedbacks are collected after the conduct of different activities. These feedbacks are collected and consolidated at the institutional level.
- The corrective actions are taken through IQAC.
- Self Appraisal Forms are collected from faculty. Besides this IQAC has reviewed and implemented its teaching-learning process

- based on the feedback received from students during the last five years, it was identified that there was a need to introduce the use of new technology for the teaching and learning process.

- Taking this into account, the IQAC has taken efforts to improve the facilities:
- Internet and WI-FI facility is provided.
- LCD projectors are installed in classrooms.
- Projects were assigned to students to develop ICT-based teaching-learning materials.

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

6.5.3

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

Response: 5

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	6	5	4	3

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

6.5.4

Institution engages in several quality initiatives such as

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

2. Timely submission of AQARs (only after 1st cycle)

3. Academic Administrative Audit (AAA) and initiation of follow up action

4. Collaborative quality initiatives with other institution(s)

5. Participation in NIRF

Response: A. Any 4 or more of the above

File Description	Document
Supporting document of participation in NIRF	[View Document](#)
Feedback analysis report	[View Document](#)
e-Copies of the accreditations and certifications	[View Document](#)
Data as per Data Template	[View Document](#)
Consolidated report of Academic Administrative Audit (AAA)	[View Document](#)
Any additional information	[View Document](#)

6.5.5

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

Response:

Academic Domain:

The IQAC at Guru Nanak College of Education is committed to a learner-centric approach regarding teaching and learning progression. Small beginnings, incremental improvement, and sustainable progress will result in a huge number of opportunities. The teaching, learning, and evaluation activities in the institution are implemented as per the academic calendar, which is observed by the head of the institution. Through interactive learning, experiential learning, etc., efforts are made to build a student-centric system. Faculties work together in close coordination and try to cater to the dynamic needs of students.

Many incremental improvement initiatives are taken by the institute; these are as follows:

The institute is making continuous and multidimensional efforts to improve quality in academics. Since its inception, the institution has planned the teaching, learning, and evaluation schedules by preparing academic calendars at the institutional level.

IQAC sets the standard for various activities and processes. It observes the process and measures the performance against the set standard. It suggests remedial actions in case of variation. Some of the initiatives of IQAC contribute to incremental improvements. The approach of IQAC is always focused

on the process of learner-centered teaching-learning and it has formulated a policy to evaluate it from time to time.

All newly admitted students are compulsorily involved in orientation programs, in which they are introduced to the teaching-learning process. There is also a system of continuous assessment, compulsory core curriculum, various cultural activities, and discipline.

All the committees in the college are as per institutional norms (initiated by the IQAC) such as:

- Timely submission of workload requirement for the forthcoming session
- Timely distribution of timetable among faculty
- Course completion according to the annual plan

 Delegation of Academic and extracurricular work within the group Use of ICT in teaching practices, wherever applicable Execution and moderation of internal assessments

Assessment of learning outcome by identifying high performers and low performers (Students) Analysis of examination results

IQAC consistently works towards incremental strategies to make the functioning of the institute effective and smooth. These strategies effectively work in line with the changing needs of the college and students.

Administrative Domains:

Constitution of committees for smooth functioning of institution:

IQAC works to decentralize work responsibilities among the staff. Therefore, the below-mentioned committees were constituted to streamline the work

Admission and SC, ST, OBC Committee: Looks after admissions and category students, fees, concessions according to the documents produced

Placement and Career Counseling Committee: Looks after the placement and coordinates with reputed schools for placement of trainees and does career counseling

Examination Committee: Looks after Internal & external examinations and maintains examination records. The committee keeps a record of any grievances related to examinations and acts as a bridge between the University and college for the smooth execution of examinations **Registration of Alumni Association:** It is implemented with the District Registration Cooperative officer and Karnataka Societies Registration Act 1960

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response:

The institution makes an effort for energy conservation by reducing the consumption of energy and using less of an energy service. Energy conservation is the practice of reducing the quantity of energy used. It may be attained through efficient energy use or by reducing the consumption of energy services. It is one of the easiest processes to help the globe through pollution in addition to making use of natural energy. Conservation of energy has been done by various methods.

