



## YEARLY STATUS REPORT - 2020-2021

<b>Part A</b>	
<b>Data of the Institution</b>	
<b>1.Name of the Institution</b>	GRIZZLY COLLEGE OF EDUCATION
• Name of the Head of the institution	Dr. Sanjeeta Kumari
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	7070098793
• Mobile No:	7070098791
• Registered e-mail ID (Principal)	sanjeeta.kumari@grizzlycollege.org
• Alternate Email ID	drsanjeeta07@gmail.com
• Address	Near satpulia, Gumo
• City/Town	Jhumri Telaiya, Koderma
• State/UT	Jharkhand
• Pin Code	825409
<b>2.Institutional status</b>	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education
• Location	Urban

• Financial Status	<b>Self-financing</b>				
• Name of the Affiliating University	<b>Vinoba Bhave University, Hazaribag</b>				
• Name of the IQAC Co-ordinator/Director	<b>Mr. Mohit Kumar Tiwari</b>				
• Phone No.	<b>9452325788</b>				
• Alternate phone No.(IQAC)					
• Mobile (IQAC)					
• IQAC e-mail address	<b>mohit.tiwari@grizzlycollege.org</b>				
• Alternate e-mail address (IQAC)					
<b>3.Website address</b>	<a href="http://www.grizzlycollege.org">www.grizzlycollege.org</a>				
• Web-link of the AQAR: (Previous Academic Year)	<a href="https://control-panel.org.in/eNAA/C/A91B1GRIZZLYCOLLEGE7269476A6979/SSR%20Report.pdf">https://control-panel.org.in/eNAA/C/A91B1GRIZZLYCOLLEGE7269476A6979/SSR%20Report.pdf</a>				
<b>4.Whether Academic Calendar prepared during the year?</b>	<b>Yes</b>				
• if yes, whether it is uploaded in the Institutional website Web link:	<a href="https://control-panel.org.in/eNAA/C/A91B1GRIZZLYCOLLEGE7269476A6979/B.Ed.%20Academic%20Calender%20-21..pdf">https://control-panel.org.in/eNAA/C/A91B1GRIZZLYCOLLEGE7269476A6979/B.Ed.%20Academic%20Calender%20-21..pdf</a>				
<b>5.Accreditation Details</b>					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
<b>Cycle 1</b>	<b>B</b>	<b>2.37</b>	<b>2022</b>	<b>25/01/2022</b>	<b>24/01/2027</b>
<b>6.Date of Establishment of IQAC</b>			<b>27/11/2018</b>		
<b>7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.</b>					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
<b>Nil</b>	<b>Nil</b>	<b>Nil</b>	<b>Nil</b>	<b>Nil</b>	

<b>8. Whether composition of IQAC as per latest NAAC guidelines</b>	<b>Yes</b>
<ul style="list-style-type: none"> <li>• Upload latest notification of formation of IQAC</li> </ul>	<a href="#">View File</a>
<b>9. No. of IQAC meetings held during the year</b>	<b>5</b>
<ul style="list-style-type: none"> <li>• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?</li> </ul>	<b>Yes</b>
<ul style="list-style-type: none"> <li>• (Please upload, minutes of meetings and action taken report)</li> </ul>	<a href="#">View File</a>
<b>10. Whether IQAC received funding from any of the funding agency to support its activities during the year?</b>	<b>No</b>
<ul style="list-style-type: none"> <li>• If yes, mention the amount</li> </ul>	
<b>11. Significant contributions made by IQAC during the current year (maximum five bullets)</b>	
Preparation of Self Study Report for 1st cycle NAAC Accreditation	
Organized Online Classes through Zoom App during Pandemic Period	
Organized National Webinar on National Education Policy 2020	
Organized Lecture Series on Different Paradigms of Education as Action Research, Course Study, Writing Reflective Journals, Research Paradigms and social relation in Higher Education and Skills of Leadership	
Add on Programme initiated on Personality Development	
<b>12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).</b>	

