



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

GOVERNMENT COLLEGE OF TEACHER EDUCATION

BTI GROUND, SHANKAR NAGAR, RAIPUR C.G.

492007

www.cteraipur.org

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Government College of Teacher Education, Raipur C.G., established in 1956, recognized under Section 2(f) and 12(B) of UGC Act is a renowned Constituent College of Pt. Ravishankar Shukla University Chhattisgarh. Govt. College of Teacher Education, Raipur was accredited with **CGPA of 2.83** on seven point scale at **B++** grade by National Assessment & Accreditation Council (1st cycle).

The College is situated in the heart of the city Raipur, Capital of Chhattisgarh State. 17 districts of Chhattisgarh are covered by this college. This college offers pre-service program for preparation of future teachers and In-service program for professional development of existing teachers.

The intake for B.Ed program is 150 per year and for M.Ed program is 50 per year. Other program offered is correspondence Course (B.Ed) by Pt. Sunderlal Sharma Open University Bilaspur Chhattisgarh.

The mission of the institution is to empower teacher through various program & courses offered and make them self reliant, more competent, self confident with latest technologies & innovations.

The college new building is under construction, the expansion of infrastructure is in progress. This will improve the learning space in the institution & enhance the teaching-learning experiences of the student teachers.

College aims to bring about professional development of the student teachers, develop competency of teaching learning process on the basis of accepted principles of teaching learning and to develop positive attitude interest & passion towards teaching profession leading to quality enhancement in Teacher Education.

Vision

To be a center of excellence to create teachers of tomorrow empowered to innovate, with aptitude for research, inclination for creativity, having commitment, techno savvy, with value to enable the children for holistic development in a changing global society with social, cultural and constitutional values of our country.

Mission

1. Effective delivery of broad, balanced and challenging curriculum.
2. Providing a rich program of variety of educational and social experiences for our student teachers through a wide range of extra-curricular activities, trips visits and special events.
3. Creating a stimulating, active and well resourced learning environment.
4. Working collaboratively towards common goals.
5. Creating a tolerant, caring, supportive environment which promotes quality and mutual respect.
6. Providing a variety of teaching and learning pedagogies styles to stimulate all.
7. Offering an ethos of challenge, support and encouragement to succeed.
8. Developing soft skills among teacher educators.
9. Meeting the differing needs and abilities of individuals.

10. Promoting creative and purposeful use of ICT and other relevant technologies.
11. Providing extra help for individuals who need it.
12. Providing opportunities which enhance the continuing professional development of staff and takes account of current educational issues.
13. Developing pride and commitment to the college by ensuring that the work staff do is valued.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Trained teacher Educators with acceptability to change.
- Good coordination with SCERT, DIETs, and other colleges.
- Training centre for Professional development of Secondary and Senior secondary school teachers of the entire state.
- Mixed group of trainees are being trained together, some are working teachers and some would be teachers in future.
- All faculty members visit DIETs and schools for monitoring so always in touch with reality.
- Availability of tools and materials for training.
- Proven track record of meritorious trainees.
- Easily accessible, campus situated in the heart of the city (connected through railway, bus and all transport facilities)
- Full support of senior, Government and Pt. Ravishankar Shukla University
- Have a functional library with more than one lac thirty two thousand books.

Institutional Weakness

- Lack of computer friendly staff and e-connections.
- Lack of trainings on multi-tasking staff
- Language (English) abstains most of the faculty members to participate and understand the new work.
- No much understanding on community related issues.
- Experimental schools are not capable enough to engage student teachers meaningfully.
- Being a Govt. institution leader of the institution is decided by the Govt. so some time there remains crisis of leadership.
- Faculty members hesitate to take independent decision regarding delivery of course material.

Institutional Opportunity

- Being in-service and pre-service teacher training center can become an agent for change to ensure quality education.
- Creating opportunity for continuous development of faculty.
- Making staff computer friendly.

- Ensuring the availability of visiting faculty for providing exposure with the best practices.
- Faculty can use the opportunity to undertake research work.
- Management of data. (Data on trainings available at a glance)
- SCERT, DIET and CTE are in the same campus.
- Teacher students are working teacher and fresh students.
- Increasing teacher efficiency and empowerment
- On-line connectivity with all schools of state.
- Develop CTE as resource centre
- Diversity perception
- More than 20 schools are engaged as practice school for internship of B.Ed. students.

Institutional Challenge

- Preparing teachers to meet the challenges of society and aspiration of the state.
- Creating output based system in place of examination based system.
- Adopting new techniques in Education.
- Time management loss of time in learning & then applying.
- No formal method to analyze field implementation of training
- Continuous capacity development of academic and non academic staff.
- Creating an environment to work with full efficiency and liberty or creating a sense of ownership.
- Investment in long term benefits is overshadowed by opportunity cost of short term or immediate gains.
- Maintenance of infrastructure.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Government College of Teacher Education, Raipur is an affiliated college to Pt. Ravishankar Shukla University, Raipur. The Institution follows syllabus as prescribed by Pt. Ravishankar Shukla University for teaching delivery. The elective courses offered to the students are as per the syllabus designed by the university. However, the institution enriches it by organizing guest lectures. However, the college innovates within these established academic structures, committed to providing holistic development for its student teachers. The college adopts the calendar designed by the affiliating university and implements the same in its functioning. The internal examinations, sports activities, and holidays are observed as per the annual academic calendar. Our teachers regularly update their disciplinary knowledge through active involvement in faculty development programmes. Experiential learning through internships program and community participation is specially facilitated. Govt. College of Teacher Education incorporates an empathetic approach, endeavoring to familiarize the student teachers about how gender-based inequalities, neglect of environment concerns and lack of ethics hamper individual's and societal growth.

Teaching-learning and Evaluation

Govt. College of Teacher Education, Raipur focuses on holistic intellectual, social, emotional, cultural and aesthetic development of the student teachers. We try to work conscientiously to reflect upon and enhance our pedagogic methods. The admissions are given to the students as per the reservation policy laid down by the Govt. of Chhattisgarh. With the intention to develop critical and innovative thinking, student centered pedagogies are promoted. Student teachers are assessed on a continuous basis through innovative and reformed techniques such as group discussions, assignment, unit tests, practicals and projects. Accordingly, remedial classes and other techniques are used to support learners with different abilities and pace. Student teachers with advanced needs are encouraged and given more challenging tasks. They are encouraged to deliver seminars. All the student teachers are encouraged to consult reference books available in the college library.

The teaching learning process in the college is carried out using the blended mode. The use of ICT tools along with the black-board techniques, group discussion, assignment, project methods are essentially promoted. During the COVID-19 Pandemic the classes were organized using Google meet and CISCO WebEx platforms. This ensured the continuity of learning experience. The college has a mechanism to redress the grievances of the students related to the internal and the university examinations. The annual results of the college are generally outstanding.

Infrastructure and Learning Resources

Govt. College of Teacher Education has aesthetically designed building which is architecturally striking and responsive to environmental concerns. The infrastructure provides easy access to differently abled people thereby making it infrastructurally inclusive.

College has-

1. Spacious and airy classrooms, well equipped laboratories with latest equipments.
2. Well stocked library with reference section.
3. English language lab for the development of communication skills and pronunciation drills.
4. Two auditorium fitted with sound system with seating capacity of 200.
6. Washrooms for males and females.
7. Well Equipped Computer Lab with internet facility.
8. Well Equipped Maths Lab, Physics Lab, Chemistry Lab, Biology Lab.
9. Psychology lab equipped with psychological testing equipments. The lab is well furnished.
10. TLM Room
11. Parking facility in the campus.
12. Indoor game facilities such as carom, chess, table tennis and for outdoor games facilities like volleyball, badminton, cricket, basketball, shot put, disc throw etc.

11. CCTV systems are installed for monitoring.
12. Library with reading room & Book bank facility
13. Hostel accommodation is available only for girls in the college.

Student Support and Progression

Govt. College of Teacher Education, Raipur extensively supports the education and further progression in the careers of its students. The student teachers are made aware of the State Governments scholarship schemes allotted for them.

The student teachers are encouraged to participate in programs that are meant for enhancing their soft skills, computer proficiency, ICT expertise, Research Capability, Braille Script training, Sign Language Training. The placement cell facilitates the students professional growth and success as many leading schools recruit students from the college. College facilitates student teachers representation and engagement in various administrative, and co-curricular activities through a formal student council body. The institution has various co-curricular, cultural and sports activities to ensure the holistic development of the student teachers. Student teachers actively participate in extension activities. There is a student support mechanism for preparation of student teachers for competitive exams. Students are provided guidance for preparation for TET (Teacher Eligibility Test) and CTET.

Governance, Leadership and Management

Govt. College of Teacher Education, Raipur practices decentralization and participatory management in its functioning.

College has formed committee/cells for smooth functioning of all the activities. The committee/cell members are staff members with a convener. They are responsible to coordinate, manage and organize different activities. College has 11 committee/cells.

The complete details about the cells are:

1. Internal Quality Assurance cell
2. Quality and training cell
3. Planning and monitoring cell
4. Research, Innovation and Evaluation cell
5. Media Technical support and documentation cell
6. Infrastructure, Art, Aesthetic and work experience cell
7. Guidance, Counseling and placement cell

8. Alumni Association and community participation cell

9. Student welfare and Special Education cell

10. Right to information cell

11. Organizational cell

Academic Management is done by Principal and senior faculty members. These have discussion on syllabus, course content, academic calendar, time table, sports, co curricular activities, extra curricular activities and the guidelines for further improvement be carried out in the functioning of the college. Meeting are held for monitoring the progress of the coverage of the course, to which extent the objectives and goals are achieved and an open discussion on the outcomes of the various activities. To ensure effective pedagogical practices and experience enriched curriculum implementation and to control barriers in the way of total academic management, the college has constituted IQAC cell. Workload policies and practices for encouraging faculty to be engaged in professional and administrative activities are followed. The Principal ensures proper distribution of work keeping in view the skills of capability and potential every teacher educator and workload policy is grounded in the principles of equity and judiciousness. In this democratic approach is practiced. Responsibilities are also changed time to time so as each one may acquire grounding in all the teacher educators take active part to accomplish their task and the college has the policy of rotation for undertaking these activities.

The college uses e-governance tools for managing finances & accounts, admissions, students support, examination and administration of the institution.

Institutional Values and Best Practices

The campus of Govt. College of Teacher Education is clean and green. The institution is engaged in clean and green initiatives.

The institution promotes gender sensitization by organizing workshops on Third Gender and problem associated with them. "Third Gender Day" is celebrated on 19th April every year.

The institution conserves energy through solar power generator system.

The college has a differentially abled friendly, barrier free premises. Rails for walking support, wheel chairs and ramps are available in the campus

The institute takes pride in two of its indigenous best practices namely.

1. Use of Drama & Theatre as pedagogical Intervention:

The context that required initiation of Practice According to NCFTE 2009 Art forms are not co-curricular activities but these should be considered as an integral part of curriculum. To give concrete form to this thought Govt. College of Teacher Education, Shankar Nagar, Raipur organizes Art Education and Theatre Workshop. In today's education art education is not a mere co-curricular activity but it is a strong alternative of effective classroom teaching learning process during classroom teaching. It is essential for a teacher to adopt various

teaching methods and help the students in learning as much as possible. It is as important responsibility of a teacher to involve students in classroom teaching-learning process according to their interest. This workshop is organized in order to enhance class room effectiveness of pupil teachers through presenting various models. Its objective is to end the boredom of class and to make it a centre of attraction for children in which they are motivated to participate and to conduct it.

2. Organisation of Learning Camps:

Most of the teachers are unaware of the problems of children of special needs. In the scenario of inclusive classroom our teachers are incapable of teaching all the students according to their needs. In such situation special children lack the opportunity to learn. It is important for every teachers to meet the needs of every child for which a training programme is needed. Our institution took an initiative in this regard to strengthen the trainee teachers in the field of inclusive education.

Research and Outreach Activities

The college receives funds from the SCERT, National Population Education program (NPEP) and Centrally Sponsored Scheme Chhattisgarh for carrying out research activities. Faculty members are engaged in various research projects. Faculty members also attend Research seminars. Every Year in the institution Research methodology workshops and research seminars are organized for capacity building of faculty members and student teachers. Action research workshops are also organized for faculty members & student teachers. Extension activities & outreach programs are organized in the institution to sensitize students about social realities and challenges, gender equity, environmental awareness, child rights, health issues etc. Some of these activities are Sajha pahal, Jan Pahal, Learning camps.

Students also participate in programs such as "Swach Bharat Abhiyan", "Aids Awareness", "Gender Issue" and "International Yoga Day celebration".

