



YEARLY STATUS REPORT - 2022-2023

Part A

Data of the Institution

1.Name of the Institution

**SOS J. N. KAUL INSTITUTE OF
EDUCATION, BHIMTAL, NAINITAL**

- Name of the Head of the institution **Dr. Mukta**
- Designation **Principal**
- Does the institution function from its own campus? **Yes**
- Alternate phone No. **05942247999**
- Mobile No: **9813198272**
- Registered e-mail ID (Principal) **principal.bhimalbed@soscvindia.org**
- Alternate Email ID **principal.bhimalbed@soscvindia.org**
- Address **SOS COMPLEX TALLITAL, BHIMTAL,
NAINITAL**
- City/Town **BHIMTAL**
- State/UT **Uttarakhand**
- Pin Code **263136**

2.Institutional status

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

- Location **Semi-Urban**
- Financial Status **Self-financing**
- Name of the Affiliating University **Kumaun University**
- Name of the IQAC Co-ordinator/Director **Ms. Beena Negi Chaudhary**
- Phone No. **05942247999**
- Alternate phone No.(IQAC) **9813198272**
- Mobile (IQAC) **6397729806**
- IQAC e-mail address **principal.bhimalbed@soscvindia.org**
- Alternate e-mail address (IQAC) **principal.bhimalbed@soscvindia.org**

3.Website address

<https://jnk institute of education.org/>

- Web-link of the AQAR: (Previous Academic Year) <https://jnk institute of education.org/static/media/AQAR%20Report%202021-2022.1b63239dceacafb7332d.pdf>

4.Whether Academic Calendar prepared during the year?

Yes

- if yes, whether it is uploaded in the Institutional website Web link: https://jnk institute of education.org/static/media/SEMESTER%20WISE%20CALENDER%2021%20-23%20and%2022-24_240109_101715.e45db451e81aa45ee81.pdf

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 2	B	2.37	2016	10/07/2016	10/07/2021

6.Date of Establishment of IQAC

06/09/2016

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

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

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

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

9. No. of IQAC meetings held during the year **3**

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

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

- If yes, mention the amount

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

1. Faculty development programme and training sessions 2. Webinar on Integrated Teacher Education Programme and Del Net 3. Awareness Programme on animal trafficking 4. Sneh ki dori 5. Scout Guide Camp 6. World water day (Theme - half glass water) 7. First college magazine inauguration

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
Faculty development programme and training sessions	Achieved
Webinar on Integrated Teacher Education Programme and Del Net	Achieved
Awareness Programme on animal trafficking	Achieved
Timely submission of AQAR	Achieved
Conduction of awareness programme	Achieved
Scout Guide Camp	Achieved
Fire Safety	Achieved
Magazine Publication	Achieved
Celebration of Different events	Achieved
Social Impact Programme	Achieved
Blood Donation Programme	Not Achieved

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

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
IQAC	10/04/2023

14. Whether institutional data submitted to AISHE

Part A**Data of the Institution**

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Name of the statutory body	Date of meeting(s)
IQAC	10/04/2023
14.Whether institutional data submitted to AISHE	
Year	Date of Submission
2023	12/01/2023
15.Multidisciplinary / interdisciplinary	
<p>Previously the institute was running teacher training programme. From May 2023, the institute is now affiliated to Kumaun University to run Graduate Level Course to teach. B. A. and B.Sc. programmes will be run in the college from 2022 -2023 session.</p>	

Students have multiple choices to choose combinations of disciplines for study which will have multiple entry and exit points. It allows the opportunity to experience the holistic and multidisciplinary education. Students can choose major and minor subjects as per their interests from Hindi, Sanskrit, English, Economics, History, political science, Mathematics, Education, Psychology, Music, Home Science, Drawing and Painting. Chemistry, Physics, Mathematics, Zoology and Botany. The institute has always strived for a multidisciplinary approach in its academic as well as co-curricular activities. Students are encouraged to undergo all types of projects and activities in the Multidisciplinary/ Interdisciplinary mode by formulating teams from each section or class. Students are also encouraged to participate in various events like sports, workshop, seminar, webinar, street play, cultural activities, social activities etc. Through the internship programme the institute always tries to develop multidisciplinary attitude among students by teaching different subjects in school or involving in all types of events held in schools. To enable or prepare the students for competitive examinations like preparation of CTET/UTET/Other states TET Exams by keeping in mind the multidisciplinary mode. There is no provision for multiple entry and exit system in the University till date. Duration of course is two year (2+1). Survey based practicum are given to find solutions of society's problems. Student teachers are provided hands-on experience of teaching in real classrooms. A B.Ed. curriculum introduced by the Kumaun University provide variety of subject knowledge such as Philosophy, Sociology, Psychology, Technology, Language, School organization etc. Along with all these subjects there is a provision of internship (Field experience) which gives opportunity to students to improve and enhance their teaching skill. As in teaching practice students only practice their own teaching subjects but to inculcate social attitude and scientific attitude among students different co - curricular activities are organized. Conduction of social Impact Programme and survey based practicum are boundless and gives the experience of multidisciplinary learning.

16.Academic bank of credits (ABC):

The institute is now affiliated as undergraduate college and will take admission according to NEP 2020. The college is affiliated to Kumaun University and follows the norms set by the University. Academic Bank of Credit system is applicable in BA and B.Sc. programme. The credit based system has not been started in the B.Ed. course of Kumaun University till date. The institute

follows the evaluation pattern of the university which includes external and internal assessments. Internal marks are varies according to the nature of the subject or practical work. The institution appointed a College Exam In - charge to conduct Examinations and make decisions for transparent and robust internal examinations. Student's development is assessed by 30 marks Continuous internal evaluation (CIE) which includes unit test, presentations, viva, assignment, internship program, seminars and house test etc. The internal examination Committee in consultation with the Principal prepared schedule for CIE. Before the university examination, Mock tests (House test) were scheduled and conducted to make students familiar with the process and then remedial classes are organized accordingly. Re-examination for absent students was organized in the same manner. All mark lists were submitted to the Examination Department for record and internal marks are uploaded in the university portal. Assessment is done to identify learners with academic lag and advanced learners at the beginning of the year. Department try to assess level of grasping of the subject and interest level among students.