Plan of Action	Achievements/Outcomes				
1. Organization of National Level Academic Programme	Organised National Level webinar on National Education Policy and Lecture series on Different Paradigms of Education				
2. Preparation of self study report for 1st cycle NAAC Accreditation	Prepared Self Study Report and submitted for 1st cycle NAAC Accreditation				
3. Orientation Programme for all newly admitted students	All Newly admitted students were oriented about the B.Ed. Programme				
4. Add on Programme for Curriculum enrichment	Add on Programme organized on Personality Development				
<b>13. Whether the AQAR was placed before statutory body?</b>	<b>Yes</b>				
<ul style="list-style-type: none"> <li>Name of the statutory body</li> </ul>					
<table border="1"> <thead> <tr> <th>Name of the statutory body</th> <th>Date of meeting(s)</th> </tr> </thead> <tbody> <tr> <td>Internal Quality Assurance Cell</td> <td>03/02/2022</td> </tr> </tbody> </table>		Name of the statutory body	Date of meeting(s)	Internal Quality Assurance Cell	03/02/2022
Name of the statutory body	Date of meeting(s)				
Internal Quality Assurance Cell	03/02/2022				
<b>14. Whether institutional data submitted to AISHE</b>					
<table border="1"> <thead> <tr> <th>Year</th> <th>Date of Submission</th> </tr> </thead> <tbody> <tr> <td>2020-21</td> <td>05/02/2022</td> </tr> </tbody> </table>		Year	Date of Submission	2020-21	05/02/2022
Year	Date of Submission				
2020-21	05/02/2022				
<b>Extended Profile</b>					
<b>2.Student</b>					
2.1 Number of students on roll during the year	168				
<table border="1"> <thead> <tr> <th>File Description</th> <th>Documents</th> </tr> </thead> <tbody> <tr> <td>Data Template</td> <td style="text-align: center;"><a href="#">View File</a></td> </tr> </tbody> </table>		File Description	Documents	Data Template	<a href="#">View File</a>
File Description	Documents				
Data Template	<a href="#">View File</a>				
2.2	100				

Number of seats sanctioned during the year		
File Description	Documents	
Data Template	<a href="#">View File</a>	
2.3		60
Number of seats earmarked for reserved categories as per GOI/State Government during the year:		
File Description	Documents	
Data Template	<a href="#">View File</a>	
2.4		68
Number of outgoing / final year students during the year:		
File Description	Documents	
Data Template	<a href="#">View File</a>	
2.5	Number of graduating students during the year	68
File Description	Documents	
Data Template	<a href="#">View File</a>	
2.6		100
Number of students enrolled during the year		
File Description	Documents	
Data Template	<a href="#">View File</a>	
<b>4.Institution</b>		
4.1		6696926
Total expenditure, excluding salary, during the year (INR in Lakhs):		
4.2		30
Total number of computers on campus for academic purposes		
<b>5.Teacher</b>		

5.1	16
Number of full-time teachers during the year:	

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

5.2	16
Number of sanctioned posts for the year:	

## Part B

### CURRICULAR ASPECTS

#### 1.1 - Curriculum Planning

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

Grizzly College of Education is imparting teacher Education through its B.Ed. programme. Our Institute is an affiliated college of Vinoba Bhave University Hazaribag and governed by its guidelines. We follow the university syllabus and academic calendar for admission, registration, examinations etc. The procedure for delivery of course curriculum is Program wise syllabus & Examination Schedule is received from Vinoba bhave University. The College's Academic Calendar is formulated by the Academic Committee and notified on website. Faculty wise yearly teaching plan and breaking syllabus of lectures/ tutorials/ lab classes as per syllabus is given before the semester/ session. Course wise Teaching plan is prepared by the faculty members containing: Topic-wise notes/ lectures, relevant videos, PPT, Model question bank etc.

Remedial classes, assignment works, previous question papers, internal test and home/ internal examinations are the measure to ensure the ongoing improvement of the students. The college has a practice of inviting external experts for enrichment of the students with the view to ensure the quality of education, and objectivity in the teaching-learning processes. Time table is prepared and placed before the students and teachers according to need of the semester prescribed courses. Course completion report is taking place on Monthly basis.