College has linkages with various governments H.S.S. for School Internship Program.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	Government College of Teacher Education
Address	BTI Ground, Shankar Nagar, Raipur C.G.
City	Raipur
State	Chhattisgarh
Pin	492007
Website	www.cteraipur.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Jasinta Ekka	0771-2443796	7587499997	-	ctechhattisgarh@gmail.com
IQAC / CIQA coordinator	Shephali Mishra	-	9425213897	-	m.shephali29@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
Chhattisgarh	Pt. Ravishankar Shukla University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	10-05-1956	View Document
12B of UGC	10-05-1956	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	31-05-2015	240	Validity permanent

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	BTI Ground, Shankar Nagar, Raipur C.G.	Urban	32.1	6529

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No. of Students Admitted
UG	BEd, Education	24	Graduation	Hindi	150	71
PG	MEd, Education	24	Graduation in Education	Hindi	50	0

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	3				0				13			
Recruited	0	0	0	0	0	0	0	0	4	6	0	10
Yet to Recruit	3				0				3			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				10
Recruited	6	4	0	10
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

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

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	32	0	0	0	32
	Female	39	0	0	0	39
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		0	0	0	0

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<ul style="list-style-type: none"> • As per recommendations of NEP 2020, all teacher education programmes must be conducted within composite multidisciplinary institutions. and all stand-alone TEIs will be required to convert to multidisciplinary institutions by 2030 and they will have to offer the 4-year integrated teacher preparation programme. But these actions need to be taken at the end of Department of School Education, Government of Chhattisgarh and college is ready to compliance the decision of the government. • Many workshops on NEP 2020 recommendations were conducted in the college for faculty members and B.Ed. & M.Ed. students specially to understand teacher education.
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2. Academic bank of credits (ABC):	Nil
3. Skill development:	<ul style="list-style-type: none"> • In the Institution, various activities are being conducted for skill development, for example, life skill, Spoken English classes, yoga, sports, training on musical instruments, computer training, etc. These classes are conducted on roaster basis for B.Ed. & M.Ed. students.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<ul style="list-style-type: none"> • In Institution music (vocal instruments, dance), drama, acting workshop for 10 days is conducted for students. • 7 days workshop is conducted for jewelry making, painting, Diya decoration, Thali decoration, Applica work. • Various Jaynties and Teachers' day programme are celebrated on regular basis in the college.
5. Focus on Outcome based education (OBE):	<ul style="list-style-type: none"> • Course wise and subject wise learning outcomes are prepared & uploaded in the website for better understanding for students. Teacher educators in the college, always consider the learning outcomes while delivering the subject in the class.
6. Distance education/online education:	<ul style="list-style-type: none"> • College has study centre of Pt Sunder Lal Sharma Open University, Bilaspur for last 03 academic sessions, college organizes distance education course for B.Ed. candidates. We have intake of 50 for B.Ed. course. • Online seminars were conducted to understand the NEP 2020. • Online seminars are conducted for faculty members from various agencies for various other relevant subjects. • College was closed due to the COVID-19 pandemic and lockdown so our college as other educational institutes have shifted to online learning to keep the academic activities going. We conducted continuously online classes using online web platforms and by using social media. • Many Online seminars have been conducted for faculty members and students through various agencies. • Institution also conducted and coordinated up well structured programme titled 'Laksha Bhed for teachers across the state to enhance their teaching practices.

Extended Profile

1 Students

1.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
341	399	391	377	380
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
200	200	200	200	200
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		
Institutional data in prescribed format		View Document		

1.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
81	81	81	81	81
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

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

2020-21	2019-20	2018-19	2017-18	2016-17
196	198	194	185	193
File Description		Document		
Institutional data in prescribed format		View Document		

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

2020-21	2019-20	2018-19	2017-18	2016-17
196	198	194	185	193
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

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

2020-21	2019-20	2018-19	2017-18	2016-17
145	200	197	199	186
File Description		Document		
Institutional data in prescribed format		View Document		

2 Teachers**2.1****Number of full time teachers year wise during the last five years..**

2020-21	2019-20	2018-19	2017-18	2016-17
23	23	25	22	21
File Description		Document		
Institutional data in prescribed format		View Document		
Copy of the appointment orders issued to the tea		View Document		

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

2020-21	2019-20	2018-19	2017-18	2016-17
29	29	29	23	23
File Description		Document		
University letter with respect to sanction of p		View Document		

3 Institution**3.1****Total expenditure excluding salary year wise during the last five years (INR in lakhs)..**

2020-21	2019-20	2018-19	2017-18	2016-17
5.06095	6.22550	7.76815	4.18406	2.95094
File Description		Document		
Audited Income Expenditure statement year wise d		View Document		

3.2**Number of Computers in the institution for academic purposes..****Response: 30**

File Description	Document
Invoice bills of purchase of computers	View Document
Copy of recent stock registers	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

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

Response:

The curriculum and curriculum transactions should be adapted to local context situation and aspiration of the students. The educational institutions should also consider the present day challenges of curriculum and curriculum transaction. In this context, our college, the faculty members continuously discuss about the underlying values, goals modalities of curriculum transaction in the teacher education curriculum. It is also discussed about the factors responsible for curriculum transaction like understanding the contents, present intake, duration and the aptitude of the student teachers. The qualification of teaching staff is also considered for curriculum transaction.

The college follows the guiding principal for curriculum transaction to B.Ed & M.Ed students as proposed by NCF 2005 which are mainly to connect knowledge to life outside classrooms, addressing the concerns/challenges and present day's relevance, considering the constitutional values and issues of social justice, etc. The assignment and practicum parts are given stress for curriculum transaction in view of enriched learning of the concepts. In addition to that, the planning, review and transaction of the curriculum are addressed in the following ways:

1. Incorporating new courses has been added to the curriculum and being transacted to the B.Ed students.
2. Organizing need based and socially relevant programme like Awareness & sensitization towards 3rd Gender.
3. To provide firsthand experience to students by giving exposure to them to visit special schools for Blind, deaf and dumb, to learn sign language etc.
4. Sensitization of our students towards Child rights, incorporating child-friendly mechanism for safeguarding the interests of the child a every stage awareness to the POSCO Act, 2012.
5. Additional emphasis on ICT component in upgrading content and transaction of curriculum at different levels through continuous professional development on integrating technology with subject pedagogies.
6. Conducting activities like developing mentoring skills and communication skills of the students.
7. Also conducting Yoga classes, activities related to enhance environmental awareness etc.
8. Giving emphasis on art education, in this context, regular orientation on various forms of visual arts, like dancing, singing, drama etc.
9. Development of TLM and their showcasing the practices with reference to difference subjects

pedagogies.

10. Other initiative like 'Engagement with Community', 'Life Skill', 'Sajha Pahal', 'Zero Period' etc

In this ways, the diverse needs are addressed and incorporated in the curriculum transaction through a professional process of the continuous improvement of B.Ed & M.Ed students.

File Description	Document
Plan developed for the last completed academic year	View Document
Details of a. the procedure adopted including periodicity, kinds of activities, b. Communication of decisions to all concerned c. Kinds of issues discussed	View Document

1.1.2 At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the last completed academic year
1. Faculty of the institution 2. Head/Principal of the institution 3. Schools including Practice teaching schools 4. Employers 5. Experts 6. Students 7. Alumni

Response: B. Any 4 of the above

File Description	Document
Meeting notice and minutes of the meeting for in-house curriculum planning	View Document
Data as per Data Template	View Document

1.1.3 While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Programmes offered by the institution, which are stated and communicated to teachers and students through
1. Website of the Institution 2. Prospectus 3. Student induction programme 4. Orientation programme for teachers

Response: B. Any 3 of the above

File Description	Document
Report and photographs with caption and date of teacher orientation programmes	View Document
Report and photographs with caption and date of student induction programmes	View Document
Data as per Data Template	View Document
URL to the page on website where the PLOs and CLOs are listed	View Document

1.2 Academic Flexibility

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

Response: 100

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

2020-21	2019-20	2018-19	2017-18	2016-17
19	19	19	19	19

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

2020-21	2019-20	2018-19	2017-18	2016-17
19	19	19	19	19

File Description	Document
Data as per Data Template	View Document
Academic calendar showing time allotted for optional / electives / pedagogy courses	View Document

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

Response: 4.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	06	06	06	03

File Description	Document
Data as per Data Template	View Document
Brochure and course content along with CLOs of value-added courses	View Document

1.2.3 Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years**Response:** 70.5**1.2.3.1 Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	388	385	376	182

File Description	Document
List of the students enrolled in the value-added course as defined in 1.2.2	View Document

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

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

Response: D. Any 1 of the above

File Description	Document
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses	View Document
Data as per Data Template	View Document

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

Response: 2.07

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	39

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

1.3 Curriculum Enrichment

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

Response:

To be able to realize such expectations, College of Teacher Education (CTE), Raipur attempts to develop capacities in student teachers through a range of activities for enabling them on:

- View knowledge not as an external reality embedded in textbooks, but as constructed in the shared context of teaching-learning and personal experience.
- Appreciate the potential of productive work and hands-on experience as a pedagogic medium both inside and outside the classroom.
- possible ways of creating conducive conditions for learning,
- Differences among students in respect of the kind, pace and styles of learning.

- Analyze the curricular framework, policy implications and texts.
- Increase research practices reflectively and analytically
- Understanding the exclusion prevalent in schools; one is the exclusion of the child with disabilities and the second is the social exclusion of children
- Have a sound knowledge base and basic proficiency in language.
- Be receptive and constantly learning
- **In context of this, the students of the college are engaged by providing varied opportunities to them through practice and reflection (for example: Practicing Teaching Skills through ‘Micro Teaching’) which leads the students to able to apply procedural knowledge skills in new contexts and recognize their own critical thinking abilities.**
- **Procedural Knowledge includes opportunities for students to participate in thought-provoking activities. The B.Ed.& M.Ed. students of the college are being allowed to participate in curricular transaction through various interventions:**

1. Includes thought-provoking activity towards using innovative pedagogy by the teacher educators.

1. Allowing students to assess their level of understanding at different level of curricular delivery.

2. Encourages teacher trainees to participate in a class discussion, guided by the supervisors to determine the reasoning behind an explanation or to provide an alternative explanation for a phenomenon using open-ended questions for problem is presented and seeking appropriate solutions.

3. Encouraging students to work in small groups during classroom transaction.

- **Teacher education encompasses teaching skills, sound pedagogical theory and professional skills. Teacher Education = Teaching Skills + Pedagogical theory + Professional skills. Meaning and Nature of Teacher Education.**

- Assessment is an integral part of instruction, as it determines whether or not the goals of education are met in scholastic as well as co-scholastic areas. Techniques to assess co-curricular and extracurricular activities: Assessment techniques taught at B.Ed. / M.Ed. courses focus on assessment of scholastic areas and not co-scholastic areas. NCF 2005, NCF TE 2009, recognizes the importance of co-curricular and extra-curricular activities as critical to a child's overall development. Training teachers and TEs on assessment of co-curricular and extra-curricular areas will indeed help in assessing students' holistic development and enable teachers to adapt their teaching styles accordingly.

- The capabilities to extrapolate from what B.Ed. & M.Ed. trainee teachers have learnt and up to what extent they apply the acquired competencies, are continuously observed through the conduct of range of activities and assessment techniques used at B.Ed. / M.Ed. courses in the span of 4 semesters. The same reflection of learnt knowledge and skills are also observed time to time during the activities of alumni association of CTE Raipur.

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

Response:

1. The Trainees are acuminated with the draft Action Plan of the Institute for the next two year and they are told about their role in executing the Action Plan. A close watch is kept on the trainees whether there are performing their roles in accordance with the draft proposal of action plan.

2. As a matter of fact examinations are part and parcel of the teaching learning process. Different boards function in different ways in keeping with their needs and requirements they are supposed to catered to.

Even the functioning o various boards of school education varies distinctly, the trainees are acquainted with them.

Assessment systems are the real tool with the help of which education standards can be effective upgraded.

Norms and standards: - The trainees are given presentation highlighting the state wise variations of the functioning of the school education.

As far as international and comparative perspective are concerned with the limited resources institute utilizes expertees of local resources persons to give presentation enlightening students.

File Description	Document
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View Document

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

Response:

The efforts made by the institution to enable students to develop understanding of the interconnectedness of the various learning engagements and to make hem ready for the professional field are:

1. Teacher Educators during their teaching-learning process abstain from being biased and practice democracy among the student teachers among the student teachers.
2. Day starts with Morning prayers, followed by narration of a value based instance or story by student teachers values like social justice, equality of opportunity. This also develops the democratic freedom, tolerance and Communication skills of Student teachers & respect to all religions are inculcated in student teachers.
3. For the student teachers belonging to diverse background cultural activities with special emphasis on tribal and folk culture, debate, village camps are organized.
4. Group discussion encourages the Student teachers to think critically and also develops their reasoning ability.