- Planting trees all around the campus so that there is less usage of air conditioners.
- Installing light-emitting diode bulbs, fluorescent lighting or natural skylight windows reduces the amount of energy required to attain the same level of illumination compared to using traditional incandescent light bulbs.
- Designing features of the building that maximize the use of natural light. Adding blinds or other window fixtures in classrooms can allow teachers to reduce glare while trading electrical light for natural sunlight.
- Natural sunlight will create a more relaxed learning environment compared to the harsh overhead lights that are normally in classrooms.
- Switching over to LEDs or CFLs can save a lot of energy. CFLs last longer than standard incandescent bulbs and cost of fraction of the price to run. Modern LED bulbs can offer a powerful option for lighting at a fraction of the electrical cost.
- Investing in energy-saving power strips by keeping classroom computers and other devices plugged into power strips to help mitigate their standby power usage.
- Switching the lights off when the students leave the classrooms.
- Unplugging projectors, televisions, computers, and smart boards after use.

File Description	Document
Institution energy policy document	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.1.2

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

Response:

Managing Waste in an environmentally sound &socially& satisfactory Mannerism sustainable waste management. In the institute waste Management practices are differentiated into three parts:

1. Solid waste Management

2. Liquid waste Management

3. E-Waste Management

Solid Waste Management:

Encourage students to invest in reusable water bottles and refill them at the campus water bottle and refill them at the campus water station. Many college campuses have composting programs in place, but not all students may be aware of them. Encourage students to compost food waste, such as fruit and vegetable scraps, instead of throwing them in the trash. We keep every coriander in Two dustbins one for dry waste and another one for wet waste

Liquid Waste Management:

Liquids such as wastewater, fats, oils or grease, used oil, liquids, solids, gases, or sleds and

Hazardous household liquids

Well-constructed drainage systems lead to the closed collection tanks; the tanks are regularly cleaned to avoid stagnation of water.

E-Waste Management:

E-Waste will be taken by the E-Waste, E-waste management is a process of collecting e-waste, recovering and recycling material by safe methods, dispose of e-waste by suitable techniques to reduce its adverse impacts on the environment.

·   Ex-Fridges,   freezers, and other cooling equipment.

·   Computers and telecommunication equipment.

·   Consumer electronic devices and solar panel

·   TVs, Monitors, and screens.

·   LED Bulbs

·   Vending machines

The waste could either be reused or discarded in captive or regular treatment, storage, and disposed of facilities available on the campus, as proposed in the following waste hierarchy.

1. Energy Recovery

2. Proper Disposal (Landfill/Incineration)

3. Avoiding waste at source and minimizing waste utilization

4.   In the hierarchy of waste Management waste avoidance and waste reduction must first be attempted, the dissemination of information on technical options should be a continuous practice. Promote the implementation of recovery of resources, such as solvents, other reagents, and by-products, as well as the regeneration of spent catalysts within the time limit.

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

7.1.3

Institution waste management practices include

     1.Segregation of waste
     2.E-waste management

    3.Vermi-compost
    4.Bio gas plants
    5.Sewage Treatment Plant

Response: B. Any 3 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	[View Document](#)
Geo-tagged photographs	[View Document](#)
Documentary evidence in support of each selected response	[View Document](#)
Any additional information	[View Document](#)

7.1.4

Institution has water management and conservation initiatives in the form of

1. Rain water harvesting

2. Waste water recycling

3. Reservoirs/tanks/ bore wells

4. Economical usage/ reduced wastage

Response: A. All of the above

File Description	Document
Income Expenditure statement highlighting the specific components	[View Document](#)
Geotagged photographs	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)

7.1.5

Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment

Response:

By enforcing the Prime Minister's "Swachh Bharat Mission", Guru Nanak College of Education

Teacher's colony Bidar is always committed to maintaining a clean college environment and sets a good example to students, teachers, and other staff.