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	<a href="#">View File</a>
Plan developed for the academic year	<a href="#">View File</a>
Plans for mid- course correction wherever needed for the academic year	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni</b>	<b>C. Any 3 of the above</b>
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
List of persons who participated in the process of in-house curriculum planning	<a href="#">View File</a>
Meeting notice and minutes of the meeting for in-house curriculum planning	<a href="#">View File</a>
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>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</b>	<b>C. Any 2 of the Above</b>

**are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers**

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

## 1.2 - Academic Flexibility

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

**1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year**

02

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



<b>1.2.2 - Number of value-added courses offered during the year</b>	
02	
<b>1.2.2.1 - Number of value-added courses offered during the year</b>	
02	
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Brochure and Course content along with CLOs of value-added courses	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year</b>	
68	
<b>1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year</b>	
68	
File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	<a href="#">View File</a>
Course completion certificates	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance</b>	<b>One of the above</b>

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

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

0

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

00

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

### 1.3 - Curriculum Enrichment

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

**To be effective in the teaching professions, teachers need a wide**

range of skills, schooling, and training. They must possess superior leadership skills, teaching skills, communication skills and language skills etc. Teacher education is the practise of observing people's needs, experiences, and emotions and intervening so that they develop specific skills and move beyond what is expected of them. Questioning, listening, providing knowledge, illustrating a phenomenon, demonstrating an ability or method, testing understanding and capability, and promoting learning experiences are all examples of interventions. Clearly, we need both knowledge and Skills.

All the skills related to become better teacher through micro teaching, writing objectives, Introduction skill, Reinforcement skill, explanation skill blackboard/Green board/ white board writing, stimulus variation etc. are tuned during the tenure of the B.Ed. Programme.

Life skills as problem solving, decision making, communication skills and team work through group activities are arranged for the development of the trainees.

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

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

Anything that distinguishes people from one another is referred to as diversity. Race, ethnicity, gender, sexual orientation, socioeconomic status, ability, age, religious belief, and political belief are all factors. You are not doing your job if you neglect the problem of diversity in the classroom and choose not to

encourage diversity in your school. Since students attend school to be prepared for the workforce, educators must effectively discuss and accept the realities of living and working in a diverse school, culture, and world. Diversity in the classroom not only improves social skills, but it can also affect academic performance. It enhances critical thinking abilities and boosts academic self-assurance.

Students come from various school system boards like Central board of Secondary Education, state board and they share their experiences among the students about their evaluation process and all.

Internet has given opportunity to learn about the world and the current system has become local to global and global to local that is glocal.

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

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

The college is taking a student-centered approach to impart the education, which focuses on the students' needs. The college uses and encourages active learning, cooperative learning, and inductive teaching and learning approaches such as inquiry-based learning, problem-based learning, project-based learning, and exploration learning. Its goal is to promote within and outside the school, collaborative community learning; Student study and discovery on their own; This introspection aids future teachers in examining their own beliefs and learning how they will affect their future work with families.

Students are getting opportunities during Internship to familiar with the nature and work related to their profession. School engagement activities like case study, action research, survey

related to community and writing reflective journals are kept in syllabus to get varied and rich knowledge about professional field.

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

#### 1.4 - Feedback System

**1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI**

Four of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Feedback collected, analyzed and action taken

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

#### TEACHING-LEARNING AND EVALUATION

##### 2.1 - Student Enrollment and Profile

##### 2.1.1 - Enrolment of students during the year

168

##### 2.1.1.1 - Number of students enrolled during the year

168

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

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

50

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

50

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

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

03

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

03

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

## 2.2 - Honoring Student Diversity

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

At the time of admission, Grizzly College of Education distinguishes between average and advanced students. College admission committee members look at the students' ability levels based on their previous education and categorize them as average students or high level learners. Students are encouraged to pursue topics in which they have excelled. The moderate students, on the other hand, are supported by their parents in selecting courses that are most suitable for them.

Talent search competition is also organized to identify their talent based on certain criteria related to curricular and co-curricular activities like Dance, sports, song, storytelling, mimicry, poem recitation etc.

Students who have progressed are often known by their grades in school and college/university exams. Students are encouraged to participate in college activities, competitions, such as deliberations, proclamations, tests, writing essays, collage-making, and so on. They are given extra lab work and scholastic assignments to help them use and sharp their skills.



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

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

None of the above

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

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

One of the above



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

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

1:25

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

04

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

### 2.3 - Teaching- Learning Process

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

In the teaching-learning process, Grizzly college of Education ensures the use of student-centered approaches such as experiential, participatory learning, and problem-solving methods. The college holds the following events on a daily basis to make learning activities more student-centered.

