



## **YEARLY STATUS REPORT - 2021-2022**

### **Part A**

#### **Data of the Institution**

##### **1.Name of the Institution**

**SANKALP INSTITUTE OF EDUCATION**

- Name of the Head of the institution **Dr. Amar Jeet Singh Parihar**
- Designation **Principal**
- Does the institution function from its own campus? **Yes**
- Alternate phone No. **01202803131**
- Mobile No: **9410854330**
- Registered e-mail ID (Principal) **principalsankalp@yahoo.in**
- Alternate Email ID **siegzb704@gmail.com**
- Address **141 Duhai NH-34,Ghaziabad**
- City/Town **GHAZIABAD**
- State/UT **UTTAR PRADESH**
- Pin Code **201206**

##### **2.Institutional status**

- Teacher Education/ Special Education/Physical Education: **Teacher Education**
- Type of Institution **Co-education**
- Location **Urban**

- Financial Status **Self-financing**
- Name of the Affiliating University **CH. CHARAN SINGH UNIVERSITY  
MEERUT (UP)**
- Name of the IQAC Co-ordinator/Director **Dr. Pratibha Tyagi**
- Phone No. **01202803131**
- Alternate phone No.(IQAC) **01202803131**
- Mobile (IQAC) **9971368421**
- IQAC e-mail address **siegzb704@gmail.com**
- Alternate e-mail address (IQAC) **pratibhatyagi078@gmail.com**

**3.Website address**<http://www.sankalpins.org.in>

- Web-link of the AQAR: (Previous Academic Year) <http://www.sankalpins.org.in/pdf/AQAR>

**4.Whether Academic Calendar prepared during the year?****Yes**

- if yes, whether it is uploaded in the Institutional website Web link: <http://www.sankalpins.org.in/pdf/Academic-Calendar-2020-21.pdf>

**5.Accreditation Details**

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
<b>Cycle 1</b>	<b>B</b>	<b>2.82</b>	<b>2013</b>	<b>08/07/2013</b>	<b>07/07/2018</b>

**6.Date of Establishment of IQAC****01/07/2011****7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMNTT etc.**

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
<b>NIL</b>	<b>NIL</b>	<b>NIL</b>	<b>Nil</b>	<b>NIL</b>

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

- Upload latest notification of formation of IQAC **No File Uploaded**

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

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? **Yes**

- (Please upload, minutes of meetings and action taken report) No File Uploaded

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

- If yes, mention the amount

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

- Session for the academic calendar more in constructive approach and its successfully implementation was monitor by IQAC head with the coordination of all the members of IQAC
- Motivation of teachers for the effective teaching and student's assessment are also organized by IQAC.
- Created the opportunities to conduct activities by IQAC under corporate outcome program.
- Initiative steps to implement in lectures and workshops, guest lectures were organized ensuring quality in learning process.
- Special emphasis for personal counseling of students during the session.

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

Plan of Action	Achievements/Outcomes
Academic Calendar (Constructive Approach)	The Academic Calendar for the session 2021 22 was executed successfully
Teacher motivation	There was a change in teaching method
Counseling of Students and Students assessment	Students were clearer about their future in terms of their career
Implementation of lectures and workshops, guest lectures	Many activities were organized

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

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Governing body	01/07/2023

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

## Part A

### Data of the Institution

<b>1.Name of the Institution</b>	<b>SANKALP INSTITUTE OF EDUCATION</b>
• Name of the Head of the institution	<b>Dr. Amar Jeet Singh Parihar</b>
• Designation	<b>Principal</b>
• Does the institution function from its own campus?	<b>Yes</b>
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• State/UT	<b>UTTAR PRADESH</b>
• Pin Code	<b>201206</b>
<b>2.Institutional status</b>	
• Teacher Education/ Special Education/Physical Education:	<b>Teacher Education</b>
• Type of Institution	<b>Co-education</b>
• Location	<b>Urban</b>
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• Mobile (IQAC)	9971368421				
• IQAC e-mail address	siegz704@gmail.com				
• Alternate e-mail address (IQAC)	pratibhatyagi078@gmail.com				
<b>3.Website address</b>	<a href="http://www.sankalpins.org.in">http://www.sankalpins.org.in</a>				
• Web-link of the AQAR: (Previous Academic Year)	<a href="http://www.sankalpins.org.in/pdf/AQAR">http://www.sankalpins.org.in/pdf/AQAR</a>				
<b>4.Whether Academic Calendar prepared during the year?</b>	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	<a href="http://www.sankalpins.org.in/pdf/Academic-Calendar-2020-21.pdf">http://www.sankalpins.org.in/pdf/Academic-Calendar-2020-21.pdf</a>				
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Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
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• Upload latest notification of formation of IQAC			No File Uploaded		
<b>9.No. of IQAC meetings held during the year</b>			4		

<ul style="list-style-type: none"> <li>Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?</li> </ul>	Yes	
<ul style="list-style-type: none"> <li>(Please upload, minutes of meetings and action taken report)</li> </ul>	No File Uploaded	
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<b>13. Whether the AQAR was placed before statutory body?</b>	<b>Yes</b>				
<ul style="list-style-type: none"> <li>Name of the statutory body</li> </ul>					
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<b>Governing body</b>	<b>01/07/2023</b>				
<b>14. Whether institutional data submitted to AISHE</b>					
<table border="1"> <tr> <td>Year</td> <td>Date of Submission</td> </tr> <tr> <td><b>2021</b></td> <td><b>24/02/2022</b></td> </tr> </table>		Year	Date of Submission	<b>2021</b>	<b>24/02/2022</b>
Year	Date of Submission				
<b>2021</b>	<b>24/02/2022</b>				
<b>15. Multidisciplinary / interdisciplinary</b>					
<p>Life skills in the form of various activities of multidisciplinary and Value Added activities imparting transferable and B.Ed. Curriculum Enrichment is achieved through Beyond Syllabus Activities. Institute has the provision of various committee activities which contribute to sensitizing students to cross-cutting issues like Gender, Environmental Sustainability, Human Values, and Professional Ethics for the development of creative and divergent competencies.</p>					
<b>16. Academic bank of credits (ABC):</b>					
<p>As per University and NCTE Guide Line</p> <p>The University Academic Calendar is a broad schedule and based on the same, year wise Institutional Academic Calendar is prepared incorporating all the academic and extracurricular activities to be conducted during the session which is approved by IQAC. Being an affiliated institution, the institution does not have autonomy to frame its own curriculum. Academic teaching-learning planning process is followed for achieving micro level planning.</p>					
<b>17. Skill development:</b>					
<p>Institution provides opportunities for skills in different functional areas and developing competencies through specially designed activities like -</p> <p>1. Organizing Field Visits 2. Community Engagement 3. Preparing Individualized Educational Plan(IEP) 4. Facilitating Inclusive Education 5. Conducting Outreach/ Out of Classroom Activities 6.</p>					

Technology Use and Integration 7. Developing Teaching Competencies 8. Assessment of Learning 9. Organizing Learning (lesson plan)
<b>18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)</b>
The college has developed an ICT enabled seminar hall for conducting seminars, various workshops. on value education and culture.and Indian knowledge system. The college has a computer laboratory with requisite number of computers and these computers are made assessable to the students to instill the IT skill in them.
<b>19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):</b>
<p>Program Learning and Course Learning Outcome of B.Ed. Courses are:</p> <ol style="list-style-type: none"> <li>1.To be able to interact with children from diverse socio economic and diverse back grounds.</li> <li>2.To develop competencies among students-teachers to select and use appropriate assessment strategies for facilitating learning.</li> <li>3.To systematize experiences and strengthening the professional competencies of student teachers and to provide first-hand experience of all the school activities</li> <li>4.To engage student- teachers with self, child community and school to establish close connections between different curricular areas.</li> <li>5.To empower the students in subject content and Pedagogy.</li> <li>6.To enable student-teacher to integrate and apply ICT in facilitating teaching-learning process and in school management.</li> <li>7.To develop an understanding of contemporary Indian Society with special reference to education.</li> <li>8.To be able to interact with children with diverse socio economic and diverse back grounds.</li> <li>9.To build the skills of communication, reflection, art, aesthetic, theatre, delft expression and ICT.</li> </ol>

10.To develop an understanding of paradigm shift in conceptualizing disciplinary knowledge in school curriculum.

20.Distance education/online education:

N.A.