5. Student teachers are encouraged to use library for extensive learning.
6. College has Wi-Fi campus Student teachers can use internet for updation of their knowledge regarding latest trends and researches in Education.
7. **Website** – The institution has its own website. www.cteraipur.org. Required information is updated from time to time which gives complete information about different training programs in B.Ed&M.Ed course and qualification and experience of faculty members and highlight the important program.
8. **ICT** – The student teachers use computer laboratory and prepare their lessons & take online classess power point presentation and transparencies for their practice teaching lessons.
9. Individual projects/group projects are assigned to the students to facilitate learning while doing.
10. M.Ed trainees do dissertation work on latest educational trends and issues.
11. Student teachers go to different schools for School internship & School observation program, where they deliver 40 lessons.
12. During School Internship Program Practice teaching Student teachers participate in all school activities and learn about them.
13. Psychology practical develops an understanding of student teachers regarding the behavior of children, their abilities and their individual differences.
14. Active learning methods are used by teacher educators for active participation of student teachers.
15. ICT integration - Teacher educator use ICT in classroom teaching learning process to increase its effectiveness. This reinforces and strengthens the student teachers interest and readiness.
16. Seminars are organized to ensure effectiveness of learning Questions are invited from student teachers after presentation and presentation turns into an open forum for raising questions and sharing views.
17. Workshops are organized for student teachers.

1. Braille

2. Sign Language

3. Life Skill

4. Value Education

5. Research Methodology

6. Language workshop

7. Third Gender

18. Microteaching technique is used for developing teaching skills in student teachers. A seminar on micro-teaching is organized to acquaint the student teachers with the concept of micro teaching.

File Description	Document
Documentary evidence in support of the claim	View Document

1.4 Feedback System

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

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

Response: C. Any 3 of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	View Document

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

Response: C. Feedback collected and analysed

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 92.7

File Description	Document
Document relating to Sanction of intake from University	View Document
Data as per Data Template	View Document
Approval letter of NCTE for intake for all programs	View Document

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

Response: 36.35

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

2020-21	2019-20	2018-19	2017-18	2016-17
152	146	150	142	146

File Description	Document
Data as per Data Template	View Document

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

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

2.2 Honoring Student Diversity

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

Response:

Once the trainees are admitted the session begins and base line survey is conducted, which includes Hindi, English, Computer, Child development, Psychology, Teacher Aptitude Assessment in learning.

Understanding level of trainees regarding pedagogy as the subject is evaluated, through question papers which comprise multiple choice questions.

Every section of the question paper is evaluated then on the basis of section wise analysis of the students score their learning needs are determined.

Then the general orientation programme is organized where in concerning subject experts enlighten them time to time.

File Description	Document
The documents showing the performance of students at the entry level	View Document

2.2.2 Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through 1. Mentoring / Academic Counselling 2. Peer Feedback / Tutoring 3. Remedial Learning Engagement 4. Learning Enhancement / Enrichment inputs 5. Collaborative tasks 6. Assistive Devices and Adaptive Structures (for the differently abled) 7. Multilingual interactions and inputs

Response: E. Any 1 or none of the above

File Description	Document
Reports with seal and signature of Principal	View Document
Data as per Data Template	View Document

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

Response: As an institutionalized activity in accordance with learner needs

2.2.4 Student-Mentor ratio for the last completed academic year**Response:** 17:1**2.2.4.1 Number of mentors in the Institution**

Response: 20

File Description	Document
Data as per Data Template	View Document

2.3 Teaching- Learning Process

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

Response:

Experiential Learning- During the teaching in the classroom, the teacher and the student are face to face and the learning difficulties of the students are removed through the interaction and the teacher uses various methods to give the best knowledge to his students. He tries his best so that the student can understand the topic. Various approaches are adopted by the college teachers for teaching-learning in which problem on translation its solution, village teaching, brainstorming online mode etc is prominent.

Experiential learning is defined as a process in which knowledge is created through the transfer of experience. Knowledge arises as a result of the assimilation of experiences and their transformation. This theory emphasizes the central role of experience in the learning process. Experiential learning is well used in the college.

Co-curricular Learning- It plays an important role in making learning interesting and enjoyable.

Problem solving methods- The use of this method develops thinking, contemplating and decision making power as well as develops scientific attitude. The use of this method develops the ability to solve problems. Therefore, problem solving method is used by college teachers in various teaching methods.

Brain Storming- Through this method, the mind of the children is activated and stimulated or problem solving. New ideas and original ideas come through the upheaval in the mind.

Online mode of Education- Even in the time of COVID-19 Pandemic, the college continued its classes of B.Ed & M.Ed through online mode of Education. We completed the course. Students from different places connected with their class, changing this challenging time into an opportunity.

Focused Group Discussion- The discussion done by a group to solve a research problem is called focused group discussion or centralized group discussion. The focused group discussion is done under Media, Humanities and Social Science. It is a part of participatory research. In CTE, for focused group discussion M.Ed & B.Ed trainees is given subject based works for ex. focused group discussion on seminar of

"Gujjubhai ds fnokLoiu"

Learning is an all time and universally occurring process which occurs not only psychologically but also socially. Due to this Covid-19 Pandemic the teaching-learning process of our institution was conducted through online mode for the academic year 2020-21. Hence, the faculty members of the institution had accomplished experiential learning, participative learning, problem solving, methodologies, brain storming, focused group discussion etc, in online mode itself.

Our institution even adopted internship programme of B.Ed 3rd semester through online mode [virtual internship] successfully. It instilled techno-pedagogical skills among student-teachers. More so, they should have the techno-pedagogical expertise for imparting education in technology based environment like online teaching.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	View Document

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

Response: 26.32

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

2020-21	2019-20	2018-19	2017-18	2016-17
21	3	2	2	2

File Description	Document
Data as per Data Template	View Document

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

Response: 100

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

Response: 341

File Description	Document
Programme wise list of students using ICT support	View Document
Documentary evidence in support of the claim	View Document
Data as per Data Template	View Document

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

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

Response: A. Any 4 or more of the above

File Description	Document
Data as per Data Template	View Document

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

Response:

300 Students of B.Ed and 100 Students of M.Ed are trained every year in Govt. College of Teacher Education.

They have some personal, education and psychological or other problem which they cannot share with everyone

and due to these problems many times their training remains incomplete. Therefore, this practice has started to

make direct communication to students and solve their problems at their level. Objectives: • Removing problems

and difficulties by counseling the student teacher individually that they can complete their training without difficulty. • Knowing the problems of the student teachers and trying then out. • Provide help to overcome the

shortcoming of students. • Knowing their talents in various fields of student teachers and helping them to refine

them. • Establish emotional connection with the student teachers so that they can communicate with their problem without any hesitation. Description: The Work of mentoring started at various following stages. a. First

the principal of the college encouraged them to work in this direction for the all round development of student

teachers and direct contact with each student teachers. After this meeting with all the faculty members discussed

various aspect of this mentoring process. b. After discussion with the principal and faculty members, a workshop was organized to formulate effective mentoring in which teacher and principal of different college and schools were included. This process has done in 3 steps. Time limit was determined under the support resources for the implementation of mentoring. Determine the role of mentor and mentees. Suggestions of student teachers were also invited. Based on all these process the module has been create. c. The faculty members of the college were also trained for mentoring objectives importance, planning, schedule, Role of mentor and mentees through audiovideo material. Their suggestions have also taken after discussion. d. All the trainees of B.Ed and M.Ed can be equally divided among faculty members for the implementation of this best practice, and each faculty member is direct form the training under his own. For this practice every Friday time from 3:30 to 4:30 was ensured. And all faculty members will submit their report related to their trainees on Saturday. In addition to this 1 hour, student teachers can also contact the mentor either directly through mobile in special circumstances. Any barrier and strategies for overcome these barriers. Effect of Best Practice: Organizing the mentoring process seemed to be useful and interesting somewhere to the student teachers. Student teachers openly share their problems before their mentor and look forward to meeting their expectation. Effort has been made by mentees with the help of mentors to remove their vulnerabilities. Teacher student has started work on communication skills and fear of stage with the help of their mentors. Student teachers were seen expressing their thoughts independently without any fear, it seems to be the great effect of mentoring process.

File Description	Document
Documentary evidence in support of the claim	View Document

2.3.6 Institution provides exposure to students about recent developments in the field of education through 1. Special lectures by experts 2. 'Book reading' & discussion on it 3. Discussion on recent policies & regulations 4. Teacher presented seminars for benefit of teachers & students 5. Use of media for various aspects of education 6. Discussions showcasing the linkages of various contexts of education- from local to regional to national to global

Response: B. Any 4 of the above

File Description	Document
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	View Document
Data as per Data Template	View Document

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

Response:

- Sign language training workshop was conducted in college under which what kind of skills would be required for the inclusion of students with special needs in school were taught. From 21-01-2020 to 25-01-2020 M.Ed students were given chance to teach students with special needs under this, during the school experience program, M.Ed students were prepared for all the challenges and awareness of all the students (inclusive) and they were made able to communicate with the learning impaired children.
- This workshop generated a sense of concern and empathy in M.Ed students towards the students with special needs and they become sensitive towards blind people, a 4day "Braille script Training workshop " was organized in the college for M.Ed students. The aim of this workshop was to solve all the problems faced by blind people in reading-learning process. The Knowledge of Braille script is essential for blind people. Along with this, teachers must also have knowledge of Braille script for conducting inclusive classes.
- For the fulfillment of the objective, this workshop was organized in college. In this workshop students were introduced with categories of Braille script and techniques of teaching visually impaired. They were also informed about the ways to create a barrier-free environment in public places for visually impaired other information was also shared to M.Ed students to enable them to deal with all the challenges faced by such students. This workshop will prove to be helpful in providing inclusive education and will develop a sense of concern and sensitivity among M.Ed students towards visually impaired children.

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

2.4 Competency and Skill Development

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

1. Organizing Learning (lesson plan)
2. Developing Teaching Competencies

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

Response: B. Any 6 or 7 of the above

File Description	Document
Documentary evidence in support of the selected response/s	View Document
Data as per Data Template	View Document

2.4.2 Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as 1. Formulating learning objectives 2. Content mapping 3. Lesson planning/ Individualized Education Plans (IEP) 4. Identifying varied student abilities 5. Dealing with student diversity in classrooms 6. Visualising differential learning activities according to student needs 7. Addressing inclusiveness 8. Assessing student learning 9. Mobilizing relevant and varied learning resources 10. Evolving ICT based learning situations 11. Exposure to Braille /Indian languages /Community engagement

Response: D. Any 2 or 3 of the above

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

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

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

Response: C. Any 2 of the above

File Description	Document
Details of the activities carried out during last completed academic year in respect of each response indicated	View Document
Data as per Data Template	View Document

2.4.4 Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses

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

Response: D. Any 1 of the above

File Description	Document
Samples prepared by students for each indicated assessment tool	View Document
Data as per Data Template	View Document

2.4.5 Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of 1. Preparation of lesson plans 2. Developing assessment tools for both online and offline learning 3. Effective use of social media/learning apps/adaptive devices for learning 4. Identifying and selecting/ developing online learning resources 5. Evolving learning sequences (learning activities) for online as well as face to face situations

Response: E. Any 1 or none of the above

File Description	Document
Documentary evidence in respect of each response selected	View Document
Data as per Data Template	View Document

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

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

5.Executing/conducting the event**Response:** B. Any 4 of the above

File Description	Document
Report of the events organized	View Document
Photographs with caption and date wherever possible	View Document
Data as per Data Template	View Document

2.4.7 A variety of assignments given and assessed for theory courses through

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

Response: D. Any 1 of the above

File Description	Document
Samples of assessed assignments for theory courses of different programmes	View Document
Data as per Data Template	View Document

2.4.8 Internship programme is systematically planned with necessary preparedness..**Response:**

In our esteemed institution, this internship program provides an opportunity to our pupil teachers to link the educational theory and pedagogical concepts with their practice in lab-schools, on the one hand, and on the other to test the validity of the theoretical propositions in actual school settings.

A meeting is usually held in principal's room for each year's school internship program. In the meeting the issue of school selection, orientation of lab-school principals and teachers, lesson planning and micro-teaching are discussed. The issue of orientation for pupil-teachers is also discussed minutely.

Thereafter, orientation program of the concerned lab-school principals and teachers is organized, which is followed by the vital orientation of pupil-teachers. College professors are appointed as supervisors for each lab school who bears the responsibilities of smooth conduction of internship. During the internship pupil-teacher interact with mentors and get inspired for pedagogical transaction and brush-up there teaching skills. They Wright there experience in a reflective diary and get rich experiences of entire school activities.