#### Online Mode

Online mode Almost every instructor uses the Google Classroom application to teach their classes. A Whatsapp group has been formed for all students to share their concerns with teachers on a variety

of topics. During the Covid-19 pandemic, students are only taught through the internet by using various apps like zoom, team, conference corner, etc.

Project work, various assignments on different topics, various individual and group activities are organized to familiarize the students with experiential learning, problem-solving, decision making, brainstorming and all.

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

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

0

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

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

0

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

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

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

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

The college has a number of provisions that encourage and improve the effectiveness of faculty in teaching and mentoring students. The college's working atmosphere is conducive to the overall growth of both faculty and student teachers. Mentor teachers are selected for their ability to model good teaching practices that respect diversity and build classroom environments that promote all

students' personal, social, and academic success. They are further enhanced by the addition of talks on topics such as multiculturalism, inclusiveness, and, most importantly, mentoring.

College has also introduced house system and teachers are guiding regularly to the students to participate in various activities like essay writing, speech competition, debate, group discussion and all.

Monthly performances of the students are evaluated by the committee of teachers and best house award is also given to the leading house.

Students are taking personal counselling from their respective mentor for overall development.

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

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

One of the above

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

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

Teachers and students are encouraged to explore, study, and use all of the resources available to learn something new through innovation in education. It entails a new way of thinking about and solving of problems. Students' imagination and problem-solving abilities will be enhanced as a result of the thought process that goes into it.

Students are actively engaged in a complex teaching and learning phase in life skills education. Working in small groups and pairs, brainstorming, role play, sports, and discussions are some of the strategies used to encourage active participation.

Grizzly college of education is promoting creativity through giving the award to the most creative student after completing the session as Best Innovative student.

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

## 2.4 - Competency and Skill Development

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

Five/Six of the above

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

**2.4.2 - Students go through a set of activities as**

Two/Three of the above

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

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports and photographs / videos of the activities	<a href="#">View File</a>
Attendance sheets of the workshops / activities with seal and signature of the Principal	<a href="#">View File</a>
Documentary evidence in support of each selected activity	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback**

**None of the above**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Details of the activities carried out during the academic year in respect of each response indicated	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content  
Observation modes for individual and group activities Performance tests Oral assessment  
Rating Scales**

One of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Samples prepared by students for each indicated assessment tool	<a href="#">View File</a>
Documents showing the different activities for evolving indicated assessment tools	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Two of the above

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

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

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

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



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

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

Every year, students participate in internship at a variety of government schools for 20 weeks which is divided into four weeks for Observation period and 16 weeks for teaching practice. The student teachers' Practice Teaching consists of approximately 70 lessons (50 by herbartian approach and 20 lesson plan through constructivism) is followed by final lessons (two lessons). The final lessons are given in front of an External Examiner who has been appointed by the university. The practice teaching is therefore carried out for longer than the NCTE's mandated working days. All school activities, such as holding assemblies, organizing sporting events, school days, festivals, and assessment, are carried out by student teachers. School engagement activities carried out by the students to aware the real field and also Internship related activities are arranged for the development of the students like case study, action research, Interaction with community, parents, school teachers and all.

Phase wise orientation to students regarding Internship including micro teaching is arranged before the Internship schedule.

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

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

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

68

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

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

Three/Four of the above

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

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

During practice teaching in different local schools, Grizzly College of Education employs successful supervision mechanisms. Teacher educators from the college (preferably Pedagogy) are assigned to review and approve the lesson plans in advance. The student-teachers are permitted to deliver the lesson plans that have been properly accepted. The faculty observes 70 percent of the lessons in classrooms. Teachers from the schools in question are also present

to attend the lessons. Teachers are encouraged to suggest ways to change the school. As a result, student-teachers receive immediate input more input is provided by a discussion with the observers, which occurs shortly after the lesson is completed.

Teacher educators play the role of supervisor during internship and feedback is given after each of the lesson delivered by student-teacher in their copy in written form.