### Extended Profile

#### 1.Student

2.1 193

Number of students on roll during the year

File Description	Documents
Data Template	<a href="#">View File</a>

2.2 100

Number of seats sanctioned during the year

File Description	Documents
Data Template	<a href="#">View File</a>

2.3 06

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

File Description	Documents
Data Template	<a href="#">View File</a>

2.4 92

Number of outgoing / final year students during the year:

File Description	Documents
Data Template	<a href="#">View File</a>

2.5Number of graduating students during the year 92

File Description	Documents
Data Template	<a href="#">View File</a>

2.6	100
Number of students enrolled during the year	

File Description	Documents
Data Template	<a href="#">View File</a>

## 2.Institution

4.1	5500000
Total expenditure, excluding salary, during the year (INR in Lakhs):	

4.2	22
Total number of computers on campus for academic purposes	

## 3.Teacher

5.1	15
Number of full-time teachers during the year:	

File Description	Documents
Data Template	<a href="#">View File</a>
Data Template	<a href="#">View File</a>

5.2	01
Number of sanctioned posts for the year:	

## Part B

### CURRICULAR ASPECTS

#### 1.1 - Curriculum Planning

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

The college adheres to the guideline laid down by the state government in general and university in particular from the session 2021-22CCS University Meerut enhance B.Ed.two year Programme according to recommendation of Justice Verma committee

and NCTE. Bases on this recommendations NCTE has suggested a curriculum framework for two year B.Ed course which has been discussed by department of education CCS University Meerut. Academic Calendar is issued by University in the beginning of each session. Academic calendar include 180 days of teaching, schedule of teaching practice, visit to various institution, Internal assignments examination etc. this particular Academic Calendar is being following by the college for effective teaching process. Special classes (If needed) are engaged during vacations or off hours to compensate the duration last in examination and other cocurricular activities.

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	<a href="#">View File</a>
Plan developed for the academic year	<a href="#">View File</a>
Plans for mid- course correction wherever needed for the academic year	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**A. All of the above**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
List of persons who participated in the process of in-house curriculum planning	<a href="#">View File</a>
Meeting notice and minutes of the meeting for in-house curriculum planning	<a href="#">View File</a>
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**A. All of the Above**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
URL to the page on website where the PLOs and CLOs are listed	<a href="#">NIL</a>
Prospectus for the academic year	<a href="#">View File</a>
Report and photographs with caption and date of student induction programmes	<a href="#">View File</a>
Report and photographs with caption and date of teacher orientation programmes	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## **1.2 - Academic Flexibility**

**1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available**
**1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year**

10

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	<a href="#">View File</a>
Academic calendar showing time allotted for optional / electives / pedagogy courses	<a href="#">View File</a>
Any other relevant information	<a href="http://sankalpins.org.in/pdf/Academic-Calendar-2021-22.pdf">http://sankalpins.org.in/pdf/Academic-Calendar-2021-22.pdf</a>

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

2

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

2

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Brochure and Course content along with CLOs of value-added courses	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

2

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

2

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	<a href="#">View File</a>
Course completion certificates	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**All of the above**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	<a href="#">View File</a>
Document showing teachers' mentoring and assistance to students to avail of self-study courses	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

92

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

70

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificates / evidences for completing the self-study course(s)	<a href="#">View File</a>
List of students enrolled and completed in self study course(s)	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 1.3 - Curriculum Enrichment

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

Institution completely follows the curriculum recommended by University and curriculum aims at developing various skills related to theory and practical work. Practice teaching and school based activities deal with social and moral values. Institution has adopted a well organized mechanism of getting feedback and exchange of information with regard to involvement of society to develop a coherent understanding of teacher education. Curriculum includes coursework of inclusive education and also visit to inclusive education institution to creates teachers for different level of school educations to caters the needs of students having different disabilities or children with special needs. Curriculum include action Research project works which helps to identified the problem of students in learning and also to provide immediate solution to their problem by apply their acquired knowledge as a teacher education. Students nominated appointed as members in some relevant committees of college, alongside the teachers. Promotion of global competencies among students through the use of technology and interval. Skill development included the internship programme which includes theoretical inputs on communication and evaluation, later they are given training in the farm of practice teaching in various schools. Curriculum also includes internship programs which include observation of lessons of primary and preprimary wings, high school and higher sec. School. Besides

this students have given opportunity to various institutions such as Anganwari Centers, DIET, Innovative Centres, Slum Areas. These visits and teaching programs help in enhancing the teaching competency as well as critical things of the students.

File Description	Documents
List of activities conducted in support of each of the above	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
Photographs indicating the participation of students, if any	<a href="#">View File</a>

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

The main priority of the institution is to create a conducive environment in which students feel from prejudiced and to develop understanding of diversity. Teacher guides the students according to different capabilities, mental level and their needs. Visits are arranged to old age house, slums areas, inclusive schools, DIET, SIE for giving exposure to the future teachers to understand diversification among school system. The teacher educators are encouraged to attend orientation programmes, seminars, refresher courses, workshops, conferences to keep themselves updated with the latest information related to international perspective. The teacher educators are asked to plan different activities for the prospective teachers VIZ practical works, project works, surveys, literary activities, cultural activities, different competitions, games, sports, picnic, excursions etc. The course paper Philosophical and Sociological Bases of Education, Teacher Education, Curriculum Development, Inclusive Education, Education Planning and Management provide ample opportunity and scope to the students to understand the role of diversity. The course paper education in India persecution included in curriculum made aware of recommendations of various commissions and committees for the development of the education system in India. Institution encourage students to celebrate festivals of different religious, communities important days together in campus which give them

the feeling of oneness. Environment education has been introduced as a compulsory subject in B.Ed to enable students to understand the current issues related to the environment at national perspective

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Being an affiliated institution the institution does not have the autonomy to frame its own curriculum rather institution has to follow recommended curriculum by university of Jammu Institution helps students to derive professionally relevant understandings through curricular experiences provided during the teacher education programme by:- Some individual and group projects like debate works, seminars, sessional works, power point presentations are distributed to develop the feeling of tolerance, co-operation, brotherhood and socialization of pupil teacher. In every course works concerned course teacher, Assigns PowerPoint presentation of sessional work and questioning hours after the completion of presentation to the students for more interaction Peer group discussion, assignment on sessional work, suggestion are given to them to write the reference of the written content taken from particular book/websites. Students are directed for 2 months teaching practice in 3rd & 4th semester which lays emphasis on interactive teaching learning process. Students have to prepare lesson plan by following various approaches like Herbartian Approach, RCEM & Constructivist Approach of lesson planning. Before going to teach the class pupil teacher/ teacher trainees has to write lesson plans. For that purpose they have to do a lot of preparation. The teacher trainee uses various teaching aids to make teaching learning process effective.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>1.4 - Feedback System</b>	
<b>1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI</b>	<b>All of the above</b>
File Description	Documents
Sample filled-in feedback forms of the stake holders	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following</b>	<b>Feedback collected</b>
File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	<a href="#">View File</a>
Action taken report of the institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>TEACHING-LEARNING AND EVALUATION</b>	
<b>2.1 - Student Enrollment and Profile</b>	
<b>2.1.1 - Enrolment of students during the year</b>	
<b>100</b>	
<b>2.1.1.1 - Number of students enrolled during the year</b>	
<b>100</b>	

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

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

00

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

47

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

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

0

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

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificate of EWS and Divyangjan	<a href="#">View File</a>
List of students enrolled from EWS and Divyangjan	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 2.2 - Honoring Student Diversity

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

Students are supported through remedial coaching classes. Advanced learners are provided mentoring from passed out students. Alumni to help their job profile career options and these are transferred to slow learner students time to time. Visiting and guestlecturers also provided for the overall development of the students, Co-curricular and cultural events are also organized as well as quiz, debates, group discussion and personality development of the slow learner and advanced learner also. Final year students are providing with entoring form alumni these mentors help the students particularly slow learners to develop their personality and learning abilities. Class co-ordinator is also appinted for every class to take special care to monitor guide and help the slow learner to improve on the other side the institute also indentify the advance learners and work on them as for the requirements acidities to encourage the participative learning approach advanced learner are also encourage to take up internship.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Documents showing the performance of students at the entry level	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 2.2.2 - Mechanisms are in place to honour

All of the above

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

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents highlighting the activities to address the student diversities	<a href="#">View File</a>
Reports with seal and signature of Principal	<a href="#">View File</a>
Photographs with caption and date, if any	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**All of the above**

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	<a href="#">View File</a>
Reports with seal and signature of the Principal	<a href="#">View File</a>
Photographs with caption and date	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

10:1

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

05

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents of mentor-mentee activities with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 2.3 - Teaching- Learning Process

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

In the last sum number of years teachers today utilize a myriad of student centered learning strategies to equip prepare and produce students capable of success, in project based learning students work on longer tasks that culminate in the creation of an original presentation or product. In this way the traditional class room model has changed dramatically with a shift in the model of content delivery in this way model learning strategy depends on the students collaboration, communication. Creativity with teachers serving as a facilitator students work and progress, problem learning include shorter projects that examine a current

problem, solve problem or report potential solution experimental learning is an immersive, participant focused. Active approach to learning that involves learned of all stages of development. Wellplanned supervised and assessed experimental cultural awareness, leadership and other professional of intellectual skills. The educational model of content delivery as we know it is changing student centered learning strategies provide empowerment opportunities that allow a deep dive into more than just mandated assessments. Standards based curriculum, utilizing the strategies discusses can set you and path of producing students ready to make a difference in an ever-changing global society.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