File Description	Document
Documentary evidence in support of the claim	View Document

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

Response: 1.72

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

Response: 114

File Description	Document
Plan of teacher engagement in school internship	View Document
Data as per Data Template	View Document

2.4.10 Nature of internee engagement during internship consists of

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

Response: A. Any 8 or more of the above

File Description	Document
School-wise internship reports showing student engagement in activities claimed	View Document
Data as per Data Template	View Document

2.4.11 Institution adopts effective monitoring mechanisms during internship programme.

Response:

Our institution adopts effective monitoring mechanisms during internship program. All the faculty members of the college are assigned with the responsibility of supervising the interns. The role of supervisor is threefold: to advise the pupil-teachers, monitor their academic progress and act as a mentor.

They not only provide guidance, instructions and encouragement in the teaching activities of pupil-teachers but also take part in the evaluation of pupil-teachers' progress, performance and navigation through the requirements of their academics program with the goal to ensure that our pupil-teachers are successful.

Every year, after appointment as supervisor, each faculty goes to the assigned schools observers classroom transactions convenes meetings with pupil- teachers along with their mentor and discusses in detail various aspects of the classroom transaction. Later on, he/she submits his/her feedback in a format developed by the college, to the Head, of the deptt. B.ED. This includes the following aspects:-

- 1.The relationship between mentor and student - teachers.
- 2.Setting arrangements for student - teachers.
- 3.Brief description of the day's activities during the inspection date
- 4.Brief tip of discussion with the mentor.
- 5.Suggestions given to the student - teachers.
- 6.Details if there, of the obstacles at the local level in the conduct of the internship program.
- 7.What steps can be taken by the college/lab school to remove the obstacles.

As far as, the role of mentors is concerned they provide guidance, advice, feedback and support to the pupil-teachers serving variously as role model, counselor, advisor depending on the specific goal and objectives negotiated with the mentee. The role of mentors includes the following aspects :-

- 1.Under the internship program after discussing with supervisor mentors help the trainees for keen observation and teaching program with responsibilities.
- 2.To explain the lesson's concepts of teaching to the trainees which they have to deliver in the classroom situation.
- 3.To provide feedback on the teaching method employed and the teaching materials used.
- 4.To encourage to the trainee for innovation in various units and help in the selection of new scheme and suitable course materials.
- 5.To assist in understanding what activities are to be done with children in which part of the curriculum.
- 6.Continuous discussion with the supervisor on the progress of the trainee and other topics.
- 7.To provide opportunities to the trainee to participate in all the curricular and co - curricular activities of the school from morning assembly till the end.

Finally the role of principals of the lab schools in internship is quite significant . The role is defined as under :-

- 1.To allow and motivate the trainees to participate and contribute in all the activities of the school like morning assembly, cultural activities, PTA meetings, sports, inter school competitions etc.
- 2.To provide quick solution to the problem and difficulties of the students teachers.
- 3.To participate in the assessment of teacher performance.
- 4.To organize meetings with mentors and other subject teachers so that all the teachers of the school are ready for the internship program.
- 5.To depute mentors to attend orientation program concerning internship in CTE. This monitoring mechanism ensures optimal impact of internship.

File Description	Document
Documentary evidence in support of the response	View Document

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

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

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

Response: B. Any 4 of the above

File Description	Document
Two filled in sample observation formats for each of the claimed assessors	View Document

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

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

Response: C. Any 3 of the above

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

2.5 Teacher Profile and Quality

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

Response: 85.71

File Description	Document
Data as per Data Template	View Document

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

Response: 26.32

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

Response: 06

File Description	Document
Data as per Data Template	View Document

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

Response: 1.09

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

Response: 25

2.5.4 Teachers put-forth efforts to keep themselves updated professionally through

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

Response:

The teaching learning process is aligned with PLOs and CLOs. The teaching learning process develops skills and competencies in teachers. Understanding of concepts of education pedagogical knowledge, curriculum knowledge and professional development of student teachers is given priority during teaching learning process. Various philosophical perspectives are developed in the student teachers. Inclusiveness and ability to innovate is cultivated among the students teachers and understanding of socio cultural environment and overall environment of students to meet the challenges in education is developed. Skills to incorporate ICT in teaching learning process are developed through rigorous ICT trainings. Thus the college aims at holistic development of student teachers.

2.6 Evaluation Process

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

Response:

In any institution unit tests are very important and are recognized for their benefits they can bring to the learning experiences of students. Unit test is a key tool in tracking students performance, progress and ensuring that they are getting the most out of their programme. In our institute, Govt. college of Education, Raipur the progress of performance of students is tracked through unit tests. Unit Tests are organized weekly. Teacher educators evaluate student teachers understanding regarding the concepts with the help of explanations answers given in unit test. With the help of unit tests teachers are able to identify the needs of the students and direct them towards their objectives or educational goal. With the help of tests teacher can find out the difficulties faced by student teachers in their subjects and courses. Unit test provides feedback to teacher educators which help teacher educators in replanning and changing their methods of teaching. With the help of Unit test teacher shows students anonymous strong and weak examples of the kind of product or performance they are expected guide to determine which one is better and why. With the help of unit tests students clarify their understanding and knowledge. The process is carried out in a supportive environment which allows learners to test, create, innovate and challenge without the pressure of summative grading. Unit test helps student teachers to track their progress and keep them engaged in their own learning. It gives students a list of the learning targets they are responsible for mastering written in student friendly language. Teacher educators give feedback to student teachers about their scores of tests and use feedback to learn how to self assess and set goals, they increase ownership of their own Success. In this type of assessment environment, teacher educators

and student teachers collaborate in an ongoing process using assessment information to improve rather than judge learning. Unit tests prepare students for final (annual exams) exams by removing the fear and familiarizing them with the tools of assessment technique. The greatest value of unit tests lies in teacher educators and student teachers making use of results to improve real time teaching and learning at every turn.

File Description	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View Document

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

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

Response: C. Any 2 of the above

2.6.3 Mechanism for grievance redressal related to examination is operationally effective

Response:

Till date we have not received any complaint related to the examination form the B.Ed. and M.Ed. Students. A committee has been formed by the examination cell who work after all the matters, And try to solve the problem related to the student and examination. If there any problems occur instantly. We personally meet with the concerning authorities or do correspondence. With the concerning men regarding this problem. The examination in-charge of this college personally take care of the various problem of the student. And immediately take necessary and adequate action for solving the Problem. For solving the, Existed problem we personally used to go to the university and meet with the concerning authorities and try to solve the problems related to the examination. Therefore, we have not received any grievance letter from the student till date. Generally we face the following problem related to the student an examination.

1. Allotment of enrollment number from university.
2. Online submission of semester examination form.
3. To register the detailed description of a student in the university portal.
4. Correction of the worksheet.
5. To facilitate the differentially abled students according to the university rule.
6. To work proper Arrangements for the. A.T.K.T.Hold student to get into next exams.

All the above mentioned problems are being resolved by us in very quick manner.

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

Response:

In any institution unit tests are very important and are recognized for their benefits they can bring to the learning experiences of students. Unit test is a key tool in tracking students performance, progress and ensuring that they are getting the most out of their programme. In our institute, Govt. college of Education, Raipur the progress of performance of students is tracked through unit tests. Unit Tests are organized weekly. Teacher educators evaluate student teachers understanding regarding the concepts with the help of explanations answers given in unit test. With the help of unit tests teachers are able to identify the needs of the students and direct them towards their objectives or educational goal. With the help of tests teacher can find out the difficulties faced by student teachers in their subjects and courses. Unit test provides feedback to teacher educators which help teacher educators in replanning and changing their methods of teaching. With the help of Unit test teacher shows students anonymous strong and weak examples of the kind of product or performance they are expected guide to determine which one is better and why. With the help of unit tests students clarify their understanding and knowledge. The process is carried out in a supportive environment which allows learners to test, create, innovate and challenge without the pressure of summative grading. Unit test helps student teachers to track their progress and keep them engaged in their own learning. It gives students a list of the learning targets they are responsible for mastering written in student friendly language. Teacher educators give feedback to student teachers about their scores of tests and use feedback to learn how to self assess and set goals, they increase ownership of their own success. In this type of assessment environment, teacher educators and student teachers collaborate in an ongoing process using assessment information to improve rather than judge learning. Unit tests prepare students for final (annual exams) exams by removing the fear and familiarizing them with the tools of assessment technique. The greatest value of unit tests lies in teacher educators and student teachers making use of results to improve real time teaching and learning at every turn.

File Description	Document
Academic calendar of the Institution with seal and signature of the Principal	View Document

2.7 Student Performance and Learning Outcomes

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

Response:

The teaching learning process is aligned with PLOs and CLOs. The teaching learning process develops skills and competencies in teachers. Understanding of concepts of education pedagogical knowledge, curriculum knowledge and professional development of student teachers is given priority during teaching learning process. Various philosophical perspectives are developed in the student teachers. Inclusiveness and ability to innovate is cultivated among the students teachers and understanding of socio cultural environment and overall environment of students to meet the challenges in education is developed. Skills to incorporate ICT in teaching learning process are developed through rigorous ICT trainings. Thus the college aims at holistic development of student teachers.

2.7.2 Average pass percentage of students during the last five years

Response: 100

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

2020-21	2019-20	2018-19	2017-18	2016-17
196	198	194	185	193

File Description	Document
Data as per Data Template	View Document

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

Response:

The teaching learning process is aligned with PLOs and CLOs. The teaching learning process develops skills and competencies in teachers. Understanding of concepts of education pedagogical knowledge, curriculum knowledge and professional development of student teachers is given priority

during teaching learning process. Various philosophical perspectives are developed in the student teachers. Inclusiveness and ability to innovate is cultivated among the students teachers and understanding of socio cultural environment and overall environment of students to meet the challenges in education is developed. Skills to incorporate ICT in teaching learning process are developed through rigorous ICT trainings. Thus the college aims at holistic development of student teachers.

2.7.4 Performance of outgoing students in internal assessment

Response: 97.45

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

Response: 191

File Description	Document
Data as per Data template	View Document

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

Response:

Constant assessment of the learners is an integral part of teaching learning phenomenon. Since teaching is an uninterrupted process it has to be monitored very closely and needs to be shaped in accordance with the need of the students. For this a framed calendar with time schedule is prepared and is periodically reviewed.

It is always very important to note the starting point assessment of the students prior putting them on learning launch pad and a close watch through assessment is to be kept for registering the changes in the performance of students.

When announced that remedial class would be conducted for those interested in B.Ed, 1 out of 100 enrolled students in the class expressed their desire to be part of the proposed remedial classes.

The students were given the proposed program calendar, which had been designed as follows-

1. Unit Test No. 1 – Second week of October
2. Unit Test No. 2 – First week of December
3. Unit Test No. 3 – Third week of January
4. Unit Test No. 4 – First week of March
5. Unit Test No. 5 – First week of May

After having conducted the entire test it was observed that all the candidates responded very well and their performance report marked by a gradual increase.

To sum up this was the strategy and the outcome was very useful. In addressing weakness of the students in their relative subjects.

File Description	Document
Documentary evidence in respect to claim	View Document

2.8 Student Satisfaction Survey

2.8.1 Online student satisfaction survey regarding teaching learning process

Response: 3.26

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

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

Response: 2

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	07	0	03

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

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

Response: 24000

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	93000	0	27000

File Description	Document
Sanction letter from the funding agency	View Document

3.1.3 In-house support is provided by the institution to teachers for research purposes during the last five years in the form of: 1.Seed money for doctoral studies / research projects 2. Granting study leave for research field work 3. Undertaking appraisals of institutional functioning and documentation 4. Facilitating research by providing organizational supports 5. Organizing research circle / internal seminar / interactive session on research

Response: D. Any 1 of the above

File Description	Document
Sanction letters of award of incentives	View Document
Documentary proof for each of the claims	View Document
Data as per Data Template	View Document

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

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

Response: C. Any 2 of the above

File Description	Document
Reports of innovations tried out and ideas incubated	View Document

3.2 Research Publications

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

Response: 0.18

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

2020-21	2019-20	2018-19	2017-18	2016-17
4	0	0	0	0

File Description	Document
First page of the article/journals with seal and signature of the Principal	View Document
Data as per Data Template	View Document

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

Response: 0**3.2.2.1 Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

3.3 Outreach Activities**3.3.1 Average number of outreach activities organized by the institution during the last five years..****Response: 8.6****3.3.1.1 Total number of outreach activities organized by the institution during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
8	10	12	09	04

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

3.3.2 Percentage of students participating in outreach activities organized by the institution during the last five years**Response: 81.94****3.3.2.1 Number of students participating in outreach activities organized by the institution during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	399	391	377	380

File Description	Document
Report of each outreach activity with seal and signature of the Principal	View Document

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

Response: 66.53

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	380	119	377	380

File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	View Document
Data as per Data Template	View Document

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

Response:

Our college **CTE Shankar Nagar Raipur** had organised third gender workshop many time in the year 2016-17. It had been organised on 10/04/2018, 29/09/2018 and 09/09/2019 by our college. Students participated in large number in this workshop.