17.Skill development:

Teaching is incomplete without teaching skills. In order to equip our Students with the necessary information and communication technology skills, our institution offers computer classes. Institution offers students the chance to take part in a variety of community programmers, which are beneficial for fostering compassion and social responsibility in students. The Institute organized workshops, seminars/ webinars, guest lecture, internship to help them to develop their skills in a variety of fields. Students get the chance to compete in a variety of competitions and quiz on languages, and other life skills. Survey based practicum are given to develop research aptitude among students. To enable studnets communicate effectively teachers work on their communication skills which is very important for all aspects of life.

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

J. N. Kaul Institute of Education is committed to promoting Indian knowledge for its students' overall development.The Institute of Education offers courses in ancient Indian languages, such as Sanskrit language and literature, Indian philosophy. By Recognizing Yoga's significance in our everyday lives, our institution has established yoga sessions for B.Ed.

students and educates the public about the benefits of yoga through campaigns. Our institution offers training in Indian Classical music and Indian arts and crafts in order to promote Indian culture. Institution provides a more favorable environment for character development. Our college provides students with opportunities to participate in a variety of community programmes so that they may fulfil their social responsibility.

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

College provides wide range of experiences to cope up with life challenges. While planning curriculum implementation many basic and life skills (Interpersonal, personal, professional and intellectual) taken into consideration for outcome based learning, Teachers focus on overarching concepts, skills, abilities, behaviour or attitude that students present at the end of the course. Strategies for slow, average and advanced learners were practiced in the college. Remedial session conducted after every formative evaluation. For average and advanced learners continuous activities has conducted. Joyful and activity based learning practiced in the college. Make them fully skilled in teaching by giving them rich practice of micro teaching, simulated teaching and internships in schools so that they can get jobs after B.Ed. course. Presentations, debate, discussion and many more co curricular activities conducted by the institute to enrich pupil teachers with different abilities like communication, reasoning and logical thinking. Conducted UTET / CTET classes. Students are encouraged to take projects independently on cross-cutting issues like environment awareness and encourage them to participate in intercollegiate competitions. Expert's Lectures, Workshops, Field visits and study tours are organised for the students. Social Impact programme organized in different topics to make them aware about social issues and solve the problems of the society.

20.Distance education/online education:

Teachers reach out to the students through various technological mediums and channels. The college has its own ICT learning system. Institute has its own digital library; students can access books anytime from anywhere. Other platforms being used are Google classroom, face book live, google groups and you tube live for academic activities. Teachers of the institution also bring out the latest lecture series through their own you tube channel. The college also has its official you tube channel to reach out to all its students. Teachers use platforms such as Google meet, Zoom and for online teaching. E -books are also made available.

Teachers use IIT labs for English language learning. Hence the ICT tools help students to assess their own knowledge and potential. Through multipurpose programs by the institute, the trainees increased their skills with innovative knowledge and increased their knowledge of computers. During the Corona period in -2020-22, the entire course delivered through online mediums. Students participated and organized various online competitions and awareness programs. Online internships created new skills in the students.

Extended Profile

1.Student

2.1 256

Number of students on roll during the year

File Description	Documents
Data Template	View File

2.2 110

Number of seats sanctioned during the year

File Description	Documents
Data Template	View File

2.3 SC -19%, OBC-14,
ST-4%

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

File Description	Documents
Data Template	View File

2.4 93

Number of outgoing / final year students during the year:

File Description	Documents
Data Template	View File

2.5 Number of graduating students during the year 93

File Description	Documents
Data Template	View File
2.6	79
Number of students enrolled during the year	
File Description	Documents
Data Template	View File
2.Institution	
4.1	2,362,580.2
Total expenditure, excluding salary, during the year (INR in Lakhs):	
4.2	30
Total number of computers on campus for academic purposes	
3.Teacher	
5.1	14+1
Number of full-time teachers during the year:	
File Description	Documents
Data Template	View File
Data Template	View File
5.2	11
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 institution adopts the curriculum provided by the Kumaun University for B.Ed. course and implements with institution's own well planned process. The academic calendar is prepared at the commencement of the academic year which provides information about the working days, tentative dates of unit test, house test, examinations and days earmarked for other activities like college week, social activities, workshop, seminar, blood donation camp, Scout Guide Camp and other days to celebrate. The college forms different committees for smooth conduction of classes, examination and co-curricular activities. Whenever a new syllabus is introduced by the affiliating university, its course contents are discussed and distributed to the teachers according to their preference and specialization. Departmental staff meetings are held at regular intervals. Seminar presentations by students are held every semester to assess effectiveness of curriculum delivery. All records of marks obtained by students in internal assessments are documented and kept ready for submission to the affiliated university. The teaching plans are recorded in Academic Diary which contains information such as Personal timetable, Academic planning, Result analysis of the subjects taught and daily teaching details. Academic diary is maintained by all the teachers and monitored by higher authorities.

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

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

B. Any 5 of the above

Alumni	
File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	No File Uploaded
Meeting notice and minutes of the meeting for in-house curriculum planning	View File
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	No File Uploaded
Any other relevant information	No File Uploaded
1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers	C. Any 2 of the Above
File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://jnkinstituteofeducation.org/static/media/Programme%20Outcome_240109_143106.d44535b2164d913d285f.pdf
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	No File Uploaded
Report and photographs with caption and date of teacher orientation programmes	No File Uploaded
Any other relevant information	No File Uploaded

1.2 - Academic Flexibility**1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available****1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year****12**

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

1.2.2 - Number of value-added courses offered during the year**4****1.2.2.1 - Number of value-added courses offered during the year****4**

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

1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year**84****1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year**