11

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to LMS	<a href="http://sankalpins.org.in">http://sankalpins.org.in</a>
Any other relevant information	<a href="#">View File</a>

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

85

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Programme wise list of students using ICT support	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Landing page of the Gateway to the LMS used	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**Five/Six of the above**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	<a href="#">View File</a>
Geo-tagged photographs wherever applicable	<a href="#">View File</a>
Link of resources used	<a href="http://sankalpins.org.in">http://sankalpins.org.in</a>
Any other relevant information	<a href="#">View File</a>

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

**Teacher Monitoring Scheme is implemented in the institute where in 20-25 students are assigned to each faculty member who acts as mentorduring the entire programme. Mentors regularly interact to students and mentor their academic performance like attendance, resolves their other issues. The students are given guidance forcareer and personal issues besides academic issues. They are**

also motivated for participation in co- curricular activities, project work community work, teaching practice of the students in the various schools ,done under the guidance of their mentors. They observe their lesson plans, evaluate them and help in improving their performance during the teaching practice. Internship work during final year is also done under the guidance of mentors. In this way, mentor always keeps a check on the performance of the students throughout the academic session and keeps contact with their parents to improve the performance of their wards. Internal marks are also given by the mentors based on the observation of the performance throughout their academic session. Mentors also give remedial coaching to their students if required and keep check on their overall performance.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Four of the above

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

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

**Response:** The teaching learning process nurtures creativity, innovativeness among the learners. 1.By organizing Visits to different innovative centers of different Educational Institutions . their teaching process when they are engaged in teaching practice in different schools. They are also given the Project work on "Each One, Teach One" in which they apply innovative techniques of teaching to the adopted child in order to complete their project work. Life skill: Life skill activities involve the conducting of morning assembly , organising different activities in the local society related to different social issues. These activities enable the sense of responsibility among the students. They are able to understand their role in the society and the role of society towards their process.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 2.4 - Competency and Skill Development

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

All of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the selected response/s	<a href="#">View File</a>
Reports of activities with video graphic support wherever possibl	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

<b>2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement</b>	<b>Eight /Nine of the above</b>												
<table border="1"> <thead> <tr> <th data-bbox="86 904 539 965">File Description</th><th data-bbox="539 904 1436 965">Documents</th></tr> </thead> <tbody> <tr> <td data-bbox="86 965 539 1032">Data as per Data Template</td><td data-bbox="539 965 1436 1032"><a href="#">View File</a></td></tr> <tr> <td data-bbox="86 1032 539 1133">Reports and photographs / videos of the activities</td><td data-bbox="539 1032 1436 1133"><a href="#">View File</a></td></tr> <tr> <td data-bbox="86 1133 539 1272">Attendance sheets of the workshops / activities with seal and signature of the Principal</td><td data-bbox="539 1133 1436 1272"><a href="#">View File</a></td></tr> <tr> <td data-bbox="86 1272 539 1375">Documentary evidence in support of each selected activity</td><td data-bbox="539 1272 1436 1375"><a href="#">View File</a></td></tr> <tr> <td data-bbox="86 1375 539 1442">Any other relevant information</td><td data-bbox="539 1375 1436 1442"><a href="#">View File</a></td></tr> </tbody> </table>		File Description	Documents	Data as per Data Template	<a href="#">View File</a>	Reports and photographs / videos of the activities	<a href="#">View File</a>	Attendance sheets of the workshops / activities with seal and signature of the Principal	<a href="#">View File</a>	Documentary evidence in support of each selected activity	<a href="#">View File</a>	Any other relevant information	<a href="#">View File</a>
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Documentary evidence in support of each selected activity	<a href="#">View File</a>												
Any other relevant information	<a href="#">View File</a>												
<b>2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback</b>	<b>All of the above</b>												

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Details of the activities carried out during the academic year in respect of each response indicated	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales</b>	<b>All of the above</b>
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Samples prepared by students for each indicated assessment tool	<a href="#">View File</a>
Documents showing the different activities for evolving indicated assessment tools	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations</b>	<b>All of the above</b>

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of each response selected	<a href="#">View File</a>
Sample evidence showing the tasks carried out for each of the selected response	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**All of the above**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence showing the activities carried out for each of the selected response	<a href="#">View File</a>
Report of the events organized	<a href="#">View File</a>
Photographs with caption and date, wherever possible	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**All of the above**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Samples of assessed assignments for theory courses of different programmes	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Internship program is well planned and organized for B.Ed. students. Institute is situated in Urban area, thus selects schools and institutes in nearby areas. It is strength of institute that it is able to serve and collaborate with schools. It is mutual partnership between school and institute. The schools are selected and identified for carrying out internship on mutual consensus. For B.Ed., institute of teacher education are identified for field engagement. Well planned orientation for internship of B.Ed. are organized so that internship/field engagement is effective. Teacher in charge connects with school's principal/staff to know schedules and timetable. B.Ed. students according to pedagogy and qualifications are attached with schools and classes. Where they will deliver their lesson plans. Along with, provisions are made so that students able to learn other activities of school to gain better understanding of field. Each school has 10-15 B.Ed. students with one supervisor teacher from the institute to monitor the activities. Assessment is broadly distributed in pedagogies, lesson plan preparation and presentation. Concerned principal/teacher and at school give their input on performance of student. All records/register are presented by students for evaluation and present a final lesson

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

### 2.4.9.1 - Number of final year students during the academic year

95

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Plan of teacher engagement in school internship	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**Five/Six of the above**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Sample copies for each of selected activities claimed	<a href="#">View File</a>
School-wise internship reports showing student engagement in activities claimed	<a href="#">View File</a>
Wherever the documents are in regional language, provide English translated version	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**During teaching practice, teacher educators evaluate the lesson plan, review the instructional aids, Teachers discuss the mistakes and give suggesting measures before delivering the next lesson. General remarks related to their presentation of the lesson and their teaching are written by the teacher educators at the end of every lesson. Feedback is also given by the pupil- teacher to**

the peer students. Head of the institution and the teachers of the schools also observe the classes during teaching practice and give useful suggestions. Modifications are done according to the feedback given by all the teachers. The feedback about the performance taken from school principal and school teachers to ensure the attendance and the performance of pupil teacher. At the end of internship and the teaching practice, a completion certificate is issued to the pupil teacher by the head of the institution

File Description	Documents
Documentary evidence in support of the response	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**All of the above**

File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	<a href="#">View File</a>
Two filled in sample observation formats for each of the claimed assessors	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**Three of the above**

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	<a href="#">View File</a>
Five filled in formats for each of the aspects claimed	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 2.5 - Teacher Profile and Quality

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

11

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	<a href="#">View File</a>
English translation of sanction letter, if it is in regional language	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

03

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificates of Doctoral Degree (Ph.D) of the faculty	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

11

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

11

File Description	Documents
Copy of the appointment letters of the fulltime teachers	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Teachers of institute keep themselves updated. Continuous professional development (CPD) is achieved. Teachers participate in various workshops, seminar and symposium. They keep themselves updated with the policies and documents published on websites of apex bodies like NCTE, UGC, MHRD. In accordance to policies, staff secretary with prior permission of the Principal of the Institute arrange for in house meetings and discussion forums. Teachers can present their views and discuss with colleagues about the same. Principal, Dr. Amar Jeet Singh Parihar is member of various committees at SIE. He is also member of NAAC. Visits College for inspection and actively participates in programs at district and state level. During in house meeting his views and learning adds a lot to professional understanding of teachers. Teachers also participate in various programs organized by HRDC. All this helps keep themselves update professionally. NEP 2021 and its implementation was thrust area of discussion during this academic session. The agenda and meeting minutes are maintained and circulated among staff. Library helps teachers with new books and policy documents to keep update with content. Teachers arrange for brain storming sessions for B.Ed. students to keep students update with topics of national and international importance.