Aims of this third gender workshop was to make the student sensitive for the third gender to make them capable to understand the problems of third gender people in our society. To make the students understand the body texture of people of third gender. To make them enable to understand deeply the emotion of third gender people.

It is our duty to connect the community of third gender with our society. Our students understood the

inner conflicts of the people and third gender. They also are capable of solving the problem of third gender gender.

All the students and faculty members of our academic institution participated in this educational workshop. All the students and staff member Co-operated to make this workshop successful. Student talked face to face with third gender people. they got the opportunity to understand mental status of the third gender people.

School or educational institutions are the cornerstone of a new society, if the gap between female, male or third gender can be eliminated in student life, then social inclusion of third gender will help. If we take them with us in our daily life, discuss their positive effects and cooperation, share the success stories of third gender persons and reaching service positions to the children, then it is possible that the new generation will be able to reduce this inequality,

Third gender community is such a community, which is not able to find its existence even after being present in the middle of the society! A person with disability or serious illness is also adopted by the family, the alcoholic or drug addict is also not spared, their service and convenience is taken care of, but these third gender persons born due to genetic predisposition Doesn't even adopt his own family! On the basis of baseless misconceptions, the family also abandons them by giving them a stigma like analogy!

Where on the one hand their family does not support, the society keeps on snatching their right to life by providing them with humiliation, disdain and frustration. Due to economic inability, social neglect, lack of education, etc., they choose work like begging and prostitution.

Neither mental development nor physical development is possible in neglected environment. If they are given an uninterrupted environment with social acceptance and encouragement, then even the third gender can set records like women and men, for which the first effort.

Folkism and fabricated stories have created an atmosphere full of hatred and delusions towards third gender, while the description of their beautiful character is also visible in the texts, but the social point of view is more dominated by misleading stories than logic and interpretation at the school level.

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

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

Response: 0**3.3.4.1 Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

3.4 Collaboration and Linkages**3.4.1 Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years****Response: 0****3.4.1.1 Number of linkages for faculty exchange, student exchange, research etc. during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

3.4.2 Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years**Response: 0****3.4.2.1 Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years**

File Description	Document
Data as per Data Template	View Document

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

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

Response: D. Any 1 or 2 of the above

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The institution ensures adequate availability and optimal utilization of physical infrastructure as it is critically linked to the vision of the college – “to create an environment of excellence in education” through technologically advanced pedagogical tools.

At the beginning of the academic year need-assessment for replacement/up-gradation/addition of the existing infrastructure is carried out based on the suggestions from staff members, Heads of the departments, lab technicians and system administrator after reviewing course requirement and also student's grievances. The time table committee plans ahead for all requirements regarding classrooms, laboratories, furniture and other equipment's.

Optimal development of infrastructure is ensured through conducting workshops/ awareness programs/ training programs for faculty on the use of new technologies.

Effective utilization of infrastructure is ensured through appointment of adequate and well qualified teaching staff.

The optimal utilization is ensured through encouraging innovative teaching-learning practices.

The available physical infrastructure is optimally utilized beyond regular college hours to conduct co-curricular activities/extra-curricular activities, Parents meeting, meetings, seminars, conferences etc.

File Description	Document
List of physical facilities available for teaching learning	View Document

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

Response: 12.5

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

Response: 02

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

Response: 16

File Description	Document
Data as per Data Template	View Document

4.1.3 Percentage of expenditure excluding salary for infrastructure augmentation during the last five years (INR in lakhs)

Response: 47.77

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

2020-21	2019-20	2018-19	2017-18	2016-17
3.32596	1.56019	3.52535	2.02105	2.07950

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View Document
Data as per Data Template	View Document

4.2 Library as a Learning Resource

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

Response:

A system has been installed since 2014 which provides the facility of location searching system, book issue with fixed dates, issuing of library cards and barcodes of books can also be found.

The books are issued with the help of barcode and also within a fixed period they are being returned to the library. Besides that, the record of the issued book by the students and faculty member is also being kept into the system. With the help of this system, the number of books being issued to a student of a particular time is also scheduled.

This software has prepared by shubhtech, Raipur, this Library software is freely available. With this software, the previous details of a student can also be found by using the barcode reader. The barcode reader is used for reading the library card of each student, also the details of the book are displayed with the help of barcode reader therefore all the details of books and students are easily discovered which it easier for issuing the book.

File Description	Document
Bill for augmentation of library signed by the Principal	View Document

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

Response:

To avail the faculty members and students for read more and more online books at any given time and place, the college has taken the membership of INFLIBNET, the membership fees of INFLIBNET is renewed every year.

The faculty members and students have been provided personal login id and passwords so that they can login to the app anywhere from their mobile, laptop of computers

No. of Books – 1,32,885+

No. of Journals – 6500+

With the help of this software, the students and faculty members become capable of learning topics of their interest on their phones or personal computers, this facility can't be obtained from manually. With this technology, the problems occur in the maintenance of the books are resolved. It also provides the facility to read books from different universities of the world.

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

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

Response: C. Any 2 of the above

File Description	Document
Receipts of subscription /membership to e-resources	View Document
E-copy of the letter of subscription /member ship in the name of institution	View Document
Data as per Data template	View Document

4.2.4 Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)**Response:** 0.53**4.2.3.1 Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
0.09000	0.08532	0.74310	0.91721	0.82463

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

4.2.5 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year**Response:** 1.36**4.2.5.1 Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year****Response:** 102**4.2.5.2 Number of teachers and students using library for Month 2 (not less than 20 working days) during the last completed academic year****Response:** 68**4.2.5.3 Number of teachers and students using library for Month 3 (not less than 20 working days) during the last completed academic year****Response:** 95**4.2.5.4 Number of teachers and students using library for Month 4 (not less than 20 working days) during the last completed academic year.****Response:** 119**4.2.5.5 Number of teachers and students using library for Month 5 (not less than 20 working days) during the last completed academic year.**

Response: 110

File Description	Document
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the last completed academic year with seal and signature of both the librarian and principal	View Document
Any other relevant information	View Document

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

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

Response: C. Any 2 of the above

File Description	Document
Data as per Data Template	View Document

4.3 ICT Infrastructure

4.3.1 Institution updates its ICT facilities including Wi-Fi

Response:

College is continuously updating its ICT facilities. College purchased computer system desktop system, printers, projectors etc. The facilities regarding online classes like projectors, camera, Microphone, headphones, sound system, etc. SCERT has also provided 15 computer systems to the college. In addition to that, college has a dedicated optical fiber line through NIC for internet connectivity and Wi-Fi facilities. The ICT facilities are being used extensively by both faculty and students for enhanced teaching-learning process in both B.Ed and M.Ed courses. The social media is also being used for teaching and learning purpose.

College has also scheme of computer course introduced for the students of both B.Ed and M.Ed. College offers knowledge and skills related to ICT under zero periods are described below.

The areas like fundamentals of computers, operating system, word processing, presenting software MS Power point and computational software MS Excel are covered under ICT course in zero periods. The

computer communication like basic of computer, introduction to internet and its applications are also included. Students are asked to use any search engine and download the relevant academic materials, using email id and related activities. They are facilitated hands on in computer lab, and given practical and assignment for mastering in operating computer for academic purposes.

File Description	Document
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	View Document

4.3.2 Student – Computer ratio for last completed academic year

Response: 11:1

File Description	Document
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View Document
Data as per Data Template	View Document

4.3.3 Internet bandwidth available in the institution

Response: 2

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

Response: 02

File Description	Document
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	View Document

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

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

Response: D. Any 1 of the above

File Description	Document
Data as per Data Template	View Document

4.4 Maintenance of Campus and Infrastructure

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

Response: 73.63

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

2020-21	2019-20	2018-19	2017-18	2016-17
2.30532	3.60564	5.71588	3.91440	3.74163

File Description	Document
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View Document
Data as per Data Template	View Document

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

Response:

- The college has maintenance committee that oversees the maintenance of buildings classrooms and laboratories.
- The maintenance committee is headed by the cell head who in turn monitors the work of the link-officer, cell members and non teaching staff members at the next level. The link officer conducts periodic checks to ensure the efficiency working condition of the infrastructure.
- Adequate house staff is employed to meticulously maintain hygiene cleanliness and infrastructure on the campus so as to provide congenial learning environment classrooms, staffrooms, seminar halls and laboratories, etc are cleaned and maintained regularly by Non-teaching staff assigned for each floor. Washroom and restroom are well maintained. Dustbins are placed in every floor. The green corner of the campus is well maintained by a full time gardener.
- Optimum working condition of all properties/ equipment on the campus is ensured through annual maintenance contracts which include maintenance of CCTV cameras & water purifiers. Apart from contract workers, the college called upon the electrician and plumber, according to their need.
- Parking facility is well organized.
- The campus maintenance is monitored through surveillance cameras.

- Every department maintains a stock register for the available equipment.
- The maintenance of infrastructure facilities and civil work is adequately monitored by the officers and his team of PWD department.
- Pest control of library books and records is done every year by the maintenance department.
- Periodic reporting on requirements of repair and maintenance are submitted by the HODS to the cell head. The requirements are collectively produced in every semester break so as to keep things ready for the new semester.
- House keeping services are regularly executed and monitored.
- Girl's washroom has sanitary vending machine and is based on considering the inclusive education norms for speciallyabled.

NAAC

Criterion 5 - Student Support and Progression

5.1 Student Support

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

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

Response: C. Any 2 or 3 of the above

File Description	Document
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View Document
Data as per Data Template	View Document

5.1.2 Available student support facilities in the institution are:

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

Response: C. Any 6 of the above

File Description	Document
Geo-tagged photographs	View Document

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

- 1. Institution has guidelines regarding redressal mechanism approved by appropriate**

statutory/regulatory bodies

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

Response: E. Any 1 or none of the above

File Description	Document
Data as per Data Template for the applicable options	View Document

5.1.4 Institution provides additional support to needy students in several ways such as: 1. Monetary help from external sources such as banks 2. Outside accommodation on reasonable rent on shared or individual basis 3. Dean student welfare is appointed and takes care of student welfare 4. Placement Officer is appointed and takes care of the Placement Cell 5. Concession in tuition fees/hostel fees 6. Group insurance (Health/Accident)

Response: D. Any 1 of the above

File Description	Document
Data as per Data template	View Document

5.2 Student Progression

5.2.1 Percentage of placement of students as teachers/teacher educators

Response: 6

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	11	20	27

File Description	Document
Data as per Data Template	View Document
Appointment letters of 10% graduates for each year	View Document
Annual reports of Placement Cell for five years	View Document

5.2.2 Percentage of student progression to higher education during the last completed academic year**Response:** 0**5.2.2.1 Number of outgoing students progressing from Bachelor to PG.****5.2.2.2 Number of outgoing students progressing from PG to M.Phil.****5.2.2.3 Number of outgoing students progressing from PG / M.Phil to Ph.D.**

File Description	Document
Data as per Data Template	View Document

5.2.3 Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)**Response:** 0.62**5.2.3.1 Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	6	0	0

File Description	Document
Data as per Data Template	View Document

5.3 Student Participation and Activities**5.3.1 Student council is active and plays a proactive role in the institutional functioning****Response:**

The college has a student council. The council has specified the election/selection for different posts. The posts are :-

1. President
2. Vice President
3. Secretary
4. Literary Secretary
5. Cultural Secretary
6. Games and Sports Secretary
7. Two class representative for B.Ed

(one for male and one for female Student teacher)

1. Two class representative for M.Ed

(one for male and one for female Student teacher)

Two class representatives for B.Ed and M.Ed one for male student teachers and one for female student teachers.

1. Maintenance of College discipline.
2. Beautification of college campus.
3. Helps in organization of cultural program, games, sports and prize distribution ceremony.

Some of the committee in which student teachers representation has been provided are:

1. Editorial Board of Magazine Representatives of student teachers are in editorial board of magazine, they collect the articles/poems written by pupil teachers and help in editing the articles before submitting to the editor. Efforts are made by students in improving and designing the magazine.

2. Library Committee The literary secretary is the representative of the student teachers in Library committee.

The student teachers representative communicates the rules and facilities available in the library to student teachers. Being representative he puts the needs/demands of the student teachers in front of the committee for their welfare.

3. Sports Committee the committee looks after the matters related to Sports.

4. Discipline Committee this committee makes sure that routine activities are running in proper way and students are in discipline.