84

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

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

One of the above

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

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

0

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

0

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

1.3 - Curriculum Enrichment

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

Teaching is incomplete without teaching skills. In order to equip our B.Ed. Students with the necessary information and communication technology skills, our institution offers computer classes. Micro teaching, simulated teaching and teaching internship prepare students professionally skilled. Skills are developed in the institute for all round development of the students. Institution offers students the chance to take part in a variety of community programmers, which are beneficial for fostering compassion and social responsibility in students. The Institute organized workshops, seminars/ webinars, guest lecture, internship to help them develop their skills in a variety of fields. Students get the chance to compete in a variety of competitions and quiz on languages, and other life skills. Survey based practicum are given to develop research aptitude among students. Students are involved in organizing and coordinating various co curricular activities which develops leadership skills, team spirit, skill of critical thinking among the students. Competitions like Quiz, PowerPoint Presentations, models and poster making give exposure to students to show theircreativity and their knowledge. For all round development of the students and prepare them professionally skilled and inculcate values like communication, logical thinking cooperation, equality, courage, love, compassion, fraternity, labor-dignity, scientific attitude,

ability to differentiate etc. - PowerPoint presentations, project demonstrations, internships, discussion, debate, quizzes and many more co-curricular activities are organized. ICT enable training are given them to prepare them for the future references as the teaching profession is changing rapidly due to technological advancement.

File Description	Documents
List of activities conducted in support of each of the above	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File
Photographs indicating the participation of students, if any	View File

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

The Teaching programme gives a broad perspective of the various boards such as Central Board of Secondary Education (CBSE), Indian council School Certificate (ICSC) and State Board. The institute select these schools for 'internship' and school observation; so that the student teachers can understand the policy, procedure and functioning of various Boards of School Education. Students are familiarized with a comparative study of curriculum framework, curriculum implementation and evaluation syllabus & textbooks of various boards. Assessment Systems are based on the different board's policies and student acquaint with different assessment systems by participating in assessment task during school observation and internship.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

Teacher preparation requires a comprehensive approach to achieve maximum potential among the student teachers which is an integration of theoretical, practical aspects, project-based learning and laborious internship programme. The pedagogical subjects not only equip them with how to teach but also develop mastery over the content. In-house teaching sessions such as micro teaching, simulated teaching, peer teaching and innovative teaching nurture pedagogical skills. Online practice teaching sessions facilitated the blending of technological, pedagogical and content knowledge enabling the learners to build confidence in teaching. Internship programme is well planned and effectively implemented. The student teachers developed competency in assessing, providing feedback and documenting the progress of the learner at primary, middle school and high school levels. These internship programmes allowed the student teachers to identify their teaching philosophy and effectively implement theories of psychology, learning, motivation, classroom dynamics and internalizing according to the need for individual differences. The institution organized seminar / webinar, workshop, guest lectures and different competitions time to time; to give students teachers in-hand experience of curriculum.

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

1.4 - Feedback System

1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI	Four of the above								
<table border="1"> <thead> <tr> <th data-bbox="86 441 529 506">File Description</th><th data-bbox="529 441 1436 506">Documents</th></tr> </thead> <tbody> <tr> <td data-bbox="86 506 529 607">Sample filled-in feedback forms of the stake holders</td><td data-bbox="529 506 1436 607">View File</td></tr> <tr> <td data-bbox="86 607 529 674">Any other relevant information</td><td data-bbox="529 607 1436 674">View File</td></tr> </tbody> </table>	File Description	Documents	Sample filled-in feedback forms of the stake holders	View File	Any other relevant information	View File			
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Sample filled-in feedback forms of the stake holders	View File								
Any other relevant information	View File								
1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following	Feedback collected, analyzed, action taken and available on website								
<table border="1"> <thead> <tr> <th data-bbox="86 900 529 965">File Description</th><th data-bbox="529 900 1436 965">Documents</th></tr> </thead> <tbody> <tr> <td data-bbox="86 965 529 1099">Stakeholder feedback analysis report with seal and signature of the Principal</td><td data-bbox="529 965 1436 1099">View File</td></tr> <tr> <td data-bbox="86 1099 529 1245">Action taken report of the institution with seal and signature of the Principal</td><td data-bbox="529 1099 1436 1245">View File</td></tr> <tr> <td data-bbox="86 1245 529 1301">Any other relevant information</td><td data-bbox="529 1245 1436 1301">No File Uploaded</td></tr> </tbody> </table>	File Description	Documents	Stakeholder feedback analysis report with seal and signature of the Principal	View File	Action taken report of the institution with seal and signature of the Principal	View File	Any other relevant information	No File Uploaded	
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Action taken report of the institution with seal and signature of the Principal	View File								
Any other relevant information	No File Uploaded								
TEACHING-LEARNING AND EVALUATION									
2.1 - Student Enrollment and Profile									
2.1.1 - Enrolment of students during the year									
79									
2.1.1.1 - Number of students enrolled during the year									
79									

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

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

SC-19, ST - 0., OBC 2

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

SC-19, ST - 0, OBC 2

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

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

6

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

6

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

2.2 - Honoring Student Diversity

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

Our institute assesses the initial performance and attitude of the students. To ascertain their level of IQ and learning preferences our institute organize learning opportunities based on the interests of the students. To support the learners overall growth games competitions, literary events and cultural activities are organized. Mentor - mentee system is in force to cater students' different needs. Guidance and counseling is also provided to needy students. Students are supported by the Principal and every member of staff in both their academic and personal lives. To help the students who have learning issues remedial classes are conducted. We all know CTET and UTET are prerequisites for employment. In light of this, CTET and UTET classes are conducted to ensure that students pass these tests during their course work.