File Description	Documents
Documentary evidence to support the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 2.6 - Evaluation Process

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

Academic calendar is prepared at the beginning of year. College distributes academic calendar to all faculty members and students. It contains - lists of total working days, lists of holidays, date of orientation programmes, other programs, tentative dates of internal examination, and end Yearly examination. College follows academic calendar and executes it rigorously. Continuous Internal Evaluation (CIE) consists of lessons plans, assignments, projects, internship and co-curricular activities etc. College adopts method of assessing academic performance of students on a continuous basis. Continuous assessment in theory and practical subjects is done as per University norms. Besides this formal assessments, revision work, class tests, assignments and student presentations are integral to teaching learning and process of evaluation. A continuous system of evaluation was also put in place. Besides evaluation, Institution strictly adheres to yearly-wise academic calendar as per affiliating University. Mentoring system at institute helps to know about students on individual basis. This helps to maintain record of progress of students. During internship weight age to each activity performed by students at school is monitored. This helps to evaluate student's performance. Records of evaluation I maintained by in charge teacher and submitted to Examination cell to forward to affiliating university.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Two of the above

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	<a href="#">View File</a>
Annual Institutional plan of action for internal evaluation	<a href="#">View File</a>
Details of provisions for improvement and bi-lingual answering	<a href="#">View File</a>
Documentary evidence for remedial support provided	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Mechanism to deal with internal/external examination related grievances is transparent. It is time-bound and efficient at college and university level. With reference to evaluation for university examinations review of answer scripts are done by university. Right to information (RTI) provision can also be availed. Grievance Redressal Committee deals with issues related to marks/ grades awarded to students for internal assessment. Beginning of Yearly, faculty members inform students about various components in assessment process for Yearly. Tentative dates of internal/external examinations are well communicated in academic calendar. Day-to-day performance of students is assessed for regularity, performance, viva, and promptness in submitting record. Progress/ academic achievement of students are recorded in terms of performance through internal/external examinations, assignments and seminars. Continuous and summative evaluations are ensured through these mechanisms in each academic year. Corrected answer copies of internal tests of students are distributed for verification by students. If any grievances arise then appropriate authorities redress them. Marks obtained by students in internal assessment/tests are displayed on notice board. Feedback is collected from students on various attributes/aspects of teaching and evaluation. IQAC ensures for corrective measures. Suggestion boxes are placed to enable students to give suggestions on all aspects of institution.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Beginning of each academic year, academic calendar is distributed to all faculty members and students. Calendar contains lists of working days/ holidays, date of orientation programmes, cultural programmes, tentative date of internal examination and end Yearlyexamination as per University calendar. Academic calendar is prepared and followed rigorously. Principal and Coursecoordinators monitor implementation of Calendar. Time Table and schedules are displayed on notice board and college website. Institution strictly adheres to Yearly-wise academic calendar. Internal evaluation is continuous and is carried out throughout the year as per plan. It consists of internal evaluation of lessons plans, assignments, projects, internship and co-curricular activities as per scheduled. Academic performance of students is assessed on a continuous basis. College conducts Internal Assessment according to decided schedule. Marks obtained by students are uploaded on University website at appropriate time. The syllabus and timing of these assessments are communicated to students well in advance. The examination pattern follows the norms laid down by affiliating University. Besides these formal assessments, revision work, class tests, assignments, internship, field engagement and student presentations are conducted for B.Ed.the programs as per the academic calendar decided at the start of the Yearly.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 2.7 - Student Performance and Learning Outcomes

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

The teaching-learning initiatives of institute align well with PLOs and CLOs. B.Ed.departments prepare a detailed activity plan (in line with to Academic calendar/ individual teaching plan) for all papers of beginning of each academic session. Academic Plan contains information like topic/date of Class Test, assignment, presentation, practice teaching schedule, field engagement with a motive to communicate students to prepare subject content. It also helps to keep track of syllabus covered by teachers. Internship and field engagement for students give practical exposure. Special classes and remedial sessions for learners are organized to cater diverse need of students. Sessions are enriched by arranging activities for Knowledge, Application of Concept, and Problem Solving. It helps to check whether student is able to recall and implement what they have learned as well as their skills are assessed. Teachers monitor students' attitudes, values, interests, ideas to evaluate holistic development. Mentor-Mentee Session helps to check outcomes at individual level. Institution follows syllabi laid down by university and ensures completion of mentioned syllabi. Principal/course coordinator monitors execution of assigned syllabus and its timely completion. Final outcome of course is evaluated through performance of students, analysed at end of examination.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Result sheet for each year received from the Affiliating University	<a href="#">View File</a>
Certified report from the Head of the Institution indicating pass percentage of students program-wise	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Performance of students is monitored on set PLOs and CLOs. Along with this professional and personal attributes are assessed too. The data is gathered at different entry levels. The gathered data is used for further planning. Action plan and action taken report are prepared by the teachers, course coordinators and IQAC of the institute to monitor the progress among the students. These procedures help to measure the quality of overall outcome and take measures to improve the quality for the coming academic year. The students of the institute belong to rural background therefore measures are taken to cater their diverse needs. Sessions are arranged to improve their communication skills which is as important for the profession of teacher education. The mentor-mentee and session for preparation of competitive exam helps students for their professional growth. It also helps to track the record of the students for further improvements in their personality, skills and knowledge. Internal assessments are done on the basis assignment submissions, presentation in the institute as well as at school during internship. B.Ed.departments monitor the performance of students and use it further for improvements at individual as well as institutional level.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### **2.7.4 - Performance of outgoing students in internal assessment**

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

**44**

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	<a href="#">View File</a>
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

2.7.5 - Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to. Describe with examples the extent to which the assessment task and the performance of students reflect their initially identified learning needs in not more than 100 -200 words.

**Understand exactly what is expected from them**

- have a clearer understanding of the assessment criteria
- understand what they have to do
- know how to prepare themselves for the assessment
- perform to the best of their ability (when they are fully informed about the assessment)
- have a greater confidence in the assessment method and the teacher's/assessor's judgment improve their motivation • take ownership of their assessment
- Prepare for the assessment (ensuring they have all relevant equipment available)

File Description	Documents
Documentary evidence in respect to claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 2.8 - Student Satisfaction Survey

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

yes

**RESEARCH AND OUTREACH ACTIVITIES****3.1 - Resource Mobilization for Research****3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year**

00

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Sanction letter from the funding agency	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**3.1.2 - Number of grants received for research projects from government and / or non-government agencies during the year (INR in Lakhs)**

00

File Description	Documents
Sanction letter from the funding agency	<a href="#">View File</a>
Income Expenditure statements highlighting the research grants received certified by the auditor	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

One of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Institutional Policy document detailing scheme of incentives	<a href="#">View File</a>
Sanction letters of award of incentives	<a href="#">View File</a>
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	<a href="#">View File</a>
Documentary evidence for each of the claims	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Two of the above

File Description	Documents
Documentary evidences in support of the claims	<a href="#">View File</a>
Details of reports highlighting the claims made by the institution	<a href="#">View File</a>
Reports of innovations tried out and ideas incubated	<a href="#">View File</a>
Copyrights or patents filed	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 3.2 - Research Publications

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

00

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
First page of the article/journals with seal and signature of the Principal	<a href="#">View File</a>
E-copies of outer jacket/contents page of the journals in which articles are published	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

01

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
• First page of the published book/chapter with seal and signature of the Principal	<a href="#">View File</a>
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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 3.3 - Outreach Activities

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

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

8

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

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

192

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	<a href="#">View File</a>
Report of each outreach activity with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

85

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

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the claim along with photographs with caption and date	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

#### **Social outreach and Enabling Center**

1. Establish a separate center for differently abled students and make all possible efforts for their academic progression creating a bridge between community and the Institution is the foremost goal for initiating the outreach and extension program.

2. Incentivize students participating in outreach activities.

3. Identify institutes will help students in learning community service and developing sensitivity towards social issues.

Well-structured outreach and extension activities develop skills in students that can significantly contribute to their overall development.

It is a process of 'going back to community' and 'enabling the community' through understanding, analyzing, applying and creating social good with the help of our students and other stakeholders. Our focus with our 'Gender sensitization Program' is to create experienced and conscious communicators to engage with inter sectiona lities related to gender and communicate the message of 'Gender Equity' for creating a more equitable world.

As an institution we are curating our own workshop with gender experts and other organizations (Asia Foundation and Men Against Violence and Abuse) working in the field.

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File Description	Documents
Relevant documentary evidence for the claim	<a href="#">View File</a>
Report of each outreach activity signed by the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

1

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Appropriate certificates from the awarding agency	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

02

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

0

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
List of teachers/students benefited by linkage – exchange and research	<a href="#">View File</a>
Report of each linkage along with videos/photographs	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

1

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copies of the MoU's with institution / industry/ corporate houses	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**3.4.3 - Institution has linkages with schools and other educational agencies for both**

None of the above

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

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of each activities with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## INFRASTRUCTURE AND LEARNING RESOURCES

### 4.1 - Physical Facilities

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

The institute is endowed with excellent physical facilities to support the teaching learning process. The institute is a learning centre that has been setup with the vision to provide world class and innovative opportunities to students to become successful entrepreneurs and leaders. The institution has adequate facilities for all the activities. Classrooms:- Classrooms having different capacities to meet their requirements of B.Ed students. Laboratories:- Academic programme of the college is enriched by laboratory experiences. Sports field:- The institute has a well maintained big sports playground for outdoor games and indoor games room. Fitness centre:- The college has well equipped fitness centre. Canteen facility:- The campus has canteen facility for students and staff which is hygienically maintained. Parking facility:- Adequate parking space for vehicle is available in the campus. Wi-Fi and CCTV cameras :- The institute is enabled with Wi-Fi facilities and CCTV cameras on the campus for the security reasons.