5. Literary Committee the members of this committee look after literary activities of the college.

File Description	Document
List of students represented on different bodies of the Institution signed by the Principal	View Document
Copy of constitution of student council signed by the Principal	View Document

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

Response: 13.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	9	19	19	19

File Description	Document
Reports of the events along with the photographs with captions and dates	View Document
Data as per Data Template	View Document
Copy of circular / brochure indicating such kind of events	View Document

5.4 Alumni Engagement

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

Response:

- To provide academic support to trainees of college of education.
- To conduct various activities for encouraging educational innovations.
- To conduct seminars and invite experts related to educational field for finding solution to the educational problems.
- Essential support is provided to encourage educational quality.
- To make educational training program interesting and to prepare good master trainees.
- To develop better educational environment by making core team of efficient trainees.
- To encourage educational researches.
- To conduct new experimental educational activities.
- To provide job opportunities to the B.Ed and M.Ed passed trainees of the college.

They also play a significant role in contributing examination fees to underprivileged students. Alumni network has a real life benefit for current students. Alumni also donate their valuable time to offer carrier support to current students.

Talented Alumni will likely have a wealth of experience and skill to share with current students via talks and meets.

1. TLM Workshop: Alumni Association has conducted workshops on Teaching Learning Materials for B.Ed and M.Ed trainees. Trainees were actively participated in the workshop and familiar themselves with experiential learning. They have also understand various concepts explained through concepts explained through TLM activities.
2. Alumni Association had sponsored underprivileged B.Ed and M.Ed students by supporting their examination fees.

File Description	Document
Certificate of registration of Alumni Association, if registered	View Document

5.4.2 Alumni has an active role in the regular institutional functioning such as 1. Motivating the freshly enrolled students 2. Involvement in the in-house curriculum development 3. Organization of various activities other than class room activities 4. Support to curriculum delivery 5. Student mentoring 6. Financial contribution 7. Placement advice and support

Response: C. Any 2 or 3 of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	View Document
Income Expenditure statement highlighting the alumni contribution	View Document

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

Response: 14

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

2020-21	2019-20	2018-19	2017-18	2016-17
5	4	2	2	1

File Description	Document
Data as per Data Template	View Document

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

Response:

Alumni Association is an association of graduates or more broadly of former students. The purpose of alumni of alumni association is to foster a spirit of loyalty and to promote the general welfare of the students & the institute. Thus, Alumni Association support the parent institution goals and strengthen the ties between the alumni. The communities and the parent institute.

In recent years colleges and institutions have become more cognizant of the tremendous advantages associated with the orienting and integrating academic affairs, students' affairs and alumni service towards common goals and objectives. Indeed, numerous opportunities exists for students' affairs, professionals to form partnerships with their colleagues in alumni affairs. Both areas are concerned with enhancing the image of the institution and the experience of those who have contact with. it. They strive to accomplish these objectives by working with essentially the same population but at different point in their association in the campus where this kind of synergistic cooperation has been fostered and maintained, the benefits for both students and alumni affairs have been considerable.

Today's students and alumni affairs professionals are actively engaged in a number of mutually beneficial activities on behalf of students. These collaborative efforts include programmes designed to improve the overall qualities of the student's life, strategies designed to orient and welcome new students to the campus and, initiatives designed to attract students to and subsequently retain them within the institution.

Some of the various important roles and goals of the association can be briefly described as under:

Ø Fund-raising

The association can act as the biggest benefactors of the institution in the various developmental activities needing funds

Ø Placements

The association is one the biggest source of placement opportunities to the students due to their professional and work experience

Ø Curriculum Evaluation

The association provide important real insights into the students learning experience and preparation for the future work and life and therefore important for curriculum development

Ø Social & Professional Developments

The association generally promote the interests of the institute, profession and the students in various social and professional activities. In such activities, mentoring programmes are common

Ø Sports & Recreational Activities

The association also promote and coach students and the stakeholders in various sports events and recreational activities by hosting sports events and carrying out recreational tours and travels

Ø Teaching Learning Activities

Association generally conducts various learning activities by workshop, seminars and quiz competition and promote and encourage students for the active participation in such activities by their personal contacts. They can also share their various important learning experience through such activities

Ø Social & Professional Image

Alumni serve valuable roles such as helping to build and grow an institutions brand through real achievements and word-to-mouth marketing. For instance, positive posts on social and news media of their achievements can create buzz and increase application rates and students' performance. College also relies on alumni association to provide mentoring internships and career opportunities to its stakeholders

File Description	Document
Documentary evidence in support of the claim	View Document

NAAC

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

College has formed committee/cells for smooth functioning of all the activities. The committee/cell members are staff members with a convener. They are responsible to coordinate, manage and organize different activities. College has 11 committee/cells.

The complete details about the cells are

1. Internal Quality Assurance cell
2. Quality and training cell
3. Planning and monitoring cell
4. Research, Innovation and Evaluation cell
5. Media Technical support and documentation cell
6. Infrastructure, Art, Aesthetic and work experience cell
7. Guidance, Counseling and placement cell
8. Alumni Association and community participation cell
9. Student welfare and Special Education cell
10. Right to information cell
11. Organizational cell

Academic Management is done by principal and senior faculty members. These have discussion on syllabus, course content, academic calendar, time table, sports, co curricular activities, extra curricular activities and the guidelines for further improvement be carried out in the functioning of the college. Meeting are held for monitoring the progress of the coverage of the course, to which extent the objectives and goals are achieved and an open discussion on the outcomes of the various activities. To ensure effective pedagogical practices and experience enriched curriculum implementation and to control barriers in the way of total academic management, the college has constituted IQAC cell. Workload policies and practices for encouraging faculty to be engaged in professional and administrative activities is followed. The Principal ensures proper distribution of work keeping in view the skills of capability and potential every teacher educator and workload policy is grounded in the principles of equity and judiciousness. In this democratic approach is practiced. Responsibilities are also changed time to time so as each one may

acquire grounding in all the teacher educators take active part to accomplish their task and the college has the policy of rotation for undertaking these activities.

File Description	Document
Vision and Mission statements of the institution	View Document
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View Document

6.1.2 Institution practices decentralization and participative management

Response:

College has formed committee/cells for smooth functioning of all the activities. The committee/cell members are staff members with a convener. They are responsible to coordinate, manage and organize different activities. College has 11 committee/cells. The complete details about the cells are

1. Internal Quality Assurance cell
2. Quality and training cell
3. Planning and monitoring cell
4. Research, Innovation and Evaluation cell
5. Media Technical support and documentation cell
6. Infrastructure, Art, Aesthetic and work experience cell
7. Guidance, Counseling and placement cell
8. Alumni Association and community participation cell
9. Student welfare and Special Education cell
10. Right to information cell
11. Organizational cell

The Principal of the college has a key role to play in the governance and management of the curriculum, administration, allocation and utilization of resources for the preparation of students for this :-

1. The Principal along with faculty members plans the academic calendar in the beginning of the

session.

2. Under the qualified leadership of Principal work distribution into various committees and cells is done.
3. Principal and cell in-charges ensures optimum utilization of available resources, both material and non-material for total quality management.
4. Principal upgrades the labs, library facilities for creating an enlightened learning community with in the campus.
5. Principal invites suggestion and feedback from all stake holders with regard to allocation and optimum utilization of resources.
6. The Principal encourages, guides and motivates the faculty for achieving the goals of the institution.
7. He is always available for discussion of any issue rising in the institution.
8. Principal takes meetings regularly and monitor the progress of the work and ensures that all the activities are executed properly.

The Principal encourages and supports the involvement of the staff for the improvement of the institutional processes in the following ways :-

1. By providing Teacher Educators democratic environment to express their views and apply innovations.
2. By providing Teacher Educators opportunities for professional growth by organizing various workshops/training program
3. Encouraging them to participate in various international, national and State level workshops, seminars and conferences.
4. Ensuring active participation of Teacher Educators in all the committees of college.
5. By assigning tasks of responsibilities and ensuring their involvement in the planning and execution of various plans.
6. By providing constant motivation for use of latest technologies in teaching learning process.

File Description	Document
Relevant documents to indicate decentralization and participative management	View Document

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

Response:

College has formed committees/cells for smooth functioning of all the activities. The committee/cell members are staff members with a convener. They are responsible to co-ordinate, manage and organize different activities. College has 11 Committees/cells.

Academic Management is done by principal and senior faculty members. These have discussion on syllabus, course content, academic calendar, time-table, sports, co-curricular activities, extracurricular activities and the guidelines for further improvement be carried out in the functioning of the college.

Meetings are held for monitoring the progress of the coverage of the course, to which extent the objectives and goals are achieved and an open discussion on the outcomes of the various activities.

To ensure effective pedagogical practices and experience enriched curriculum implementation and to control barriers in the way of total academic management, the college has constituted IQAC cell.

Finance –

Being a Government institution we receive allotment from State Government and from Centrally sponsored scheme (CSS), SCERT and College fund for various trainings for teacher educators, for up gradation of labs and library ICT facilities etc.

Infrastructure –

Committee takes decision to update the infrastructure and bring it at par according to the norms of NCTE

Academic and non-academic staff given suggestions for the maintenance of the infrastructure. These suggestions are duly channelized according to the need.

College has ICT lab, Psychology lab, Science lab, Mathematics lab, Computer lab etc for performing the different activities.

Faculty –College organizes workshops/trainings for quality improvement of the Teacher Educators. Workshop on Research Methodology and Action Research is organized every year. They are encouraged to undertake research work.

All faculty members have participated in workshops, conferences, National and International programs, refresher courses etc motivates the faculty for their Professional growth. ICT workshops is organized for Student Teachers as well as Teacher Educators.

Research -

- 1.The college organizes workshops on Research Methodology to update the Teacher Educators and M.Ed trainees with latest trends in Researches. This workshop help them in M.Ed dissertation work.
- 2.College organizes workshop on Action Research and promotes teachers to undertake Action Research to solve problems in their profession.

Extension and Linkages–

Our College has felt to undertake extension programs and establish linkages in community.

Our college has established linkage with the various State, National level organizations to develop the sense of social responsibilities.

Examination–

The entire process of the evaluation made by the Ravishankar University in all , its detail which mainly comprises internal and external examinations is made known to all student teachers in the beginning of the session.

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed

Response:

Being a Government institution college is headed by principal. Principal provides guidance and direction for development of college and its day to day working.

He ensures coverage of the course, content, quality, discipline, attendance and other curricular and extra-curricular activities. For smooth functioning of the college and ensuring and encouraging democratic environment and practices, the college is working on “sharing of responsibilities-model” and has formed 10 cells. All the activities of the college are divided to various cells. Each cell has their allotted functions to be performed. Cell in-charge and other members are responsible for the activities and monitoring.

For the smooth functioning of college the Principal ensures that responsibilities are well defined and communicated among the faculty members. Principal take decisions regarding the structuring of the B.Ed and M.Ed programs and in-service training of school teachers of Chhattisgarh State. Faculty meetings are organized and principal assigns important responsibilities and duties to the faculty members keeping in view their potentialities, aptitude, personality and their work load etc. Minutes of meeting are recorded and circulated to the faculty members responsibilities are assigned to the different committees according to the occasion and functions to be held communication with faculty members is established by issuing circular, notices, orders.

Principal, being head of the institution keenly observes functioning and performance of different committees, checks various records and register. Faculty meetings are regularly held and feed back is taken from the teacher educators. The Principal considers the views of faculty members and takes decisions accordingly for qualitative improvement of the programs.