File Description	Documents
Documentary evidence in support of the claim	View File
Documents showing the performance of students at the entry level	View File
Any other relevant information	View File

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

Six/Five of the above

**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	View File
Relevant documents highlighting the activities to address the student diversities	View File
Reports with seal and signature of Principal	View File
Photographs with caption and date, if any	View File
Any other relevant information	No File Uploaded

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

Three of the above

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

2.2.4 - Student-Mentor ratio for the academic year

1:15

2.2.4.1 - Number of mentors in the Institution

14

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

2.3 - Teaching- Learning Process

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

To prepare quality teachers the curriculum for professional courses involves a substantial period of learning through practice. Practical based learning involves micro teaching, simulated teaching and school internship which inculcate students with teaching skills and enhance their confidence. Participation in co - curricular activities like debate, discussion, competition, PPT presentation, research based practicum, Social Impact programme, competitions, cultural programme and many more team activities provide opportunities for evidence-based learning in real-life workplace settings. This Integrated/interdisciplinary approach helps students in their all round development.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	View File
Any other relevant information	View File

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

14

File Description	Documents
Data as per Data Template	View File
Link to LMS	Nil
Any other relevant information	View File

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

256

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

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

Four of the above

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

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

The Institute has a student mentoring system in place. The Objectives of the student mentoring system are to enhance students academic performance and overall personality, to identify slow learners, to provide academic guidance to students for future endeavors by creating enhanced mentor-student contact hours during the course. The mentorship system works in coherence with other committees of the Institute for getting the details of the performance of the students (viz. Unit tests, Attendance, cocurricular activities etc.) and then acting on the information by providing guidance and counselling to the students on the required issues and by organizing special remedial classes on the regular basis.

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

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

Three of the above

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

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

Students are trained to cater to the needs of digital natives of 21st Century using ICT tools. The teaching-learning activities and classroom interaction at the college utilizes a mix of established and emerging methods and techniques which consist of Expository, Inquiry, Digital cum flipped modes of interactions. Multiple means to realize the Programme Learning Outcome including modern instructional strategies like PPT presentations, the problem based practicum and innovative lessons/ instructional resource designing exercise small and medium group discussions, role play, assignments. The curriculum provides opportunities for skill acquisition through micro and simulated lessons, direct experience gaining through Field visits. provide opportunities for innovations, critical thinking and creative designing. Total grooming experience acquired by the student-teachers through the vast co-scholastic initiatives and co-curricular opportunities. Morning assembly not only provide training in discipline and time management but also provide ample opportunities for the student teachers to generate multiple intelligences, 21st century skills, negotiation and decision making skill, life skill inaction, creative expression and social intelligence.

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

2.4 - Competency and Skill Development

2.4.1 - Institution provides opportunities for developing competencies and skills in

Seven/Eight of the above

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)

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

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

Eight /Nine of the above

File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	View File
Attendance sheets of the workshops / activities with seal and signature of the Principal	No File Uploaded
Documentary evidence in support of each selected activity	View File
Any other relevant information	No File Uploaded
2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback	Two of the above
File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	View File
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	Three of the above

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

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

Three of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	View File
Any other relevant information	View File

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

Four of the above

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

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

Three of the above

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

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

The internship has been presented as an integral component of practice teaching. Orientation to school principal/teachers: Once the schools are identified, the internship sessions are planned and developed in discussion with the school Principal. Considering the academic calendar of both the school and the college, Orientation to students going for internship: After training in micro-teaching skills and simulated teaching; where the students delivered micro lessons among their peer groups under a teacher supervisor. After the groups were formed, the in charge of the internship program prepares the timetable for trainee teachers. The supervisors observe lessons delivered by the students and give their remarks Exposure to a variety of school

setups:head/principal of the practicing teaching schools during the practice teaching sessions provides up-to-date information about the policies and educational needs of the school in general to student teachers.

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

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

2.4.9.1 - Number of final year students during the academic year

84

File Description	Documents
Data as per Data Template	View File
Plan of teacher engagement in school internship	View File
Any other relevant information	View File

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

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

The supervisors observe lessons delivered by the students and give their remarks Exposure to a variety of school setups: The head/principal of the practicing teaching schools during the practice teaching sessions provide up-to-date information about the policies and educational needs of the school in general to student teachers.

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

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)

Four of the above

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

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

Four of the above

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	View File
Five filled in formats for each of the aspects claimed	View File
Any other relevant information	No File Uploaded

2.5 - Teacher Profile and Quality

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

15

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

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

5

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

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

15

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

53

File Description	Documents
Copy of the appointment letters of the fulltime teachers	View File
Any other relevant information	No File Uploaded

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

The Institution subscribes several journals in addition to which teachers also subscribe to keep themselves updated of the most

recent developments in education. Articles and papers are published by teachers different journals. Participation in workshops, seminars, conferences etc. enable themselves to share their experiences and knowledge among themselves. To keep updated professionally all the teachers integrating ICT in the teaching - learning process.

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

2.6 - Evaluation Process

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

The Institute believes in the all round development of the student and works in coherence with its vision by incorporating the continuous evaluation system. The Institute follows the semester system as prescribed by the Kumaun University and organize regular unit tests and house tests along with remedial classes. The question papers of the internal examination are set by following the standards of Kumaun University. The Institute also focuses on the evaluation of co-curricular activities. The marking scheme is regularly shared with the students. The Internal marks of the students are finalized by considering their performance all through the semester including Unit Tests, Practicum, Presentations, Viva, participation in co -curricular activities, sports activities and regularity in the Institute.

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

2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation Display of internal assessment marks before the term end examination Timely feedback on individual/group

Three of the above

performance Provision of improvement opportunities Access to tutorial/remedial support Provision of answering bilingually

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

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

The institute has a competent Committee for handling complaints. Institution uses a multi-layered grievance redressal process, with the mentor serving as the initial platform. If the subject of concern fall under the mentor's scope, the student can express their complaint to them and they settled there. Principal, Faculty Convener, and students make up the grievance redressal cell, which is responsible for resolving any grievances which the mentor is unable to handle. The suggestion box located at the college or the grievance redressal cell may receive the issue directly. Depending on the nature of their concerns, students can go to the complaint channels. Orientation on facility for grievance is being shared with the students during the induction programme in the beginning of the session.

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

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

According to the institution's SOP, the academic calendar for assessment is prepared at the beginning of the semester and includes the tentative dates for internal and external semester exams. For internal evaluation, several techniques are used, including assignments, PPT presentations, viva, unit tests, practicum, etc. Students are evaluated continuously. Result analysis of every course is carried out and corrective measures are suggested by IQAC to improve students' performance. Remedial sessions are conducted to improve slow learners' results by clearing their fundamental concepts and question paper solving practice (House Test).