Cleanness in College:

1. Provide hygienic classrooms.

2. Keep trash bins in each corner.

3. Encourage students and teachers to keep things away immediately after use.

4. Organize cleaning day events like "Swachh Bharat".

5. Clean the campus facilities frequently.

Sanitation:

1. Personal hygiene

2. Safe drinking water

3. Toilet/human excreta disposal

4. Disposal of wastewater

5. Solid waste management

6. Environmental sanitation

Pollution-Free Healthy Environment:

1. Use Reusable Water Bottles

2. e-waste management

3. Use of LED bulbs in college

4. Dustbins on the Premises

5. Waste control in the entire campus

6. No use of plastic on campus

7. Use of dustproof chalks in classrooms

8. Minimum use of Photocopy/Printing

9. Entire Campus is No Smoke zone

10. The entire campus is clean and green

1. **Reducing Emissions**: Implementing measures to reduce emissions from vehicles, industries, and other sources is critical. This can include promoting cleaner technologies, enforcing emission standards, and encouraging the use of renewable energy sources.

2. **Green Spaces**: Increasing green cover through tree planting initiatives and maintaining parks and gardens not only enhances aesthetics but also helps in absorbing pollutants and improving air quality.

3. **Awareness and Education**: Educating the community about the impact of pollution and encouraging responsible behavior towards the environment is crucial for long-term sustainability.

4. **Regulations and Policies**: Enforcing strict environmental regulations and policies that promote sustainable practices and penalize polluters can play a significant role in achieving a pollution-free environment.

5. **Access to Clean Water**: Ensuring access to safe and clean drinking water is essential. This involves proper water treatment, distribution systems, and regular testing to maintain water quality.

6. **Sanitary Facilities**: Providing adequate sanitation facilities such as toilets and sewage systems is crucial for preventing waterborne diseases and promoting hygiene.

7. **Hygiene Promotion**: Promoting good hygiene practices such as handwashing with soap, proper sanitation of food and water, and safe disposal of waste helps prevent the spread of diseases.

8. **Waste Management**: Proper management of solid and liquid waste is necessary to prevent environmental contamination and health risks. This includes collection, recycling, and disposal methods that minimize impact on the environment.

9. **Urban Planning**: Incorporating sanitation infrastructure into urban planning ensures that communities have access to essential services and facilities that promote health and well-being.

10. **Emergency Response**: During emergencies or disasters, ensuring access to sanitation facilities and maintaining hygiene practices becomes even more critical to prevent outbreaks of diseases.

11. Personal hygiene refers to the practices and habits that individuals follow to maintain cleanliness and promote health. It includes several key aspects like Hand Hygiene, Dental Hygiene, Bathing and Showering, Hair Care, Nail Care, Clothing Hygiene, and Respiratory Hygiene.

File Description	Document
Documents and/or photographs in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.1.6

Institution is committed to encourage green practices that include:

1. Encouraging use of bicycles / E-vehicles

2. Create pedestrian friendly roads in the campus

3. Develop plastic-free campus

4. Move towards paperless office

5. Green landscaping with trees and plants

Response: A. All of the above

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

7.1.7

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

Response: 1.84

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.082	0.344	0.31	0.236	0.223

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

7.1.8

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

Response:

Institutions that effectively leverage their local environment, locational knowledge, resources, community practices, and challenges demonstrate a deep commitment to sustainability, community engagement, and innovation. These efforts often manifest in various forms across different sectors, from education and healthcare to business and government.

As learning takes place in a social context, thus cultivating relationships among its members is highly important allowing them to socialize, develop friendships, and be more comfortable. Members have a high level of participation, and involvement in the community, activities.

Students benefit from learning in a diverse environment. Geographical location and local demographic composition play a role in student body diversity.

The institutions know their environment and have to adjust to the economic and social changes to develop and grow.

The teachers are trained to use local languages efficiently in the classroom. They use it effectively to enhance their student's learning.

Community-engaged teaching allows students, faculty, and communities to experience profound growth.

The institution plans community-based courses that have a high impact on students and the community.

Guest lecturers community talks campus or community tours and other exchanges serve to build understanding and trust between the campus and the community.

The local community also tries to be flexible in choosing projects that will provide meaningful learning experiences for students.