Feedback on college activities is also obtained through :-

1. Through feedback forms
2. Through use of CCTV Cameras
3. Direct supervision of class-work
4. Suggestion box

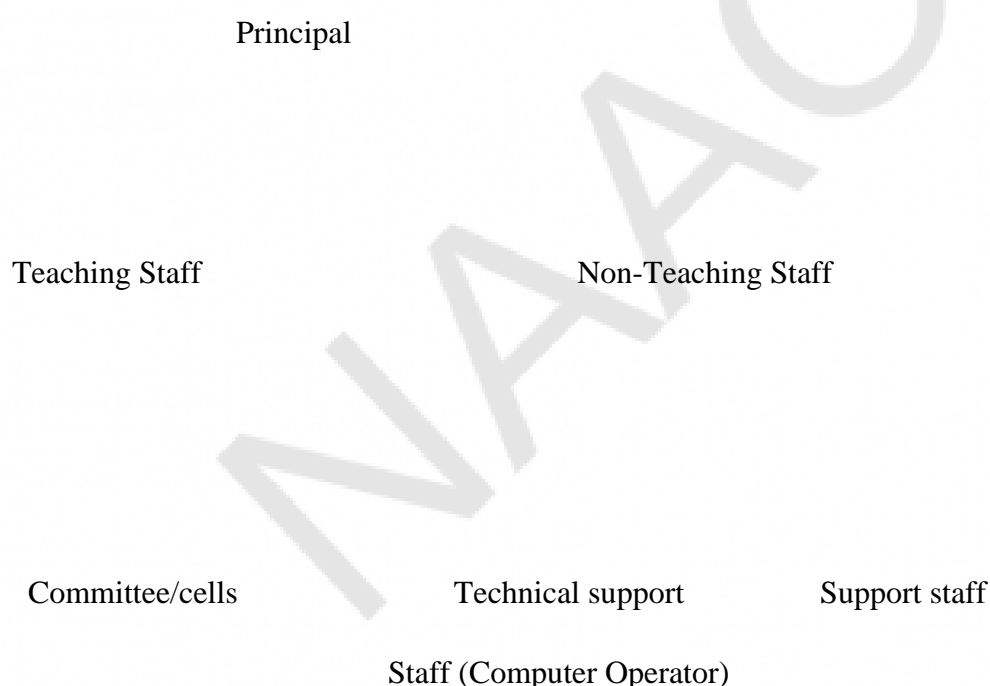
File Description	Document
Documentary evidence in support of the claim	View Document

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

Response:

The organizational structure starts with Principal followed by Teaching Staff, and non-teaching staff. College has systematic organization of cells/committees which helps in imparting quality education and make teaching process effective.

ORGANISATIONAL STRUCTURE OF COLLEGE



1. Internal Quality Assurance cell
2. Quality and training cell
3. Planning and monitoring cell
4. Research, Innovation and Evaluation cell
5. Media Technical support and documentation cell
6. Infrastructure, Art, Aesthetic and work experience cell
7. Guidance, Counseling and placement cell
8. Alumni Association and community participation cell

- 9. Student welfare and Special Education cell
- 10. Right to information cell
- 11. Organizational cell

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

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

Response: C. Any 3 or 4 of the above

File Description	Document
Data as per Data Template	View Document

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

Response:

The organizational structure starts with Principal followed by Teaching Staff, and non-teaching staff. College has systematic organization of cells/committees which helps in imparting quality education and make teaching process effective.

ORGANISATIONAL STRUCTURE OF COLLEGE

Principal

Teaching Staff

Non-Teaching Staff

Committee/cells	Technical support Staff (Computer Operator)	Support staff
1. Internal Quality Assurance cell		
2. Quality and training cell		
3. Planning and monitoring cell		
4. Research, Innovation and Evaluation cell		
5. Media Technical support and documentation cell		
6. Infrastructure, Art, Aesthetic and work experience cell		
7. Guidance, Counseling and placement cell		
8. Alumni Association and community participation cell		
9. Student welfare and Special Education cell		
10. Right to information cell		
11. Organizational cell		
1.		
File Description	Document	
Minutes of the meeting with seal and signature of the Principal	View Document	

6.3 Faculty Empowerment Strategies

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

Response:

The Principal encourages and supports the involvement of the staff for the improvement of the institutional

processes in the following ways :-

- 1.By providing Teacher Educators democratic environment to express their views and apply innovations.
- 2.By providing Teacher Educators opportunities for professional growth by organizing various workshops/training program
- 3.Encouraging them to participate in various international, national and State level workshops, seminars and conferences.
- 4.Ensuring active participation of Teacher Educators in all the committees of college.
- 5.By assigning tasks of responsibilities and ensuring their involvement in the planning and execution of various plans.
- 6.By providing constant motivation for use of latest technologies in teaching learning process.

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

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description

Document

Data as per Data Template

[View Document](#)

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

Response: 43

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

2020-21	2019-20	2018-19	2017-18	2016-17
4	7	11	15	06

File Description	Document
Data as per Data Template	View Document

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

Response: 24.56

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

2020-21	2019-20	2018-19	2017-18	2016-17
9	9	5	3	2

File Description	Document
Data as per Data Template	View Document
Copy of Course completion certificates	View Document

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

Response:

The institution has an effective Performance Appraisal System for teaching and non-teaching staff as laid down by the School Education Department of C.G. Each faculty member fills up Confidential reports forms. In prescribed format Confidential Reports submitted to the Principal on yearly basis usually in the month of March. Thereafter, the Principal adds his remarks and forwards the Confidential Report forms to the SCERT & Then to DPI, Schhol Education department through the Directorate. The performance of the teaching staff is also evaluated through the feedback forms acquired from the students & self appraisal forms Promotions are accorded to the teachers on the basis of these performance-based reports. The Performance Appraisal System of the non-teaching staff is in the form of Annual Confidential Report.

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal or/and external financial audit regularly

Response:

The role of auditing is quite significant for any institution. It is a method for assessing the internal operations of an institution and its effectiveness.

The prime purpose of the audit is to maintain transparency in financial transactions. Objectives: 1. To ensure the effective operations of our

institution. 2. To review compliance with the Govt. rules and regulations. 3. To instill a sense of confidence in management that the financial transactions is functioning well. 4. To maintain/enhance the reputation of our college in the society. The total funds we receive are the following heads: A. State Funding B. Funding under centrally sponsored C. Development fund from UGC D. Fund from European commission E. Local Funds A. State Funding: Every year we receive funds from state govt. as per stipulated rules. The financial execution is being done by our college office staff consisting of an accountant and other clerical staff. As per govt. rules are pursue audit by State Audit General. B. Centrally Sponsored Scheme: We receive funds under centrally sponsored schemes for training purpose. The financial execution is also being done by our college office staff. As per govt. rules we pursue audit every year by state govt. C. Development Funds by U.G.C.: Earlier we received funds under X,XI and XII plan from U.G.C., of which we have already settled X and XI plan form central regional office, Bhopal. We have also submitted all the required document

concerning XII plan and the clearance certificate to this affect is awaited. D. Funds from European Commission: We receive funds from European commission Records to this effect are duty maintained in our college office. We pursue audit in the auditing of the commission it self. E. Local Funds: Every year we receive funds from college fees. One of our officers is entrusted with the management of this fund. Cashbook, Cheque book, notesheet, ledgers etc are duly maintained. Every year we pursue audit by a chartered accountant of repute. Hence, audit increases the value and credibility of financial transactions of this esteemed institution. It facilitates culture of good economic behavior and assists in the prospective planning of coming years. More so, it helps the college management in detection of errors. It indubitably builds up our esteem.

File Description	Document
Report of Auditors of last five years signed by the Principal	View Document

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

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

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

Response:

CTE Raipur receive fund from State Government of Chhattisgarh for expenditure for maintenance of academic and physical facilities and also for salary for staff members,

The college also received fund from centrally sponsored scheme.

It is used for maintenance of stationary, books, electricity, water, telephone, computer, Furniture etc.

Fund are utilized in organizing workshop trainings, seminars, for updation of library.

For optimal utilization of resources available with the institution, the councils & committees are asked to submit their requirements through proposals to the authority concerned with institutional allocation and allotment task.

These are the Institutional strategies for mobilisation of funds and the optimal utilisation of resources

6.5 Internal Quality Assurance System

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

Response:

There are 11 cells functioning in college of Teacher Education Raipur (C.G.). All the cells have been assigned various functions. IQAC Monitors proper functioning of these cells. IQAC works for proper coordination of these cells. IQAC organizes meetings of these cells, IQAC prepares meeting calendar for all these cells and ensures that meeting are conducted timely.

IQAC organizes faculty development program for capacity building of staff members.

Following areas are covered –

- ICT Integrated Teaching learning
- ICT Training
- Research
- Value Education
- Personality development
- Stress Management during COVID-19 Pandemic
- Feedback and Analysis – Feedback is taken from Students, Teachers, Non teaching Staff, Parents, Alumni and Analysis is done. Deficit areas are recognized and steps are taken for Improvement and quality assured.

Various Workshops are organized for faculty & Students teachers –

- Research Methodology Workshop
- Braille Script – M.Ed
- Sign Language – M.Ed
- Life Skill Workshop
- Value Education Workshop
- Third Gender Workshop
- Language Learning Workshop

These helps in assuring the quality in the institution.

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

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

Response:

Teaching learning Process is reviewed through IQAC meetings. IQAC organizes meeting where all teacher Educators participate in discussion about their teaching learning process. Teacher Educators are motivated to use innovative methods of teachings Ex. ICT integrated Teaching Learning, Group discussion, Project method, Assignment method etc.

Teacher educators maintain their Unit Diary and Daily Diary which helps in reviewing the Teaching learning process. After completion of each unit Teacher Educators take Unit test and give assignments. Unit test marks helps to keep record of progress of each student feedback regarding teaching learning process is taken from students for each Teacher Educators and analysis is done and steps are taken for improvement.

6.5.3 Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years.**Response:** 8.4**6.5.3.1 Number of quality initiatives taken by IQAC or any other mechanism for promoting quality during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
4	8	8	15	7

File Description	Document
Report of the work done by IQAC or other quality mechanisms	View Document
Data as per Data Template	View Document

6.5.4 Institution engages in several quality initiatives such as 1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements 2. Timely submission of AQARs (only after 1st cycle) 3. Academic Administrative Audit (AAA) and initiation of follow up action 4. Collaborative quality initiatives with other institution(s) 5. Participation in NIRF**Response:** B. Any 3 of the above

File Description	Document
Feedback analysis report	View Document
e-Copies of the accreditations and certifications	View Document
Data as per Data Template	View Document
Link to the minutes of the meeting of IQAC	View Document
Link to Annual Quality Assurance Reports (AQAR) of IQAC	View Document

6.5.5 Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives**Response:**

1. Research Methodology Workshops and seminars are organized every year for faculty members & students. This has helped the teach educators and student teachers to carry out their research project and

M.Ed dissertation work. Faculty members are engaged in research projects. Faculty members and students are also engaged in Action Research projects. Some of the faculty members have written research papers and published in reputed journals.

2. ICT Trainings are organized by College for capacity building of Teacher educators and student teachers. This helped them to incorporate ICT in their teaching learning process and make their teaching effective. During COVID-19 Pandemic capacity building program was organized for faculty members to enable them to take online classes. B.Ed and M.Ed classes were organized using Google meet and CISCO WebEx platforms. This ensured the continuity of learning experiences. Training was provided for effective use of Social media learning App for Teaching learning Process. This enabled student teachers to use social media like Whatsapp, Telegram, OER for enhancing learning.

File Description	Document
Relevant documentary evidence in support of the claim	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Institution has a stated energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements

Response:

In CTE college, solar panels of 10kg watt has been installed free of cost by the government on 30 October, 2011 at the government level, which is of M/S Agni company. On which 40 modules of 2.5 hundreds watt belong to company HHV.

AJB- 02- use to make series.

Goes in MGB- 01 – D.C.D.B.

Where

In the control room there is a 10 Kilowatt inverter which belongs to the intake company. Where it contain 60 numbers of batteries of 2V400 AH. Its capacity is 10 Kilowatt. Out of which around 70 percent of electricity is being used. Where 6 Kilowatt load is connected out of which 5 Kilowatt is being used. Was connected to old building (Principal room, Examination room, computer room and prayer hall) currently broken.

Continuous maintenance of solar panel is done by Mr. Kurrayji, Kedaat nominal charges per month.

Solar panel is working to setup this system in newly constructed building of college premises. So that energy requirements should be fulfilled.

File Description	Document
Institution energy policy document	View Document

7.1.2 Institution has a stated policy and procedure for implementation of waste management

Response:

Solid Waste Management – A lot of solid waste in the form of discarded papers, pens, threads, metal pins, torn out envelopes files, folders from office and departments and food and disposable paper plates waste are generated in the day-to-day functioning of the college. The college administration ensures that these solid wastes are duly collected within stipulated span of time. The solid waste is then segregated and deposited

in the specified dustbins. For disposal of excreta the college has a well maintained system of underground septic tanks.

Liquid Waste Management – The liquid waste of sewage, laboratory, etc. generated in the campus is managed by the college drainage system which is connected with the main drainage.