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

2.7 - Student Performance and Learning Outcomes

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

The B.Ed. programme consists of four semesters. Program outcomes and course results are stated in Student's syllabus. Students are briefed on programme outcomes during orientation programme and course outcomes are communicated to students prior to each semester. The college follows the criteria for the internal evaluation system and external examinations prescribed by Kumaun University. The assignments, Unit tests, practicum, internships and community work of each course are related to the syllabus with the learning outcomes of the course. The university conducts external exams, the result of which, together with internal marks, is communicated to the students after each semester. Students are guided after each semester based on their results.

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

2.7.2 - Pass percentage of Students during the year

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

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

B.Ed. curriculum is divided into four semesters. In the student's syllabus, program outcomes and course results are listed. Prior to each semester, students are informed of the course outcomes and the program outcomes during the orientation programme. The college adheres to the standards set by Kumaun University for the internal evaluation system and external exams. Assignments, unit test, practicum, internships, and community work and may more activities are linked with course learning objectives and the curriculum. The university conducts external exams, the result of which, together with internal marks, is communicated to the university after each semester. Students are guided after each semester based on their results.

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

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

90

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

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

The B.Ed. programme consists of four semesters. Program outcomes and course results are stated in Student's syllabus. Students are brief on programme outcomes during orientation programme and course outcomes are communicated to students prior to each semester. Different methodology are used to cater the needs of learner and to access. To improve communication skill and boost confidence different kinds of activities are conducted like presentations, debate, discussion etc. Project work. To enable students with technology, research based practicums are assigned. student prepare presentations, reports by using technology. Before sending them to schools for real teaching experience (internship) Micro teaching and simulated teaching are conducted to improve their teaching skills. These sessions completely change overall personality of trainees and we all are witnessed of drastic change in student teachers personality. The college follows the criteria for the internal evaluation system and external examinations prescribed by Kumaun University. The assignments, Unit tests, practicum, internships and community work of each course are related to the syllabus with the learning outcomes of the course. The university conducts external exams, the result of which, together with internal marks, is communicated to the students after each semester. Students are guided after each semester based on their results. For all round development of student teachers

File Description	Documents
Documentary evidence in respect to claim	View File
Any other relevant information	No File Uploaded

2.8 - Student Satisfaction Survey**2.8.1 - Online student satisfaction survey regarding teaching learning process**

[https://jnk institute of education.org/static/media/Student%20Satisfaction%20Survey%20\(SSS\).7b991aa5117fbeac8be9.pdf](https://jnk institute of education.org/static/media/Student%20Satisfaction%20Survey%20(SSS).7b991aa5117fbeac8be9.pdf)

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****NIL**

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

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

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

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

Two of the above

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

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

Two of the above

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

3.2 - Research Publications

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

2

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

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

Nil

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

3.3 - Outreach Activities

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

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

50

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

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

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

256

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

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

256

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

256

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the claim along with photographs with caption and date	View File
Any other relevant information	View File

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

Curriculum is adopted as per NCTE rules and framed by Kumaun University. The Curriculum itself integrates environment and sustainability, Right to Health, Demography and Professional Ethics. Apart from academics, one of the vision of the Institute is to work for the betterment of the local community through its flagship programme of Social Impact or popularly known as the Community Awareness Programme. The Institute adopt a nearby village and works on various areas for uplifting the standard of living of the of community. The Social Impact Programme of our Institute mainly focuses onAdult Literacy,cyber crime, health and hygiene, Skill Development and Environment awareness. Institute also focuses on the development of the local community through various training programmes such as , E-Governance and Skill Development,water conservation, adult education, cleanliness programme, Best out of waste, Sensitizing slum kids for overall personality enhancement, activities for homeless, Defense and health. Research based Practicum. Reflective Journal Writing and Conduction of Action Research.Along with the main themes the programme works for Women Education, Women Health and Hygiene and Family Management The following events are organized based on the criteria -World Health Day, . World Environment Day, World Diabetes Day, World AIDS day

File Description	Documents
Relevant documentary evidence for the claim	View File
Report of each outreach activity signed by the Principal	View File
Any other relevant information	View File

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

NIL

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

3.4 - Collaboration and Linkages

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

1

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

1

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

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

1

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

3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities

Five/Six of the above

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	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

Adequate arrangements are provided to accommodate all the students in comfortable spacious classrooms. Two classrooms are supported with techno-smart boards or LCD facilities in well ventilated halls. Physical science, biological science, Sst, English language lab, Maths and Geography labs are all maintained regularly. Lab is equipped with computers. The ET lab is a multipurpose lab used for both computer assisted learning and as online teaching. The back area is beautified with greenery. The college has an extended playground. The area utilized for sports, competitions and healthy fitness through sports activities. Stock registers are yearly updated for sports equipment's. Fitness gym is an additional facility for both educators and students.

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

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	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	https://jnkinstituteofeducation.org/
Any other relevant information	No File Uploaded

4.1.3 - Expenditure for infrastructure augmentation excluding salary during the year (INR in lakhs)**2362581**

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

4.2 - Library as a Learning Resource

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

The library of the college has collection of subject text books, reference books, national and international journals related to different areas of education and pedagogic subjects. It is also comprises of several types of educational magazines, various banks, previous year question papers. Approximately 8000 books are available in college library. Library of the college is computerized and also cater the needs of students as well as teachers. The library is automated with integrated library management software.

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	Nil
Any other relevant information	No File Uploaded

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

The college library is a partially automated library resource that includes computer and internet access, journals, books, etc. Faculty and students use the library to access library resources. Trainees (student teachers) and teachers are registered on to access the library resource from any where and any time.