Green atmosphere:- A lush green atmosphere for learning has

been created by spacious lush green lawn. A Large number of trees and plants are there in the lawn which add and improve the quality of air and minimize air pollution in the campus.

File Description	Documents
List of physical facilities available for teaching learning	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

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

2

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Link to relevant page on the Institutional website	<a href="http://www.sankalpins.org.in/pdf/Academic-Calendar-2021-22.pdf">http://www.sankalpins.org.in/pdf/Academic-Calendar-2021-22.pdf</a>
Any other relevant information	<a href="#">View File</a>

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

3.27009 Lakhs

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 4.2 - Library as a Learning Resource

##### 4.2.1 - Institution has adopted automation of library using Integrated Library Management System

(ILMS) or any other software Describe the features of Library Automation in not more than 100 – 200 words.

Library automation allows you to manage the whole library through simple and interactive interface. The librarian can manage all the library item details and keep a track on all the books that are issued. Even fine is imposed if someone returns the book not as per the norms. All the details of the books such as author name, edition, price etc. can be stored in the school library database. Manage the complete management of the entire library through the software easy interface. It removes manual process of issuing books by easy and simplified way. It saves time and effort. The librarian can issue, return and reserve book for a particular student through the software's interface. Add and search library items easily. The Institute has a well equipped library having computer lab of 30 computers with internet, Wi-Fi, BSNL fiber connectivity of internet bandwidth (6.93 MBPS) Wi-Fi BSNL broadband having bandwidth (6.93 MBPS) has been installed in the computer lab. Facility of portable LCD projector is available in the institution for students and teachers to prepare power point presentation. Scanners, printers are available in the computer lab. Library of the institutions is facilitated with the wi-fi connectivity to update the books.

File Description	Documents
Bill for augmentation of library signed by the Principal	<a href="#">View File</a>
Web-link to library facilities, if available	<a href="http://sankalpins.org.in/library.html">http://sankalpins.org.in/library.html</a>
Any other relevant information	<a href="#">View File</a>

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

As, the college is in rural area, access to network is very poor. College has its Library management System. There is installation of Broadband with bandwidth of 10MBPS. Library of the college is furnished with new books according to the syllabus. Also, there are inclusion of Journals for the students and staff members. Access to remote library due to poor network connectivity is marginally accessible. college has also applied for access to E-Journals on the demand of Students. These E-Journals will help the students in their Research related projects as well as their class room studies.

File Description	Documents
Landing page of the remote access webpage	<a href="#">View File</a>
Details of users and details of visits/downloads	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>4.2.3 - Institution has subscription for e-resources and has membership / registration for the following e-journals e-Shodh Sindhu Shodhganga e-books Databases</b>	
One of the above	
File Description	Documents
Data as per Data template	<a href="#">View File</a>
Receipts of subscription /membership to e-resources	<a href="#">View File</a>
E-copy of the letter of subscription /member ship in the name of institution	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>4.2.4 - Annual expenditure for purchase of books, journals, and e-resources during the year (INR in Lakhs)</b>	
0.71	
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>4.2.5 - Per day usage of library by teachers and students during the academic year</b>	
<b>4.2.5.1 - Number of teachers and students using library for Month one (not less than 20 working days) during the academic year</b>	
47	

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	<a href="#">View File</a>
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	<a href="http://www.sankalpins.org.in/pdf/Academic-Calendar-2021-22.pdf">http://www.sankalpins.org.in/pdf/Academic-Calendar-2021-22.pdf</a>
Any other relevant information	<a href="#">View File</a>

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

None of the above

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

### 4.3 - ICT Infrastructure

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

The IT sector is one of the rapidly expanding sectors. Sankalp Institute of Education in order to cope with the age of modern technology does not lag behind in possessing IT facilities in the institution. To cater to the demands and updated facilities for the students IT infrastructure are in constant change and modification. The college has a computer laboratory with

**requisite**

number of computers and these computers are made assessable to the students to instill the IT skill in them. The college has developed an ICT enabled seminar hall for conducting seminars, various workshops. The college have 25 computers are used by the students and rest are used for official purpose. The college also posses other ICT equipments such as printers, photo copier, projector screen, and speaker. Institution has installed Wi Fi Facility In the campus. At present, the college has broad band connection and this facility is accessed in our day to day work.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**4.3.2 - Student – Computer ratio during the academic year****5:1**

File Description	Documents
Data as per data template	<a href="#">View File</a>
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

File Description	Documents
Receipt for connection indicating bandwidth	<a href="#">View File</a>
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	<a href="#">View File</a>
Any other relevant Information	<a href="#">View File</a>

<b>4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit</b>	<b>One of the above</b>
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to videos of the e-content development facilities	<a href="http://sankalpins.org.in/pdf/Academic-Calendar-2021-22.pdf">http://sankalpins.org.in/pdf/Academic-Calendar-2021-22.pdf</a>
List the equipment purchased for claimed facilities along with the relevant bills	<a href="#">View File</a>
Link to the e-content developed by the faculty of the institution	<a href="http://sankalpins.org.in/pdf/Academic-Calendar-2021-22.pdf">http://sankalpins.org.in/pdf/Academic-Calendar-2021-22.pdf</a>
Any other relevant information	<a href="#">View File</a>

#### 4.4 - Maintenance of Campus and Infrastructure

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

26.23

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**In order to maintain and utilization of physical, academic**

andsports facilities concerned committees have been framed for the Maintenance of infra-structural facilities:-Building and Maintenance Committee. The Building Committee is framed by management. It creates necessary arrangements for adding academic infra structure in the college as per the need of the department and the college. It also carries out the required civil works in the college such as white wash, construction, renovation

and repair. Garden Committee The institute has efficient and experienced gardeners to maintain the lawns and the flora of the college. Planting of seasonal tree is carried regularly in the garden. It looks after the beautification of the campus too. Purchase Committee The equipments, instruments, books and computer. the items for laboratory use are purchased after the prior approval of the Purchase Committee for security to ensure the optimum utilization of funds allocated to the respective departments in each academic year. Purchase Committee apprise its expenditure based on the course and technical quotations.

File Description	Documents
Appropriate link(s) on the institutional website	<a href="http://www.sankalpins.org.in/pdf/Academic-Calendar-2021-22.pdf">http://www.sankalpins.org.in/pdf/Academic-Calendar-2021-22.pdf</a>
Any other relevant information	<a href="#">View File</a>

## STUDENT SUPPORT AND PROGRESSION

### 5.1 - Student Support

<b>5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning</b>	<b>All of the above</b>
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	<a href="#">View File</a>
Sample feedback sheets from the students participating in each of the initiative	<a href="#">View File</a>
Photographs with date and caption for each initiative	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**Nine or more of the above**

File Description	Documents
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**A. All of the above**

File Description	Documents
Data as per Data Template for the applicable options	<a href="#">View File</a>
Institutional guidelines for students' grievance redressal	<a href="#">View File</a>
Composition of the student grievance redressal committee including sexual harassment and ragging	<a href="#">View File</a>
Samples of grievance submitted offline	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**Four of the above**

File Description	Documents
Data as per Data template	<a href="#">View File</a>
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	<a href="#">View File</a>
Report of the Placement Cell	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## **5.2 - Student Progression**

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

Number of students placed as teachers/teacher educators	Total number of graduating students
15	15

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports of Placement Cell for during the year	<a href="#">View File</a>
Appointment letters of 10 percent graduates for each year	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

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

100

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Details of graduating students and their progression to higher education with seal and signature of the principal	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

09

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copy of certificates for qualifying in the state/national examination	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 5.3 - Student Participation and Activities

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

Student council is active and plays a proactive role: Our students have an active representation in academic, administrative and committees of the institute. Students actively participate in institution's functioning. They actively participate in sports and cultural committees and also help in organizing and managing of events. Student council organizes and celebrates various special events and also assists other students related to various activities. Student council actively participates in cultural activities for the promotion of customs and traditions. They take initiatives in organizing events which varied and diverse such as Rangoli, Mehendi, Diya Competition etc. Scout and Guide camp is one of the activity for enhances the social and interpersonal skills of the students. Plantation drive, Gender Consciousness, Gender equity, Swatch Bharat Abhiyan, Save Water, Save Earth, Save Environment are some programmes which organized by student of College.

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

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

100

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports of the events along with the photographs with captions and dates	<a href="#">View File</a>
Copy of circular / brochure indicating such kind of events	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 5.4 - Alumni Engagement

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

The college has a strong alumni association since its establishment. The Alumni is a strong support to the Institution. The Institution nurtures the alumni association to facilitate them to contribute significantly to the development of the Institution through various activities like admission , feedback regarding institution. The alumni's of the college are placed in the different corporate sector, education, business, professional fields, media industry, political field, social work, academics and accessories. The association is engaged in different social activities. The Alumni Association organised many medical camps where free immunity booster medicines and medical check up was provided to of the people different panchayats in collaboration with GGF during covid 19. The members of Alumni Association also perform other extension activities and extends their helping hands in admission.