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

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

One of the above

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

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

One of the above

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

## 2.5 - Teacher Profile and Quality

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

16

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

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

01

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

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

16

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

16

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

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

The structure of our educational system has undergone significant changes over time. Teachers must show that they have the necessary skills to deal with changing times and developments in the field of education. Reflective: Social A instructor, like a man, is a social animal. His requirements are the same as those of any other living being. As a result, he must live a life of austerity and limitations. He must continually evaluate his conduct as an instructor and make appropriate adjustments to meet the demands of the moment.

Student-Centered Development is a professional term that refers to the development of students. Teachers must respond to changes on a regular basis in order to have the best learning environment for their students. In comparison to teachers, students live in a different setting. Only by reaching out to the mental level of the students can teachers cross this void.

Teachers are attending seminars, workshops and conferences regularly to keep themselves updated regularly.

A national webinar was also organized on National Educational policy to aware about the recommendations of NPE 2020.

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

## 2.6 - Evaluation Process

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

Grizzly College of Education adheres to the academic schedule set out by Vinoba Bhave University for the purpose of conducting a continuous internal assessment system. The academic calendar contains information such as the start and end dates of classes, timetables for internal examinations, and so on. It mentioned the dates for the term's end examinations. The time tables have been similarly organized and executed. Teachers devise lesson plans in accordance with the Vinoba Bhave University's academic calendar and guidelines. The University sets the timetable for external examinations, which is posted on the notice board for students to see. Any changes are communicated to the students ahead of time. Every year, prior to university exams, Preparatory Exams are held. And also every teacher administers time to time class tests related to their respective courses.

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

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

One of the above

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

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

Internal evaluation is fully transparent. The Grizzly college of Education has implemented the Vinoba Bhave University's guidelines. At the start of the semester, faculty members introduce students to different aspects of the assessment process that they will encounter during the semester. The university organizes internal evaluation test projects, and students are advised in advance. In each hall, two observers are assigned to ensure that formative assessments are conducted properly. Faculty members review the course within 15 days of the exam date. Internal Evaluation followed as written test on University pattern, assignments, and project works. The results of the students' internal evaluation assessments are posted on the students' notice board.

Internal copy also showed to the students for their improvement after evaluating by the course teachers.

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

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

The college prepares the academic calendar in accordance with the Vinoba Bhave University's guidelines and the provisional date sheet



for university exams.

Internal exams are informed properly to the students and conducted always before the every external semester end examinations. Practicals/Viva -Voce are required in the semester system in terms of examination related preparation, timetables, attendance reviews, midterm exams. Prior to the start of the final test, students are given assignment work and are given grades. University is giving final result based on Internal and external examinations marks putting together with bifurcation of Internal and external examination in the result card.

Co-curricular events are held together from time to time, and information about them is posted on the Notice board. Similarly, at the end of the academic year, annual ceremonies are held.

## 2.7 - Student Performance and Learning Outcomes

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

The programme learning outcomes and course learning outcomes are prepared and available on Grizzly college's website.

The programme learning outcomes and course learning outcomes informed by the faculty members before starting the course and program outcomes informed to the students during Orientation programme.

Every course has its specific objectives and faculty members are introducing according to need and also activities are carried out to attain the objectives.

Students are tuned to achieve the goal of the opted courses and also enabling the students to reach the ultimate goal as program outcomes.

Every student and teacher is well aware of the programme learning outcomes and course learning outcomes.

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



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

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

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

Quizzes, written and practical/ Viva voce exams, writing assignments, and other evaluations like activities carried out by students during morning assembly as Thought presentation, News reading, Quiz session special related to the day and Preamble of constitution and students pledge activities evaluated by teachers and also in the classrooms on a daily basis are the most appropriate assessments to enhance student learning guidance. Since the outcomes of these evaluations are directly related to classroom teaching goals, teachers depend on them. Furthermore, the findings are immediate and simple to interpret on a student-by-student basis. Teachers must adapt both their approach to evaluation and their perception of the outcomes in order to use classroom evaluations to improve. They must see evaluation as an important part of the instructional process and as a means of assisting students in learning.

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

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

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

68

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

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

Students are getting feedback from the faculty members after the evaluation work and continuous and comprehensive evaluation is initiated as formative and summative. Performance of the student with full potential has more confidence in the evaluation process and the judgement of the faculty member is used to improve for their motivation.