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

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

Two of the above

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

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

1,08455

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

4.2.5 - Per day usage of library by teachers and students during the academic year**4.2.5.1 - Number of teachers and students using library for Month one (not less than 20 working days) during the academic year****16**

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

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

One of the above

Documents are obtained as and when teachers recommend Documents are obtained as gifts to College

File Description	Documents
Data as per Data Template	View File
Any other relevant information	No File Uploaded

4.3 - ICT Infrastructure

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

The college offers a variety of digital technical amenities. There are two smart classrooms and a fully functional computer lab. The college's students get access to the computer lab because of the availability of Wi-Fi. The college office is equipped with a computer and other necessary items. When necessary, every member of the teaching staff utilizes ICT in the classrooms and laboratories. The majority of official work is completed with the aid of ICT. The college does routine maintenance on the IT equipment. A computer is regularly formatted. With the assistance of a computer operator, the college itself formats the computer. A virus program is frequently installed on computers. Wi-Fi connectivity is available and all computers have antivirus software.

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

4.3.2 - Student – Computer ratio during the academic year

1:8

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

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:		D. 50 MBPS - 250MBPS
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File Description	Documents
Receipt for connection indicating bandwidth	View File
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant Information	No File Uploaded

4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit	Five or more of the above
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File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	Nil
List the equipment purchased for claimed facilities along with the relevant bills	View File
Link to the e-content developed by the faculty of the institution	Nil
Any other relevant information	No File Uploaded

4.4 - Maintenance of Campus and Infrastructure
4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support facilities during the year (INR in Lakhs)
2362581

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

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

The college has a well-established system procedure for maintaining and using the supportive facilities that are provided. The upkeep of these amenities is the responsibility of various committees. Each of these committees, including Computer Laboratory, Safety and Security, Disaster Management, Library, various Laboratories, Sports, Infrastructure, etc., prepares and adheres to Standard Operating Procedures (SOP). Teacher with concerns The people in charge watch out for the efficient use of the resources and record the facilities. To ensure the use and upkeep of these facilities, monthly compliance is prepared. To make sure the intended activity is carried out, IQAC audits the committees semi-annually. The suggestions received from regular feedback are included in the upcoming strategy. Every year, new facilities and equipment are introduced, along with facility upgrades.

File Description	Documents
Appropriate link(s) on the institutional website	https://jnkinstituteofeducation.org/#infrastructure
Any other relevant information	No File Uploaded

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic,

One/Two of the above

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

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

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

Seven/Eight of the above

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

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

A. All of the above

through appropriate committees

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

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

One of the above

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

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
22	84

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

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

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

17

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

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

24

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

5.3 - Student Participation and Activities

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

The students enrolled in the Institution are provided with the representation in various academic and cultural committees of the Institute. Student representatives bring forward the views and suggestions of the entire class with respect to the faculty, subjects, syllabus, and other issues. The students are also provided with the opportunities to share their views and suggestions in the committee meetings such as sports, cultural, alumni meet, science clubs, etc. The student committees organize various events in the Institute like Sports, Cultural and Science Fairs. Class representative and student coordinators share the problems of the students with the Principals, Teachers and mentors.

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

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

50

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

5.4 - Alumni Engagement

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

The Institute has its Alumni Association which regularly conducts activities and Annual Alumni Meet. The Alumni Association contributes in the development of the Institution by providing relevant feedback and sharing their experiences with the existing students.

File Description	Documents
Details of office bearers and members of alumni association	View File
Certificate of registration of Alumni Association, if registered	No File Uploaded
Any other relevant information	No File Uploaded

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

One/Two of the above

File Description	Documents
Documentary evidence for the selected claim	View File
Income Expenditure statement highlighting the alumni contribution	No File Uploaded
Report of alumni participation in institutional functioning for the academic year	No File Uploaded
Any other relevant information.	No File Uploaded

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

0

File Description	Documents
Data as per Data Template	No File Uploaded
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	No File Uploaded
Any other relevant information	No File Uploaded

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

The Institute has its Alumni Association which regularly conducts activities and Annual Alumni Meet. The Alumni Association contributes in the development of the Institution by providing relevant feedback and sharing their experiences with the existing students.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

Vision of the institute is to bring forth dedicated teachers who can inculcate values and norms of a civil society in our younger generation, apart from imparting knowledge and skills as updated in the new millennium. Mission of the institute is to build and nurture a new generation of well-rounded professionals who can work as positive change agents in the new millenium by helping the new education system to attain and sustain global leadership. It will be our endeavor to assimilate and disseminate practical knowledge to future professionals and to encourage their understanding of strategic perception to fulfill the mission of the organization in the fast changing global learning environment and to make significant contribution by providing an opportunity to the deserving candidates of society to have world class professional education and to inculcate among them the feeling of fraternity and patriotism.

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

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

Decentralization: The administration of the Institute distributes the operational duties to various committees based on the discussions in the IQAC for conducting various activities throughout the year along with maintaining the quality standards of the work. The committees are having equal participation of the teachers as well as students. The team of faculty members and students jointly conducts various academic and extra curricular

activities in the Institute. IQAC of the Institute conducts bi-annual meeting inviting all the stake holders to share their views and suggestions for the improvement in quality, followed by year long continuous review of the the targets set. The constructive feedback of all stake holders is sought and students, alumni, parents, and employees share it with the Institute timely.

File Description	Documents
Relevant documents to indicate decentralization and participative management	View File
Any other relevant information	View File

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

The institute is a community project of SOS Children's Villages of India; it is a non profitable Organization. To maintain transparency in account, academic and administration, the organization have its own integrated system called SOS Integrated System which includes all the software for the smooth and transparent conduction of all the task such as HRe Connect, E - School, expense approval system, Report Child Safeguarding Concern and Compliance management system which includes different tasks such as staff appointment and salary / PF details, online attendance (staff and students) leave management system etc. To maintain transparency we avoid cash transactions as neither we accept fees in cash from students nor we make payment to vendors in cash and every payment voucher is passed from various levels before making the payments. Only system generated check is given to the vendors. Financial audit is done to maintain the accuracy in financial records. Biometric device is for staff at entry point attendance. There is a set criterion (PPT presentation, viva, assignment, Unit test and practicum) for internal assessment.