File Description	Documents
Details of office bearers and members of alumni association	<a href="#">View File</a>
Certificate of registration of Alumni Association, if registered	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**5.4.2 - Alumni has an active role in the regular institutional functioning such as Motivating the freshly enrolled students**

**All of the above**

**Involvement in the in-house curriculum development Organization of various activities other than class room activities Support to curriculum delivery Student mentoring Financial contribution Placement advice and support**

File Description	Documents
Documentary evidence for the selected claim	<a href="#">View File</a>
Income Expenditure statement highlighting the alumni contribution	<a href="#">View File</a>
Report of alumni participation in institutional functioning for the academic year	<a href="#">View File</a>
Any other relevant information.	<a href="#">View File</a>

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

79

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Sankalp Institute of Education and alumni association jointly work in association. The alumni association provides an interface for establishing a healthy relationship between the alumni, staff and students of the institution. Alumni association also believes in creating and maintaining association with its alumni. The alumni students provide guidance to the new students according to the prescribed syllabus of University. Alumni Association also motivates the new students for having admission in the

college. Alumni association also provides the proper feedback for the welfare of the students and the college. Alumni association encourages the students to visit different places to have the experiences of different fields. Alumni association motivates the new students by having guest lectures and alumni meet.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## GOVERNANCE, LEADERSHIP AND MANAGEMENT

### 6.1 - Institutional Vision and Leadership

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

**Mission:-** To be leader in providing flexible, quality teacher education to the minority student teachers of the community. **Governance:-** Institutional governance is completely in tune with the vision and mission of the college. Sankalp Institute of education was established by the sankalp education society in 2004 aiming at becoming a pioneer in the field of Teacher education. It is managed by management committees. The management committees constituted as per the norms meet at regular intervals to reviews the operations of the institution and provide guidance for further improvement.

The staff of the college supports principal in the day today administration and activities. Different committees with Senior members of teaching staff as chairpersons are constituted to ensure smooth conduct of all the activities. Regular monitoring of the activities is done by the committee heads. Their functioning is regularly reviewed and their responsibilities are rotated and changed as and when required. All the faculty members are actively involved in the decision making bodies of the institution viz, IQAC, staff council and all other committees in the college. Faculty member are nominated as members of various committees such as anti-ragging and disciplinary committees, grievance Redressal, etc.

File Description	Documents
Vision and Mission statements of the institution	<a href="#">View File</a>
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

The college has decentralized mechanism in effective leadership, financial, administration and academic affairs. The governance of the college includes a governing body (Sankalp Institute of Education), Management committees, Mc), Principal, IQAC, Academic staff council, members of teaching, non-teaching staff, representatives from students, stakeholders and alumni. The Management committees regularly review the functioning of the college. The governing body meets regularly and ensures that the college complies with statutes, ordinances and provisions of the regulatory bodies such as the NCTE, UGC, state government and C.C.S.University.

Operational level:- The college staff interacts with C.C.S. University professors and government officials of U.P. as and when required. The staff and students help in smooth execution of different academic, administrative, extension related, co-curricular and extracurricular activities

Decentralization and Participative Management to organize the event-"Annual Day" in college on, The head of the Institution identities and deputed a senior faculty member as convener to organize Annual day function. The convener organizes a meeting with senior faculty members and students to discuss various activities to be conducted as part of the after conducting many meetings, they come out with budget and other requirements to the convener. Convener submits the proposed budget to the head of the institution discusses the budgetary requirements with the hon. secretary, management committee for approval. Convener is

communicated with the budget allocated for conducting various activities in the college.

File Description	Documents
Relevant documents to indicate decentralization and participative management	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**Financial:** All expenditure Proposals are budgeted and approved by the governing Body before the financial year begins. Regular internal and external auditing is done in the college. The office computer contains all the data of the allocation under different heads and the expenditure details.

Performance Appraisal Report (PAR) Contains the details at the budget expenditure, it is also uploaded to maintain transparency. Records of revenues generated in the form of student tuition and other fees, faculty examination duty fee procured through other institutions are maintained.

**Academic:** The academic calendar and the syllabus is prepared yearly. An induction programme is conducted to familiarize the students with academic rules and regulations. The college discharges its functions through an elaborate system of various committees and bodies. Multiple modes of internal answer sheet are shared with the students. Remedial sessions for improvement of weak students are in place. provision for re-evaluation of answer scripts at the semester/annual end examinations is available with the university. Guidelines governing the B.Ed. and D.El.Ed. programmes, rules of attendance and of examination are available on the college website as well as in the prospectus. Paper-wise performance indicators are displayed and communicated to the student's access ability. Registers are maintained to record internship performance feed back from participating schools are shared and discussed with the students. Practical examinations are assessed by internal and external jury.

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

## 6.2 - Strategy Development and Deployment

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

**Response:** Strategic Development plan is drawn in light of the college's vision and mission, Major thrust areas and actions are identified in the strategic development plans which are drawn once in five year. The institution has successfully achieved most of the targets set in the years 2015 to 2020. It was successful in producing quality teachers with good communication skills. The major thrust area these days is to develop ICT skills in the would be teachers. Inclusion of a lot of practical work in the course curriculum has helped in achieving the goals set in the perspective plan. Each year the plan is reviewed and the action taken report is drafted. The vision and mission of the college is kelp in mind while reviewing the strategic plan. The institute has developed a strategic plan in the year 2021 for five years with the help and suggestions from all the stakeholders. The strategic goals of this plan were:

**Implementation strategy:** The knowledge and skills of teaching were inculcated in the student teachers thrugh micro teaching and reflective teaching. Peer evaluation was done for the programme to be more effective. Innovative teaching practices and ICT mediation in teaching were taken up with the intension of making class room teaching and learning more interesting and efficient. project work and showcasing before the jury was made compulsory to enhance self confidence, self expression and leadership skills in the students. self development skills were developed through practice of yoga and co-curricular activities.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	<a href="http://sankalpins.org.in/pdf/Academic-Calender-2021-22.pdf">http://sankalpins.org.in/pdf/Academic-Calender-2021-22.pdf</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**Response:** Sankalp Institute of Education was established by Sankalp Education society in 2004 aiming at becoming a pioneer in the field of teacher Education. The college has a clearly defined organizational structure and administrative setup to support decision making processes.

The policies and procedures on academic matters and administrative setups are taken care by the following council committees/ institutional bodies.

**Management committee-** The College is managed by the management committee which is the major decision-making body of the college. The management committee, constituted as per the norms, meet at regular intervals to reviews the operations of the institution and provide guidance for further improvement. The main functions of the governing body are decisions on administrative and academic matters, communications from NCTE and State Govt, Physical infrastructure facilities new programmes, additional intake, policies for faculty and Staff, faculty recruitment, student welfare measures and approval of budget. The service rules of sankalp Institute of Education Provide policy framework and direction to the functioning of the college. Internal quality assurance cell (IQAC):

IQAC monitors the academic, research, co-curricular and extracurricular activities to ensure quality in teaching and learning.

**Staff Council:** This council is constituted to deal with all academic related affairs of the college, academic staff, academic planning, and Instruction issues, co-curricular activities, and Extra-curricular activities and monitoring discipline in the

college campus.

File Description	Documents
Link to organogram on the institutional website	<a href="http://sankalpins.org.in/index.html">http://sankalpins.org.in/index.html</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**6.2.3 - Implementation of e-governance are in the following areas of operation Planning and Development Administration Finance and Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students**

**All of the above**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Screen shots of user interfaces of each module	<a href="#">View File</a>
Annual e-governance report	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**Response: Sankalp Institute of Education has a structure that embodies various committees, bodies and cells. The operations are carried out through regular meetings. The minutes are maintained and action taken reports are minutely detailed, and signed by the principal.**

**The minutes and decisions taken are reflected on the college website for transparency.**

**All activities taken up in the college from organization of seminars, extension lecturer, workshops, remedial programme for students field activities done by student are discussed in a**

formal meeting chaired by the advisor/principal of the college.

One decision based on the minutes of the meeting of staff council that was successfully implemented:

More activities should be included in the curriculum to obtain mastery of learning skills especially ICT skills.

Teacher education institutions are expected to train students to meet the global demands by integrating information and communication technology in the respective subjects. The college is expected to educate future teacher in professional knowledge and practice.

Implementation of the recommendation:

The institute tried to foster ICT skills in students through of following activities:-

1. Use of multimedia facilities by LCD Projectors, e-learning material.
2. Language laboratory for communication skills.
3. Computer literacy programme for students.
4. The curricular transaction is enriched with the help of ICT to add a good number of activities for student's capacity building.
5. Converting Practice lessons to Technology aided classes during teaching practice session was made compulsory for all teacher trainees.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	<a href="#">View File</a>
Action taken report with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 6.3 - Faculty Empowerment Strategies

6.3.1 - Effective implementation of welfare measures for teaching and non-teaching staff is in place Describe the existing welfare measurements for teaching and non-teaching staff and their

implementation in not more than 100 - 200 words

**Response:** The management has humanitarian outlook towards its teaching and non-teaching staff. It initiates several welfare measures to maintain high motivation levels amongst its employees.