7.1.3 Institution waste management practices include

1. Segregation of waste
2. E-waste management
3. Vermi-compost
4. Bio gas plants
5. Sewage Treatment Plant

Response: E. None of the above

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

Response: C. Any 2 of the above

File Description	Document
Geotagged photographs	View Document

7.1.5 Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment

Response:

A nation's growth starts from its educational institutions, where the economy is thought as a prime factor of development aids effective learning and provides a conducive learning environment. Education institutions nowadays are becoming more sensitive to environmental factors and more concepts are being introduced to make them eco-friendly. A clean and green campus, be it in a school, college or university, is no longer a fad, but a clear mandate in the country and several other progressive nations where awareness regarding sanitation, cleanliness and green cover is growing day by day. Campuses now have a duty towards students and society to evolve and contribute towards a green present and future. Keeping this in mind, the institution ensures the availability of basic facilities such as clean and functional toilets, safe drinking water, clean surrounding and basic information on sanitation and hygiene thereby creating an enabling environment which secures human dignity, safety, health and overall well-being. The institution being situated in the heart of the city, has ensured the physical appearance and ambience of the campus remains up to the mark by maintaining water taps, ensuring their sanitation, plumbing adequacy of the same, maintaining a dedicated staff for hygiene maintenance and inspection, ensuring the availability of dustbins and cleaning equipments and consumables. The institution has also imposed strict rules to prevent littering on the campus and set water dispensers in several locations along with provision of hand washing facilities. The institute aims to minimize waste generation and consumption of water and energy. The campus also

maintains ornamentals and flower plant which serves for the aesthetic beautification and ratification purpose. The institute aims to turn itself into lush green campus in the near future. Overall, the institution realizes that it is important to achieve a balance between hygiene education and ensuring that environment health conditions are enabling and acceptable. Both education and the appropriate conditions are needed for effective health promotion. More broadly, the institute ensures that health is promoted in all aspects of the campus environment and activities. The institution also ensures the natural ventilation in the classrooms to maintain indoor air quality by ensuring proper ventilation in the classrooms to maintain indoor air quality by ensures the natural ventilation in the classroom and the campus. The maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment is ensured in the institute by the efforts of both the staff and the students. In the past five years, the institution has seen a tremendous change in terms of cleanliness and hygiene as at the present the campus is equipped with all the basic necessities of any educational centre. The institute also addresses any complaints/suggestions/grievances received from the students related to cleanliness or sanitation. The institute is committed in making a mark in terms of both quality education and to maintenance of cleanliness, sanitation, green cover in the campus and providing a pollution free healthy environment for the aid of all individuals.

File Description	Document
Documents and/or photographs in support of the claim	View Document

7.1.6 Institution is committed to encourage green practices that include: 1. Encouraging use of bicycles / E-vehicles 2. Create pedestrian friendly roads in the campus 3. Develop plastic-free campus 4. Move towards paperless office 5. Green landscaping with trees and plants

Response: D. Any 1 or 2 of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	View Document

7.1.7 Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

Response: 3.38

7.1.7.1 Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
0	0.2842	0	0.3620	0.23808

File Description	Document
Data as per Data Template	View Document

7.1.8 Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges.

Response:

Our esteemed institution has innovated and adopted a very successful programme involving communities, local resources entitled-'Jan Pahal'- micro planning. Every year we select one district involving some villages of the same district for the purpose. All the students of B.Ed take active active participation in this. Some M.Ed students also contribute their valuable support to this

Rationale of the program:

1. Ensuring community ownership.
2. To motivate the teachers and the community to sensitize them towards the concerned schools and bring educational quality.
3. The achievement level of each student can be increased. To inculcate this Belief in all the stakeholders of the school .
4. Connecting the community to all school activities.

Objectives of the program:

1. To understand the local priorities and possibilities in a short time.
2. Ensuring active participation of women.
3. To bring about positive change in the communities attitude towards school and governance.
4. To promote girl education in schools.
5. Ensure the stay of children in schools.
6. School is the integral part of community, hence to generate Awareness of duty of the community.

Execution of the program:

1. A 6 day programme is planned in the college . In order to give practical shape to the community participation, a district is selected.
2. Some groups of five to eight members are formed of 150 student teachers of B.Ed stream, studying in the college.
3. A leader is chosen for each team.
4. Each team is sent to different village.
5. The team is entrusted with the task of identifying the strengths, achievements and shortcomings of the village.

6. In this way, the situation of each village is clarified by the group of student teachers and each problem is identified on the basis of checklist on each aspect.
7. These problems are divided into- immediate, short term and long term on the basis of prioritization.
8. In identifying these problems, the corporation of the village Sarpanch, Panch, teacher, Patwari, kotwar, Anganwadi workers and school children is taken.
9. District collector, District education officer and District project coordinator take personal interest and help in making the program successful.

Outcome of the program:

“Jan-Pahal”-is a learning experience in which the teacher or social worker interacts with the community and learn through their knowledge and experience in a systematic manner.

Efforts are being made to bring quality of education through public initiative and to connect the community with the school. The villagers have to be made aware on the subjects related to education like ensuring 100% enrollment of children in the school ensuring the stay of enrolled children, ensuring community participation in education etc.

7.1.9 Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways

1. Code of Conduct is displayed on the institution's website
2. Students and teachers are oriented about the Code of Conduct
3. There is a committee to monitor adherence to the Code of Conduct
4. Professional ethics programmes for students, teachers, administrators and other staff are organized periodically

Response: D. Any 1 of the above

File Description	Document
Details of the Monitoring Committee, Professional ethics programmes, if any	View Document
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View Document

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC format given on its website)

Response:**1. TITLE- WEBINAR ON MUNSHI PREMCHAND JAYANTI****THE CONTEXT:**

Munshi Premchand Jayanti is celebrated every year by Govt. College of Teacher Education, Shankar Nagar, Raipur. This jayanti is celebrated for paying tribute to one of the greatest writers in the field of Hindi Literature, one of the pioneers of the depicting the follies of Indian society and portraying the hard ships of poor and common rural man in most of his writing.

Dhanpat Rai Srivastava (31 July 1880- 8 October 1936), better known by his pen name premchand was an Indian writer famous for his modern Hindustani literature. He is one of the most celebrated writers of the Indian subcontinent, and is regarded as one of the foremost Hindi writers of the early twentieth century. His works include godaan, karmabhoomi, gaban, manasarovar, idgah. He published his first collection of 5 short stories in 1907 in a book called Soz-e-watan. He began writing under the pen name "Nawab Rai" but subsequently switched to "Prem chand", Munshi being honored prefix. A novel writer, story writer and dramatist, he has been referred to as the "Upanyas samrat" by writers. His works include more than a dozen novels, around 300 short stories, several essays and translations of a number of foreign literary work into Hindi.

Usually this jayanti is celebrated in college campus by all the students under the guidance of teachers. But because of corona pandemic situation was not safe to organize this jayanti in the presence of everyone at one place and precautions were not sufficient against the prevailing situation of pandemic so our respected college and teachers organized a webinar for Munshi Premchand Jayanti celebration. This virtual celebration was a good way to safeguard the safety of everyone and also led an unforgettable and successful celebration of an eminent, upnayas smarar- munshi premchand

OBJECTIVES OF THE PRACTICE:

1. To let the students know everything about the life of munshi premchand.
2. To give the students an idea of the ideology of munshi prem chand.
3. To give opportunities to the students to express their views on the literature of munshi premchand.
4. To give the students and opportunity to compare the era of munshi prem chand with the present days.

THE PRACTICE:

On 30 July 2020 as per the instruction of principal Mrs. J. Ekka, Govt. College of Teacher Education, Shankar Nagar and under the guidance of assistant professor, Dr. Seema Argrawal, online munshi premchand jayanti was celebrated through video meeting with the help of google meet.

7.3 Institutional Distinctiveness

7.3.1 Performance of the institution in one area of distinctiveness related to its vision, priority and thrust

Response:

Art Education as a Pedagogical Intervention

The need to integrate art education in the formal schooling of our students now requires urgent attention if we want to retain our unique cultural identity in all its diversity and richness. Today we stand at a point in time when we face the danger of losing our unique cultural identity. Arts in India are also living examples of its secular fabric and cultural diversity. An understanding of the arts of the country will give our youth the ability to appreciate the richness and variety of artistic traditions as well as make them liberal, creative thinkers and good citizens of the nation. Arts will enrich the lives of our young citizens through their lifetime, not merely during their school years.

Teacher education and orientation must include a significant component that will enable teachers to efficiently and creatively include arts education school authorities must acknowledge in practice that arts are to be given significance in the curriculum and not just restricted to being so called entertaining or prestige earning activities. They must permit and actively encourage students to study the arts. Public campaign and advocacy to promote art educations relevance. The mindset of guardians, school authorities and even policy makers needs to be jolted to accept that the arts will enrich the development of young minds. Emphasis should be given on learning than teaching in arts education and teachers should have participatory and interactive approach.

Following the above context a practice or exercise is necessary to introduce arts as a pedagogical intervention to fulfill the objectives of NCF-2009.

Objectives– The objectives of this workshop are as follows –

- 1.To get acquainted with the basic skills of theatre.
- 2.To develop understanding of how to connect theatre to the classroom process.
- 3.To make classroom teaching effective through art education.
- 4.To develop the understanding of inclusive classroom for slow learners and child with special needs through art education.
- 5.To develop natural intelligence.
- 6.To develop the capacity of self expression.
- 7.To develop sensitivity in teaching through art and making external and internal environment motivated.
- 8.To develop democratic approach in classroom.

This workshop was organized according to the objectives of new curriculum based on NCF-2009, which states that methods of art should be an integral part of curriculum and it is very effective in classroom teaching hence it is very important for the B.Ed. and M.Ed. trainees.

Obstacles faced if any and strategies adopted to overcome them.

B.Ed. and M.Ed. trainees are matured enough and keen to learn new approaches of teacher education; hence all of them were highly interested in the workshop and tried to learn the integration of art

(music, dance, theatre) in classroom teaching. They learned the ways by which different forms of art can be used for effective learning and classroom management. The resource persons also made serious efforts for making them understand this new pedagogical intervention, hence no obstacles were faced.

NAAC

5. CONCLUSION

Additional Information :

The college offers **In-Service Programme** for professional development of existing **school teachers** of Chhattisgarh State. Various trainings, workshops and seminars are organized by college for capacity building of **School Principals, School Teachers and DIET Faculties**.

Other program offered is Correspondence course for **B.Ed. by Pt. Sundarlal Sharma Open University, Bilaspur, Chhattisgarh**.

Institution organises **Science Exhibition** for School Students and B.Ed trainees at zone level every year.

For school students following competitions are organized:

- 1 Model Competition
- 2 Team project/ Individual Project
- 3 Science Quiz
- 4 Science Play
- 5 School Teachers TLM Competition
- 6 School Teachers Science Seminar

For B.Ed & M.Ed trainees following competitions are organized:

- 1 TLM Competition
- 2 Science Extempor
- 3 Science Quiz

Government College of Teacher Education was awarded as "**Best Zone**" prize in 2019.

Faculty members actively participate in various National and State level works assigned by SCERT (State Council of Educational Research and Training) and in evaluation of various Government schemes:

1. CTE staff members actively participated in preparation of focus Group papers (NEP 2020) on:
 1. Value Education
 2. Gender Education
 3. Guidance & Counselling for School
 4. Publication of quality textual & non-textual material issues, Challenges and way forward.

2. CTE staff members actively participated in preparing State Curriculum Framework (SCF) (Teacher Education).

3. CTE Faculty Members actively participated in Evaluation, Survey and Inspection of various Government Schemes of Chhattisgarh such as:

1. Saraswati Cycle Scheme
2. Uniform Distribution Scheme
3. Text Book Distribution Scheme

4. CTE Faculty Members actively participated in monitoring of "Navajatan" – training Program of Chhattisgarh Government to fulfill the learning loss during Covid-19 Pandemic.

5. Preparation on DLC is in process in which one of the DLC is to be organized by CTE Raipur. CTE Faculty Members were engaged in preparation of DLC.

Concluding Remarks :

In 65 years College has expanded its horizons attaining many a milestone. College offers Pre-service and In-service programs. College is affiliated to Pt. Ravishankar Shukla University Raipur. College adheres to its prescribed syllabus and academic calendar. College enriches the curriculum through guest lectures, workshops and seminars. which is reflected in the performance of student teachers.

College conducts faculty development programs and establishes academic collaborations with SCERT, DIET's, TISS Mumbai, Ajim Premji Foundation Bengaluru, LLF New Delhi and various Schools of Chhattisgarh.

Some of the faculty members have written research papers and published in reputed journals. Faculty members are engaged in research projects. Faculty members and students are also engaged in Action Research projects.

College annual magazine "**APARAJITA**" is regularly published.

During COVID-19 Pandemic capacity building program was organised for faculty members to enable them to take online classes.

B.Ed & M.Ed classes were organized using Google meet and CISCO WebEx platforms. This ensured the continuity of learning experiences.

The placement cell facilitates the students professional growth and success as many leading schools recruit students from the college.

College organises Sign language, Braille Script, Life Skill, Value Education workshops for B.Ed & M.Ed student teachers.

The institute has worked extensively upon the NAAC Peer team recommendation in 1st cycle.

College remains committed to working relentlessly in the pursuit of academic excellence in years to come.