The steps used to complete the assessment are following:

- have a clear understanding of what is required of them
- gain a better understanding of the evaluation criteria
- be aware of their responsibilities
- understand how to plan for the evaluation
- give it their all with everything they do (when they are fully informed about the assessment)

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

## 2.8 - Student Satisfaction Survey

## RESEARCH AND OUTREACH ACTIVITIES

### 3.1 - Resource Mobilization for Research

**3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year**

0

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

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

0

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

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

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

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

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

## 3.2 - Research Publications

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

0

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

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

0

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
• First page of the published book/chapter with seal and signature of the Principal	<a href="#">View File</a>
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 3.3 - Outreach Activities

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

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

0

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

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

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

01

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

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

0

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

0

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

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

The Grizzly College of Education is affiliated with Vinoba Bhave University, Hazaribag, and our NSS activities are supervised by the university's NSS coordinator. We have one NSS unit at this college, which is led by a Program Officer and is responsible for executing NSS activities during the year. NSS Activities play an important role in transforming students into responsible people. Various programmes are organized through the NSS to raise awareness about health care, cleanliness, energy conservation, environmental protection, and social equality, among the adopted Village namely Inderwatand. Every year, the NSS conducts various programmes to aware the community outside the college.

During COVID pandemic period NSS Unit distributed Mask and Sanitizer and also created awareness among the villagers to protect themselves.

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

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

0

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

**3.4 - Collaboration and Linkages**

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

0

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

0

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

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

01

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

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

None of the above



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

## INFRASTRUCTURE AND LEARNING RESOURCES

### 4.1 - Physical Facilities

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

**Facilities for teaching, learning, and infrastructural at Grizzly college of Education**

Class rooms with LCD projectors, conference room, , All the laboratories like Physical science lab, Biological science, health and physical resource centre, Psychology lab, mathematics resource centre, Art and craft, care room, boys and girls common room separately available in the college.

Playground is also available in the campus for indoor and outdoor games.

Generator and Inverter facility is also available for uninterrupted power supply.

There are two broadband services available to ensure Wi-Fi in the campus. Internal and external surveillance system (CCTV) cameras, LCD monitors, are installed for security and administration.

The Library as a Learning Tool: The library is well-equipped and semiautomated. Computer-assisted Access to Institutional ERP Software for the purpose of issuing books and maintaining records is available.

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

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

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

08

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

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

565067

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

## 4.2 - Library as a Learning Resource

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

The library is computerised, with software used to issue books and keep track of records. Writer, title, and publisher are the keywords

used for successful book retrieval in the library. The library is divided into four parts. Acquisition, cataloguing, circulation, and serial control are the four steps. Computer and internet access are available in the college library. Teachers and students use computers and the internet to access a variety of information about teaching subjects, the teaching-learning process, teaching strategies, teaching techniques, various types of innovations in the field of classroom interactions, teaching aids, effective use of audio-visual teaching aids, the role of electronic media in education, and recent research studies related to these topics.

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

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

Students and teachers are using the library through ERP software but that is not sufficient. College management is planning to make available this service in upcoming days for the students and teachers so that they can access through gateway or remote access and after this facility Teachers and students can use computer and internet to access various kind of information regarding teaching subjects, teaching-learning process, teaching strategies, teaching techniques, various kinds of innovations in the field of classroom interactions, teaching aids, effective use of audio visual teaching aids, role of electronic media in education, recent researches related to educational developments and educational complexities etc.

File Description	Documents
Landing page of the remote access webpage	<a href="#">View File</a>
Details of users and details of visits/downloads	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

<b>4.2.3 - Institution has subscription for e-resources and has membership / registration for the following e-journals e-Shodh Sindhu Shodhganga e-books Databases</b>	
<b>File Description</b>	<b>Documents</b>
Data as per Data template	<a href="#">View File</a>
Receipts of subscription /membership to e-resources	<a href="#">View File</a>
E-copy of the letter of subscription /member ship in the name of institution	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>4.2.4 - Annual expenditure for purchase of books, journals, and e-resources during the year (INR in Lakhs)</b>	
<b>103788</b>	
<b>File Description</b>	<b>Documents</b>
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>4.2.5 - Per day usage of library by teachers and students during the academic year</b>	
<b>4.2.5.1 - Number of teachers and students using library for Month one (not less than 20 working days) during the academic year</b>	
<b>39</b>	

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

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

One of the above

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

### 4.3 - ICT Infrastructure

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

Grizzly College of Education keeps its IT infrastructure up to date. Desktop computers, multimedia projection systems, laboratories, and various applications for these have all been purchased. To promote students' mastery of basic IT skills, the college Computer lab has 19 systems to meet the needs of students. The college has a high-speed internet access and a Wi-Fi network. Faculty and students both make extensive use of the ICT services.