Measures adopted for the welfare of the staff and faculties are mentioned below:

The College gives academic freedom to all its staff members, funds are given to staff to attend faculty development programs, staff is treated on duty when they attend seminars/workshops, permission is given to staff to pursue higher studies. Annual increment for all staff-teaching and non-teaching is given. A congenial atmosphere prevails in the staffroom. Recreational programmes are organized for the well-being of the staff. Spiritual nourishment is provided through assembly, celebration of religious festivals, and so forth. Appreciation measures are farewell party to staff at the time of retirement from service, get-togethers, celebration of festivals as per the leave rules of management. Library resources, journals, online journals other materials required from outside the college are all made available for the staff to enrich their content. The institution conducts FDPs and seminars for improving the competencies of the teacher's educators. The institution invites experts from different fields to conduct workshops, guest lectures, seminars and conferences.

Extension lecturer on research methodology and NEP 2020 are organized. Staffs members are encourage participate, present and publish papers at the seminars which are organized in other colleges and universities for professional mobility. Travelling allowance, duty leave for attending seminars, workshops, etc are sanctioned by the college. Free health check-up camps are held in college.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View File</a>
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

0

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Institutional Policy document on providing financial support to teachers	<a href="#">View File</a>
E-copy of letter/s indicating financial assistance to teachers	<a href="#">View File</a>
Certificate of participation for the claim	<a href="#">View File</a>
Certificate of membership	<a href="#">View File</a>
Income Expenditure statement highlighting the financial support to teachers	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

0

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Brochures / Reports along with Photographs with date and caption	<a href="#">View File</a>
List of participants of each programme	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

0

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copy of Course completion certificates	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Sankalp Institute of Education has a systematic procedure to assess both its teaching and non-teaching staff's performance and productivity. In addition to the actual performance, other aspects such as potential for future improvement strengths and weakness are also factored into the appraisal. The objective is not only to evaluate the performance as per established norms, but to identify potential aspects for improvement that can eventually lead to further progress and growth. In this respect, the College strictly adheres to the NCTE norms on minimum qualifications for the appointment of the teaching faculty, who in due course staff may upgrade their qualifications. The salient features of the performance appraisal system are: Every year the management assesses the performance through self-appraisal method. This is one mechanism used by the management to motivate and inform the staff about their performance and required areas for development. The management appreciates and gives increments for genuine contributions towards the welfare of the institution. A faculty incentive scheme is in place. The College undertakes a wide range of activities besides academics, for which faculty members are assigned additional duties and responsibilities, which are mostly voluntary. The College accords appropriate weightage for these contributions in their overall assessment. Head of the institution gives personal feedback to the staff in the areas required to be improved upon teaching, attitude and research. Performance assessment details are recorded in the service register. Promotion and career advancement is fixed, based on the performance assessment.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	<a href="#">View File</a>
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 6.4 - Financial Management and Resource Mobilization

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

**Response:** The Principal of the college is the disbursement officer for making payment of Salaries, Infrastructure augmentation and Academic facilities & Physical facilities etc. The Management committee , overseas the internal audit and reviews the finding of the external financial audit procedures. Internal Audit: The Internal financial Audit Committee conducts audit in the following areas: 1.Audit of Financial transactions and maintenance of books of accounts in the Accounts Section. 2.Monitors the physical verification of stocks in the Departments and Library. The Internal financial Audit team monitors the accounting systems, policies, procedures, budgets and methods of accounting of the various transactions as per norms stipulated by the nodal agencies of state Govt. and Central Govt.bodies. They adapt the methods of verification to detect revenue leakages, any misuse of financial resources, diversion of funds, deviation of procedures etc. They verify fee challans, payment vouchers, purchase orders, Principal's approval for the payments made, budget coverage, bills and delivery challans, stock entry registers, cash book and ledger and subsidiary ledgers and other documents as required for the audit. They conduct physical verification of cash and bank receipts of fixed deposit etc. periodically and physical verification of asset items in the Departments and in the college. Statutory Audit: Every year college accounts are being audited by Statutory Auditors appointed by the Management Committee, After completion of Audit, auditors will prepare Balance Sheet, Income & Expenditure, Receipts & Payments of the college and express their opinion through Auditor's report.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	<a href="#">View File</a>
List of audit objections and their compliance with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**NIL**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	<a href="#">View File</a>
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

The college is supported and funded by the Sankalp Education Society. The said Society is a non-profit Educational trust and receives no grants or donations. The students tuition fees is fixed by the Uttar Pradesh State Government Fee Regulatory Committee. Another source of income is through registration fees received from the sale for admission forms to the prospective students. Collection of student fee through challans. Interest earned from fixed deposits. Amounts received from alumni, philanthropists, and other stakeholders for research and project activities. Some of the students are entitled for fee reimbursement from the Government of T Uttar Pradesh State Government Strategies for Optimal utilization of resources: Majorly, the funds are utilized under following categories:

Salaries of teaching and non-teaching staff Purchase of Equipment and Infrastructure Research and Development Faculty and student development Activities (FDP, Workshops, training programs, organizing Co-curricular and Extra-curricular activities) Maintenance of Infrastructure The optimal utilization of financial resources is achieved through financial committee at the Management level. The institution prepares the annual budget to ensure optimal utilization of financial resources. The yearly budget includes recurring and non recurring expenditures, which is approved by the Management Committee of the institution on the recommendation of the Approved by management committee. Budget utilization is periodically reviewed for efficient utilization.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 6.5 - Internal Quality Assurance System

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

The 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. Significant improvements in quality by following IQAC initiatives include : Improvement of Academic results; Students teaching practice; Placements; Research and development; Monitoring and mentoring of academic and administrative activities. Infrastructure facilities in the college were revamped, classrooms were equipped with computers/laptops, cameras, etc to conduct online classes; Work was initiated to revamp and modernize the College website; The college staff attended many orientation programs, refresher programmes, seminars, conferences at the State, national and international level; Faculty published several research papers in Education journals and wrote chapters in books; Students soft skills development -Value added courses were conducted for the students; Environmental activities were conducted- green and clean campus

programmes were initiated in the college. Free counselling facility by a professional counselor provided to the students. Implementation of CCE, defining COs & POs. Implementation of CBCS from AY: 2015-17 Usage of ICT tools for better Teaching - Learning Process. State of art equipment Strengthening Student Mentoring System Introduce Biometric attendance system for Students, Non-teaching staff Participation in FDPs. School & Institution collaboration cell to promote interaction Faculty certifications in MOOCs courses. Review the Placement and career guidance activities. Faculty participation in FDPs, Workshops, toenrich their knowledge in advance technologies.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**Response:** The IQAC of the college has always been concerned to adopt practices, which will provide quality education to the students through an effective and meaningful teaching-learning process. Keeping the vision and mission of the college in mind, the IQAC plays an instrumental role in enhancing the quality of the academic and co-curricular endeavors of the College. IQAC achieves this through the following practices: 1. Conducting Academic audit annually by an external expert. 2. Methodology wise, self introspection is taken up annually. 3. SWOT Analysis is taken up. Based on it, the IQAC gives constructive feedback to the methodology Departments suggesting measures for internal quality enhancement. It makes recommendations for the Departments to do self-evaluation and to set higher goals to meet new challenges. 4. Collecting feedback from stakeholders like students, parents, staff and alumni to facilitate teaching learning reforms. This helps in obtaining an unbiased and honest opinion about the institutional performance especially in academics. Student feedback of faculty is conducted semester wise. An analysis of the feedback is done and communicated to the faculty to enable them to enhance their teaching skills and their relationship with the students. 5. Infrastructure facilities are revamped for better teaching learning. 6. General Recruitment of qualified

faculty. 7. The college sends faculty to orientation programmes, refresher courses, regular seminars and workshops to keep them updated. Faculty development programmes are arranged by the college to ensure quality inputs.