Program Conducted:

1. **Health Educational Awareness Program**
2. **Raising awareness of children's rights**
3. **Leverages Local Environment**
4. **Locational knowledge and Resources**
5. **Betibachao, Beti padhao**
6. **Waste Management**
7. **Participation in the Vaccination Campaign**
8. **"Ek rope Ek kundi**

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)

7.1.9

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

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

Response: A. All of the above

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

7.2 Best Practices

7.2.1

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

Response:

TheTitle: Morning Assembly

The objective:

- To maintain discipline
- To keep the mind and the soul peaceful
- Prayers are conducted everyday morning to mold the students to give the morel valve.
- Morning assembly enhances the team spirit and leadership quality.

The Context:

The college focuses on unity and team building quality through prayers by the students. Every day college practices morning assembly.

The practice:

The morning assembly is organized every day to improve the team spirit. The principles of self-discipline and confidence have been inculcated in the students are informed of the day today's activities end they are regularized in their academic work. The prayer aims to start the day on a positive and reflective note, helping to cultivate a calm and focused atmosphere for students and staff. It provides an opportunity for individuals to pause, reflect, and center themselves before the day's activities begin. This moment of introspection can help foster mental clarity and emotional balance. It can serve as a reminder

to stay focused on personal and academic goals, reinforcing discipline and commitment towards society.

Evidence of Success:

The day starts with the college prayer which is prayed on by our StudentsTeachers, and Staff. The prayer is run on the speaker and each one from the institute stands up to attend the prayer outside their respective cabins and classes. This prayer is created by the SNJSF in a way that satisfies all religions. The prayer ends by requesting almighty to protect and adequate the works of all students, teaching staff, and non-teaching staff. After the prayer is over actual academic and administrative work starts.

Title of the practice: Leadership Development through Various Academic Programmers.

Objectives:
 To cultivate and nurture the leadership qualities of the students.
 To identify leadership talents and provide development opportunities.
 To develop problem solving skills and critical thinking.
 To expose students to real day-to-day life situations and have hands-on experience.

The context :

Leadership potential is abundant among the youth of today. The institution provides ample opportunities for the development of leadership qualities.

The Practice :

   Guru Nanak College of Education, Bidar attempts to provide the right opportunities for channeling the energies of the youth and creating leaders among them. The College has initiated various forums by which the students can participate in leadership positions. The college set student council consists of a Chairperson, Vice Chairperson, Secretaries, and Treasurer. Leaders are also elected for various associations. Exemplary students with good academic records are the candidate pool from which the office bearers are chosen. This policy motivates the Students to prepare well academically and hone their skills toward social service.

 Evidence of Success:

The council leaders and association members are given opportunities that enable them to formulate action plans for core curricular and extracurricular activities. They work as a team thus learning the values of collaboration, cooperation, and conflict management. They get the opportunity for decision-making, mobilization of resources, and networking through the organization of various programmers under their leadership.

File Description	Document
Photos related to two best practices of the Institution	[View Document](#)
Any additional information	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

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

Response:

The performance of an institution in a distinct area of focus, aligned with its vision, priorities, and thrust, serves as a testament to its strategic direction and impact within its community. For clarity, let's consider an imaginary institution, "Holistic Institute," which has a vision centered on sustainable development and environmental stewardship.

Vision and Priority: Harmony Institute envisions a world where sustainability is at the forefront of all endeavors, aiming to foster a harmonious relationship between humanity and the environment. This vision shapes its priorities, guiding all initiatives towards environmental conservation, renewable energy adoption, and community resilience.

Thrust: The institution's thrust lies in innovative research and practical solutions that address pressing environmental challenges. This includes not only academic pursuits but also active engagement with industry partners, policymakers, and local communities to implement sustainable practices.

Distinct Area of Focus: Universal Development of Student Teacher.