Wi-Fi facility is available for the students and also for college staff. Students are also using various teaching learning related apps like e-pathshala and all during Internship preparation for their lesson plans.

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

#### 4.3.2 - Student – Computer ratio during the academic year

1:4

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

**4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:**

**E. < 50 MBPS**

**4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit**

**One of the above**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to videos of the e-content development facilities	Nil
List the equipment purchased for claimed facilities along with the relevant bills	<a href="#">View File</a>
Link to the e-content developed by the faculty of the institution	Nil
Any other relevant information	<a href="#">View File</a>

#### 4.4 - Maintenance of Campus and Infrastructure

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

353036

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

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

To maintain and utilize the Physical, Educational and Ancillary facilities, several procedures are followed in the college which is as follows:

First hand knowledge in various laboratories of the college improves skills of the trainees through various activities such as Psychological tests, Conducting Art & Craft and workshops etc. For the use of Library by the trainees, books and manuals are issued and received through ERP to the student as well as teachers. The College also facilitates E- Library. Students can use library books sitting at distant places by log in their id and Password. A Suggestion box



has also been kept in the Library where students can put demand of new books and journals. 05 types of news papers in Hindi & English and Journals are also made available in the library.

Annual Sports day is organized in the college. Facilities of indoor and outdoor games are in the time- table of students.

Computer Classes are conducted as per their time-table. Students and faculty can make PPT there. Language lab has also been developed in the college for the students.

Teaching- Learning process is conducted through Over Head Projectors in the class rooms.

House Keeping Department works for hygiene and cleanliness to provide healthy environment in the College.

File Description	Documents
Appropriate link(s) on the institutional website	<a href="http://www.grizzlycollege.org">www.grizzlycollege.org</a>
Any other relevant information	<a href="#">View File</a>

## STUDENT SUPPORT AND PROGRESSION

### 5.1 - Student Support

**5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning**

One/Two of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	<a href="#">View File</a>
Sample feedback sheets from the students participating in each of the initiative	<a href="#">View File</a>
Photographs with date and caption for each initiative	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Seven/Eight of the above

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

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

D. Any 1 of the above

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

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

One of the above

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

## 5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
0	0

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

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

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

0

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

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

01

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

### 5.3 - Student Participation and Activities

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

Student parliament system has introduced at Grizzly College of Education to ensure the representation of students every year at the start of the academic year. Institution has given a platform to the students to develop leadership skills. The student leaders are in charge of coordinating the different events and duties that the college has delegated to them. They serve as a conduit between students, teachers, and the college. The representatives provide feedback on different activities carried out by the faculties and the college, as well as how students respond to College authorities' decisions. The student parliament body and the college administration meet on a regular basis to plan out the college's various activities.

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

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

0

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

## 5.4 - Alumni Engagement

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

Alumni association of Grizzly college of Education is registered under society Act Registration 1860 as per name Alumni Association of Grizzly College of Education and functional through various activities discussed as per alumni meet. Alumni meetings are conducting through Coordinator every year on regular basis.

Alumni members are a big achievement for the college to create a difference in the society. They are guiding new students and also supporting the institute through various activities.

Various activities conducted by alumni association are mentioned below to create significant contribution in the society through college-

- Plantation drive at college campus through Alumni association.
- Organizing sanitation and mask distribution among adopted villagers through alumni association.

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

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

None of the above

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

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

02

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

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

Grizzly college of Education has rich number of alumni members and they are supporting the institution in various ways.

Alumni members are promoting and helping the youngsters in the admission process. During meetings it was decided to conduct the sessions through alumni association.

During said period due to COVID-19 not much activity carried out.