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

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed Describe one activity successfully

implemented based on the strategic plan with details of deployment strategy, during the year in not more than 100 - 200 words

The Institutions quality policy is well conveyed by vision and mission statements. The strategic plan and action plan are designed so that the policy is piloted and implemented in each process. Apply innovative pedagogical learning methods such as cooperative learning, group discussions, webinars, guest lectures, online extracurricular activities and social impact programs. CTET courses have been successfully organized. The online and offline social impact and internship program has been successfully implemented every year.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://jnkinstituteofeducation.org/static/media/SEMESTER%20WISE%20CALENDER%2021%20-23%20and%2022-24_240109_101715.e45db451e81aa45eee81.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

The institute SOS J.N. Kaul Institute of Education, Bhimtal is a community project of SOS Children's Villages of India; it is a non profitable Organization. The Higher Education Commission formulated the Corporate Policies for Higher Education to be followed by our institute. The overall planning and development of the institution is done by the Board of Management according to university guidelines under the direction of director of Education, SOS Children Villages of India and day-to-day administrative affairs of the College are managed by the Principal. The Principal is the administrative head of the institution shouldering the responsibilities of administration, appointments and infrastructure. The Principal is the academic head, ensuring the proper conduct of all the academic activities. The programmes, courses and activities are periodically conducted by the different committees for proper implementation.

File Description	Documents
Link to organogram on the institutional website	Nil
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

Five/Six of the above

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	No File Uploaded
Geo-tagged photographs	No File Uploaded
Any other relevant information	No File Uploaded

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

The Governing Body made the decision to establish committees for the conductionof academic and administrative tasks, which will enhance student activities and expand their understanding. Many committees, including the Cultural Committee, Library, Grievance Redressal Committee, and Anti-Ragging Committee, placement committee, science committee, and examination committee, Sports committee, discipline committeeand environment committees are in force to ensure the conduction and implementation ofthe work efficiently. Various duties have been completed satisfactorily as decided based on the records of the meetings of a number of committees.Celebration of different events, organization of Scout Guide camp, organization of webinars / Guest Lectures, conduction of Science Exhibition, Conduction of awareness programme etc. are the examples of the implemented decisions.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	View File
Action taken report with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.3 - Faculty Empowerment Strategies

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

J.N. KAUL has effective welfare measures in place for its teaching and non-teaching staff. The various welfare schemes are as follows: Medical Allowance, Child Educational Allowance, Maternity benefits as per norms, Employees' PF, ESI (Employees state insurance Scheme). The following facilities are also provided to employees for efficient functioning : Medical leave and Group Insurance. The list of welfare schemes are attached.

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

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

15

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

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

15

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

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

10

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

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

An effective performance management system plays a crucial role in managing the organization in an efficient manner. In line with this, the Institute has performance appraisal system for both teaching and non -teaching staff. The appraisal schemes are classified into three categories. The process of performance appraisal system is online. SECTION I :Performance assessment based on annual goals and measures SECTION II :Potential assessment based on behavioral competencies SECTION III :Individual Development Plan

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	View File
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View File
Any other relevant information	View File

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

At the beginning of the academic year the annual budgets are prepared, reviewed and approved. The account and Principal of the institution fix the limits of total recurring and non-recurring expenditures based on the income and resources of the institution. The institutional accounts are audited regularly by both internal and statutory audits. The internal auditor evaluate and confirm the effectiveness of internal system of accounting of the receipts.

The internal auditor verify that the fees are collected from all the students. The internal auditor ensure that the fees received and fees receivable are properly accounted and irrecoverable fees are written-off. Minor errors or omissions when pointed out by the audit team are immediately corrected / rectified and precautionary steps are taken to avoid recurrence of such errors in future. The external auditing is done by a Chartered Accountant twice in a year.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	View File
List of audit objections and their compliance with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

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

NIL

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

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

The institute is a self-financed private institution. Tuition fee is the main source of income. The institution has a well-defined mechanism to monitor effective utilization of available financial resources for the development of the infrastructure to augment academic needs. All the administrative and academic heads along

with coordinators of different committees(placement cell, library committee (for the purchase of books / journals), purchase committee (for repair and maintenance cost) software and internet charges, printing and stationary, equipment and consumables, furniture and fixtures), sports, cultural committee etc.The finance committee prepares an annual budget estimate duly considering the proposals received and also the recommendations of the principal and management. All the major financial decisions are taken by the institute's financial committee and Governing Body (GB). Institute adheres to utilization of budget approved for academic expenses and administrative expenses by management. After final approval of budget the purchasing process is initiated by purchase committee. All transactions have transparency through bills and vouchers. The bill payments are passed after verification of items. Respective faculty members ensures that whether suitable equipment/ machinery with correct specification is purchased. The entire process of the procurement of the material is monitored by the purchase committee and principal.

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

6.5 - Internal Quality Assurance System

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

The IQAC proposed to initiate various Activities to provide quality education to the student teachers. A draft of activities to be conducted during a particular time was discussed meetings initiated by the IQAC. For the better implementation, IQAC distributed these activities among various committees. IQAC constantly takes the feedback about the proper result oriented implementation of these activities. Providing inputs for best practices in administration for efficient resource utilization and better services to students and staff. Providing inputs for Academic and Administrative Audit and analysis of results for improvement in areas found weak. The Institute IQAC regularly meets. The Institute IQAC prepares, evaluates and recommends. Some of the areas in which IQAC contribute significantly are Annual

Quality Assurance Report (AQAR)), Stakeholder's feedback, Process Performance & Conformity, Action Taken Reports etc.

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

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

The institute frame academic calendar well in advance at the start of the year with ample time frame for not only the regular teaching-learning process but also to accommodate the various events like seminar/ guest lecture/ workshops/ FDP's and many more. Teachers prepare daily lecture record along with the topic covered. The evaluation of the teachers by the students, feedback on teaching methodologies, course delivery, attitude, strengths and weaknesses, difficulties faced in the subject give a clear idea about the problems faced by the students. Director and management also monitor the feedback system and takes appropriate corrective actions. 75% Attendance is compulsory in each semester. To assess students learning outcome continuous evaluation comprises internal tests, assignments, PPT presentation, viva, practicum, group discussions, Semester end examinations are conducted by the University. Institute maintains the analysis of students' performance after the announcement of their semester results.