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Nil

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of the work done by IQAC or other quality mechanisms	<a href="#">View File</a>
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

All of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to the minutes of the meeting of IQAC	<a href="http://sankalpins.org.in/pdf/AQAR-2020-21-report.pdf">http://sankalpins.org.in/pdf/AQAR-2020-21-report.pdf</a>
Link to Annual Quality Assurance Reports (AQAR) of IQAC	<a href="http://sankalpins.org.in/pdf/AQAR-2020-21-report.pdf">http://sankalpins.org.in/pdf/AQAR-2020-21-report.pdf</a>
Consolidated report of Academic Administrative Audit (AAA)	<a href="#">View File</a>
e-Copies of the accreditations and certifications	<a href="#">View File</a>
• Supporting document of participation in NIRF	<a href="#">View File</a>
Feedback analysis report	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Sankalp Institute Of Education reviews its teaching learning process, operations and learning outcomes on regular basis. The IQAC continuously monitors and takes steps to improve the quality of the teaching-learning process. The academic calendar is prepared in advance, displayed and circulated at the institute and is strictly adhered to. The approach of IQAC is to focus on the process of learner-centered teaching learning and it has formulated policy to evaluate it from time to time. The IQAC periodically reviews the the learning outcomes and teaching process and suggests gradual and regular expansion, upgrades and addition of expected materials, equipment, infrastructure and more. Incremental improvements achieved within the institution due to quality initiatives since the previous accreditation in the year 2017-

Honouring Student Diversity - Peer tutoring is being assigned to the advanced learners and they act as 'big brothers' to the slow

learners. Critical Observation and feedback given by the methodology faculty is equipping the student teachers thoroughly as the duration of practice teaching has increased drastically now. Experienced school teachers are appointed as supervisors in schools and they observe the lessons of our trainee teachers and give them the necessary feedback. Remedial classes are conducted after every semester for students who have scored less or are slow in learning.

File Description	Documents
Relevant documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## INSTITUTIONAL VALUES AND BEST PRACTICES

### 7.1 - Institutional Values and Social Responsibilities

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

Sanaklp Institute of Education is committed to functioning in a manner that reduces its Carbon footprint and harmful impact on the environment. The College's Green Policy emphasizes the need for sustainable practices, which are economically viable too. The faculty, students and other staff are fully acquainted with this policy and implement it completely. Right from the time the students join the college, they are trained to conserve energy by switching off the lights and fans in classrooms when they leave after the class. Leaking taps are repaired immediately. A good percentage of the power requirements of the College are met by the renewable energy sources. The college campus has solar lights on its streets. This helps in energy conservation. The classrooms are all well ventilated with natural light coming in from huge windows. LED lights and energy saving lights are used in the college. Rain water is harvested to prevent water wastage. The college campus is environmentally friendly with huge trees spread out across the beautiful gardens. These help in maintaining pollution free environment. The campus is cleaned regularly and students are also involved in cleaning during the annual holidays. Water is drawn from a huge well that is present in the campus. The purpose of the green audit of Sankalp Institute of Education is to ensure that the practices followed in the campus are in accordance with the Green Policy adopted by the

**institution.**

File Description	Documents
Institution's energy policy document	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**Waste Management Policy Statement Sankalp Institute of Education** believes in sustainable waste management by harnessing the power to recycle and reuse resources and waste. The waste generated in the institution is managed in a scientific method to minimize the impact on the environment. The most commonly handled waste is solid waste, liquid waste and now, E-waste.

- **Solid waste management:** The solid waste generated in the campus can be demarcated into dry waste (inorganic) and wet waste (organic). Being a non-residential campus, generation of wet waste is confined largely to the canteens and pantry. Apart from this, small quantity of wet waste is generated through the disposal of leftover food by the students and the staff. The bulk of solid waste generated is dry, consisting of stationary like paper, wood and plastic. Primary collection is done through dust bins placed throughout the campus at strategically convenient locations and the secondary collection is done by the Municipal Corporation vehicle which visits the campus every day. Throwing of waste in open spaces is strictly prohibited and usage of plastic bags is discouraged within the premises of the College. Paper waste is generated in large quantities and the same is periodically discarded through scrap dealers for recycling.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**All of the above**

File Description	Documents
Documentary evidence in support of each selected response	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Income Expenditure statement highlighting the specific components	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

**All of the above**

File Description	Documents
Income Expenditure statement highlighting the specific components	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**Efforts of the institution for maintenance of: Cleanliness: The college is supported with an efficient contingency staff meticulously working towards keeping the campus clean. Saturday afternoons are allotted for thorough cleanliness of classrooms, labs, corridors, windows, etc. The Board room, seminar halls, committee room principal's office, are also cleaned. The Language and Computer Laboratory is prepped as dust free zones to protect the equipment. Sanitation: Institution ensures uninterrupted water supply in all washrooms. The washrooms are cleaned and disinfected regularly. All required toiletries are made available and replenished from time to time. Separate bins for disposable materials are available for the convenience of the students. Green**

cover and pollution free environment - A campus located right in the center of the city is prone to various pollutions mainly air and noise pollution. To address these issues, many plants and trees are grown around the campus with a number of species of plants. Regular pruning and trimming is done to maintain by designated gardeners. The college is surrounded by beautifully landscaped gardens. Inside campus, there are innumerable varieties of shrubs, trees and flowering plants and creepers adding to the serene atmosphere. Seasonal flowering plants are grown in the college. Many of the plants are of medicinal value. Behind the campus, a large area is kept in its pristine nature with some trees to provide green coverage to the open land.

File Description	Documents
Documents and/or photographs in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

All of the above

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	<a href="#">View File</a>
Circulars and relevant policy papers for the claims made	<a href="#">View File</a>
Snap shots and documents related to exclusive software packages used for paperless office	<a href="#">View File</a>
Income- Expenditure statement highlighting the specific components	<a href="#">View File</a>

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

1 lakh 65 thousands

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statement on green initiatives, energy and waste management	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**Locational knowledge and resources-** The location of the college is in the prime area of the city and is surrounded by amenities which help the students in various aspects. Students are sent to nearby schools for observation and internship. Local community people are invited to college to deliver extension lectures to the staff and students. Local MLA and corporator are invited for Haritha Haram (tree plantation) program. Faculty exchange is done with nearby colleges of Education like Milestone Institute of professional Studies Merta and Institute of Higher Education Duhai Ghaziabad, I T E R C College Duhai Ghaziabad, HLM Girls College Jindal Nagar Hapur, Krishna Institute of Education Jindal Nagar Ghaziabad, Saraswati College of Professional Studies Ghaziabad etc. College staff go to nearby college libraries to refer books. College students help the organization as a part of community service. A hostel facility available nearby is recommended to students travelling from a distance, which can be availed at affordable prices, especially during examination. **Community Practices and Challenges:** There is a strong bond with all our co-operating schools and the teachers are free to access any resources from our campus. Audio-visual support materials prepared, and resources are shared with government schools on request. During internship, teacher trainees have access to all scientific equipment from the laboratories for conducting practical activities related to the content in subject methodologies.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**7.1.9 - The institution has a prescribed code**

**A. All of the above**

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

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

## 7.2 - Best Practices

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

**Best practice 1 Title of the practice: Innovative teaching learning strategies: Flipped classroom, Online teaching learning tools. Context of the Practice: Impact of the practice: With the flipped classroom approach, students developed self-study skills. Absentees could be up to date with the regular classroom transactions. Online teaching tools helped in creating more engaging and motivating classes, reduced workload, appropriate digital assessments provided instant results and personalized feedback. Obstacles faced during practice, Resources required: Some of the student's lack of self-discipline and turning up to class without having absorbed the lesson was**

an obstacle in the initial stages. Lack of expertise in using online tools and availability of the ICT equipment. Best practice 2 Title of the Practice: Developing the skill of Collaboration in students. 1. The Context: Students these days live in nuclear family, with limited number of siblings. With increased use of technology, both parents working, there is very little time for collaboration and development of social skills at home. 2. Objectives of the Practice To instill better interpersonal and communication skills among the students. To foster spontaneous and joyous response to group and team activities To enable more flexibility in the students. 3. The Practice 1. Teaching through drama- a concept is presented and taught by a group of students. 2. Value added courses on Collaborative learning. 3. A range of collaborative and participatory social outreach activities 4. Community welfare activities 5. Through literary activities like group quiz, debates, group discussions.

File Description	Documents
Photos related to two best practices of the Institution	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 7.3 - Institutional Distinctiveness

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

The College has excelled in its performance in the following distinctive areas. Vision: In line with the vision of the college, the student teachers focus on understanding values, nurturing skills and moving towards knowledge by way of e-Teaching and Learning. Regular mentor-mentee meetings and formation of various Committees with students as their members, spurs up the social intelligence and responsibilities in students. The college strives towards excellence by providing various teaching learning activities such as Induction program, celebration of National festivals, Cleanliness drives, tree plantation, seminars, guest lectures by eminent personalities, FDPs, etc. The Location and ambiance of the college, being located in the heart of the city and housed in a spacious, well-ventilated building adds to its distinctiveness. It is surrounded by sprawling green, beautiful lawns and well landscaped gardens. Priority- Employability: The institution organizes relevant programs and updates the curricula from time to time to equip the students for employment and entrepreneurship. Training in Communication Skills, Soft skills and

employability enhancement skills is given. Placement cell has due contacts with International and other reputed schools, which come to college for placements. Many Value-added Certificate courses were organized this year. A few of them were- ICT skills, tools, life Skills, Cybercrime, etc. They helped in overall personality development of teachers.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>