Performance of the Institute :

A. Our Institute Is located in the prime area of the city.

B. Motivated, dedicated, and qualified with a blend of vastly experienced faculty.

C. Infrastructure is satisfying the needs of the hour

D. Enrichment of curriculum according to the needs of the students and the local community.

E. Well-planned academic calendar.

F. Faculty development program.

G. Continuous compressive evaluation.

H. Supportive and encouraging cooperative management

I. The college has a glorious history of more than 19 years that has produced effective teachers and successfully served the state and the nation

J. Many alumni have served the school as teaching staff.

K. We have dedicated non-teaching staff

L. Specious classrooms and laboratories

M. Our College is surrounded with full of Greenery Campus.

Impact and Future Directions: In conclusion, the performance of Harmony Institute in the area of renewable energy exemplifies its commitment to its vision, priorities, and thrust. Through innovative research, community engagement, policy influence, and educational initiatives, the institution not only demonstrates leadership in its field but also vigorous efforts to perfect change toward a more sustainable and harmonious world.

The Institute is at a location that is endowed with natural beauty, serenity, and tranquility. The quality of work done for the benefit of society, and mankind is reflected in the minds of students and faculty.

The Institute has emerged strong in its pursuit of value-based education to make this institution a Center for excellence in line with the institute's mission. Our faculty members are committed to the mission of the institute to dedicate its energies to be responsive to the needs of an ever-changing society by promoting excellence in academics through value-based education.

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

5. CONCLUSION

Additional Information :

Guru Nanak College of Education is a self-financing institute. The college has good support services like spacious Classrooms, a Seminar Hall, a Conference room, a library, a reading room, well-equipped laboratories, sports rooms, common rooms, playgrounds, etc. Office work and the library are partially computerized. Internet and e-mail facilities are available.

The approved intake of students in the B.Ed., course is 50. The college offers co-education. To date, the college has trained 17 batches of B.Ed. students. The performance of the college students in the University examinations has been exceptionally good and every year most of our college students secured above 75% Distinction with first class marks in the university examination.

The Guru Nanak College of Education has a well-qualified, experienced faculty. Four staff members have Ph.D degrees in Education and other related subjects. There are Six non-teaching staff members.

The College maintains its own updated official website http:// www.gurunanakbed.org

The college is run by the Sri Nanak Jihra Saheb Foundation (SNJSF) was established in the year 1986, and since then has been performing a vital service to students Especially in Hyderabad Karnataka Region Through each of its institutions. the foundation offers individuals the opportunity for a well-rounded education, in the discipline of their choice, while equipping them with all the skills required to function as responsible members of society and face the many challenges associated with the continually evolving industrial and economic scenario. Today there are over 10000 students enrolled in various institutions run by the Sri Nanak Jihra Foundation. Spread over a sprawling campus, the Guru Nanak Dev Engineering College Mailoor Road Bidar, Guru Nanak College of Education, Mannalli Road Bidar, Guru Nanak First Grade UG & PG Degree College Bidar, Guru Nanak Pre-University College Bidar, Guru Nanak ITI College Bidar, Guru Nanak MBA College Bidar, Sri Nanak Jhira sahib College of Nursing Bidar, Guru Nanak College of Master of Computer Applications Bidar. The SNJSF also runs 6 Guru Nanak Public Schools in around Bidar District.

Concluding Remarks :

Guru Nanak College of Education was established in the year 2004 with the mission of providing a committed teaching community and quality education to trainee teachers through the B.Ed. Course. Along with a sound theoretical base, the students are given wide exposure to practical ones. The student teachers are sent to various schools in the city for their teaching practice program. The B.Ed. the course being offered in college is affiliated with Gulbarga University Kalburgi.

The National council for Teacher Education (NCTE) has accorded its recognition to it. For qualitative improvement in teacher education courses, it is obvious and mandatory as evident from the NCTE Regulations, 2014 that Teacher Training courses shall have to be accredited by the National Assessment & Accreditation Council. Since the country is responding to the call for privatization and globalization, we have to shed the attitude of self-complacency and strive hard to cope with the changing scenario.

By fulfilling our vision mission, our college has been on the path to improve the quality of education since its

inception by leveraging small and collective efforts. As a continuation of that effort, today our college is the first among all the colleges in Bidar district to prepare for the first cycle NAAC accreditation. The entire IQAC under the leadership of the principal sir has taken various initiatives to try to implement the various important aspects of the new national education policy as far as possible within our small and limited capacity. With the unremitting efforts of the management, teaching staff, and students, the college is moving toward the future with the determination to provide quality education.