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

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

63

File Description	Documents
Data as per Data Template	View File
Report of the work done by IQAC or other quality mechanisms	View File
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View File
Any other relevant information	No File Uploaded
6.5.4 - Institution engages in several quality initiatives such as Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements Timely submission of AQARs (only after 1st cycle) Academic Administrative Audit (AAA) and initiation of follow up action Collaborative quality initiatives with other institution(s) Participation in NIRF	Three of the above

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://jnkinstituteofeducation.org/static/media/IQAC%20members%20and%20minutes%20of%20meetings%20(1)PDF_240109_101804.b85af923060fdaa64b4e.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://jnkinstituteofeducation.org/naac
Consolidated report of Academic Administrative Audit (AAA)	No File Uploaded
e-Copies of the accreditations and certifications	No File Uploaded
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	No File Uploaded
Any other relevant information	No File Uploaded

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

Improvements achieved within the institution due to quality initiatives since the previous accreditation are : One big achievement in the field of qualitative measure is B.A., B.Sc. course been started under the Kumaun University affiliation.Science lab has been established with necessary equipments.1. 3.5 crore resource access provided through DEL NET platform. 2. Hybrid Library stablished 3. Digitalization of Library 4. Initiation of paid library is done through kopy kitab.com. 5. 5 kb Generator was purchased to fulfill the energy need 6. Fire safety equipment's was purchased 7. New Computers, printers and photo copy machine was purchased. 8. Construction of road.

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

"Save Electricity" initiative is taken by the management to make students aware by making them switch off lights and fans before leaving their classrooms and laboratories. Except electricity we use generators as alternative source of energy. The Institutional campus have solar street lights in place. The Institution building has been constructed keeping in the mind so that it require consumption of energy. The classrooms, staff rooms are well ventilated with large windows for whole day entry of sunlight and fresh air. The existence of the the mountainous terrain requires very less consumption of electricity. Building of the Institute (classrooms) have been modified with ventilation facility and windows so that the air circulation creates a cooling effect thereby reducing the power consumption.

File Description	Documents
Institution's energy policy document	No File Uploaded
Any other relevant information	No File Uploaded

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

The primary focus of the college is to reduce and refuse use of anything which is not needed in the campus. Orientation is given towards prevention, Disposing of waste and initiatives like think plastic free campus, environmental friendly approach. The environment committee discusses possibilities to maintain clean & green environment at the institutional level to be followed and practiced. Effective segregation and disposal of garbage is an everyday activity. Tree species are planted and branches are

pruned. Students' campaign / organize awareness programme about waste management during internship to the school students' and to the community during Social Impact Programme. Every day solid waste is collected in bins and disposed.

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

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

Two of the above

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

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

None of the above

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

7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing

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

Located 100 meters above sea level in the Shivalik Mountains of the Western Himalayas, the Institute is set in a picturesque setting with a gigantic sparkling lake in front of it and surrounded by lush, forested mountains. The university campus is in a clean and pollution-free environment. The university is continuously committed to a plastic-free campus. Complete ban on single-use plastics in classrooms, facility grounds, and dormitories. Following green practices, the institution aims to become a green institution in Uttarakhand by planting more trees both inside and outside the campus. All offices operate on a paperless concept with digital displays of all communication and information via email, whatsapp groups, Google Classroom, etc. as possible. In addition, practices such as reusing single-sided paper for memos, sketches, rough work, rough prints, etc. Cashless payments also aim to reduce paper consumption. In order to realize a paperless office, we have introduced our own SIS (SOS integrated system) to realize smooth digital operations.

File Description	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	No File Uploaded

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

Four of the above

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

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

Nil

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

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

Curriculum is adopted as per NCTE rules and framed by Kumaun University. The Curriculum itself integrates environment and sustainability, Right to Health, Demography and Professional Ethics. Apart from academics, one of the vision of the Institute is to work for the betterment of the local community through its flagship programme of Social Impact or popularly known as the Community Awareness Programme. The Institute adopt a nearby village and works on various areas for uplifting the standard of living of the of community. The Social Impact Programme of our Institute mainly focuses on Adult Education, cyber crime, health and hygiene, Skill Development and Environment awareness. Along with the main themes the programme works for Women Education,

Women Health and Hygiene and Family Management The following events are organized based on the criteria 1. World Health Day 2. World Environment Day 3. World Diabetes Day 5. World AIDS day

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

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

C. Any 2 of the above

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

7.2 - Best Practices

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

Our Institute emphasize on the innovative teaching learning methods. The B.Ed. students are trained by our teacher educators in the constructivist approach and learning through experience. Teacher-educators of each pedagogy subjects organize innovative practical sessions in their classes for providing in-hand experiences of various teaching-learning methods. The student teachers are given a theoretical background of theory followed by practical sessions in all the subjects classes. The student teachers are provided with the opportunities to observe, work, explore, interact and raise questions. Social Impact programme of the institute focuses on the development of the local community through various training programmes such as Adult Literacy, E-Governance and Skill Development, water conservation, adult education, cleanliness programme, Best out of waste, Sensitizing slum kids for overall personality enhancement, activities for homeless, Defense and health. Research based Practicum. Reflective Journal Writing and Conduction of Action Research.

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

7.3 - Institutional Distinctiveness

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

The mission of the Institute is reflected from the vision of the parent organization , SOS CV India, an independent, non - Governmental and non-profit organization working for the holistic development of parentless children, women and children belonging to vulnerable families. Founded in 1949 in Austria, SOS Children's Villages began its operations in India in 1964. Apart from academics, one of the vision of the Institute is to work for the betterment of the local community though its flagship programme of Social Impact or popularly known as the Community Awareness and betterment Programme. The Institute adopt a nearby village and works on various areas for uplifting the standard of living of the community. The Social Impact Programme of our Institute mainly focuses on Adult Education, Skill Development, Environment. Along with the main themes the programme works for Women Education, Women Health.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	View File
Any other relevant information	View File