Alumni members are sharing job opportunities in the whatsapp group to get placement for their juniors.

The Alumni Association assists in the formation of networking relationships with all students.



It keeps the college informed about the placements of students who have graduated.

It provides information on school-based work opportunities

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

## GOVERNANCE, LEADERSHIP AND MANAGEMENT

### 6.1 - Institutional Vision and Leadership

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

#### Vision

To develop socially competent, culturally accepted, nationally recognized, and educationally fitted with demands of global trends in the field of Teachers' Education.

#### Mission

To foster total development to personality.

- To provide integrated courses in teacher education, marked and defined by value-education, global outlook, and interdisciplinary.

The Grizzly college of Education follows a Democratic and participatory mode of governance with all stakeholders participating actively in its administration. The coordinators of various committees and cells, along with the staff representatives on higher decision-making bodies play an important role in determining the institutional policies and implementing the same. The Principal monitors the mechanism regarding administration and academic process. It also ensures proper functioning of the policies and rules and action plans of the college. The IQAC monitors the academic and administrative progressive performance of the college regularly.

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

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

In keeping with its belief in collective leadership and democratic values, Grizzly college of Education practices decentralization and participatory approach. The comprehensive delegation of authority to the college teachers is one example of this activity. Teachers engage in the management process in the following ways: The Teacher is in-charge of his or her subjects Teaching Plans They have the authority to determine the type, pattern, and length of special and remedial classes for their subject's students. Seminars, lectures, career counselling sessions, remedial steps, Educational survey, are often planned by them. They are free to implement innovative and creative measures to support their students.

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

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

Grizzly college of Education is a self-financed college.. Funds obtained from students' fees in accordance with regulations as part of a self-generated resource used to pay salaries. The Trust has full control over the fees and funds available to the college. Audits are performed on a regular basis to ensure maximum transparency. The college administration includes all employees, from the top to the bottom. At the start of the session, all

teaching and non-teaching staff are assigned additional roles in addition to their regular responsibilities. Employees show a strong desire to accomplish the tasks that have been assigned to them.

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

## 6.2 - Strategy Development and Deployment

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

Grizzly college of Education's approach is extremely precise and action-oriented. The College has devised specific short- and long-term strategies to achieve its objectives. Our time-bound strategic plan is successfully executed and backed up with adequate financial resources. The college's staff are regulated by engagement and transparency standards.. The college has a well-functioning management structure in place to capture, align, and incorporate data on academic and administrative matters. Meetings and decision-making are commonplace at the college. The following activities, in particular, come under the preview of the issue at hand: Students' Attendance Records, Use of audiovisual aids, Coverage of the syllabus, Internal Assessments, CCA Organization, ICT and Educational Technology, Use of Laboratory, Work related to committees, which are headed by the college's Principal, deal with the aforementioned issues.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	<a href="http://www.grizzlycollege.org/Photo-Gallery">http://www.grizzlycollege.org/Photo-Gallery</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Grizzly college of Education has decentralized structure of administration and described in an organogram of Institute. Institute administration is a combined a cooperative effort of Principal, teaching, non teaching staff and students with the cooperation in support of all stakeholders in pursuit of common objective. It is necessary that all aspects should be organized in order to attain the desired goal.

The organizational structure of an institution outlines how certain activities are directed to achieve the goals of the Institution. The organizational structure of an institution defines- Task allocation, coordination and supervision towards the achievement of organizational aims. The roles people play, the structure that connect those roles and the processes used to fulfill the roles all working together to achieve a purpose.

File Description	Documents
Link to organogram on the institutional website	<a href="https://control-panel.org.in/eNAAC/A91B1GRIZZLYCOLLEGE7269476A69790organogram(1).pdf">https://control-panel.org.in/eNAAC/A91B1GRIZZLYCOLLEGE7269476A69790organogram(1).pdf</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Three/Four of the above

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

6.2.4 - Effectiveness of various bodies / cells / committees is evident through minutes of meetings and

implementation of their resolutions / decisions Describe one decision based on the minutes of the meetings of various Bodies / Cells / Committees which is successfully implemented in not more than 100 - 200 words.

All of the decisions related to Grizzly college of Education is taken based on the discussions held in the meetings of different committees/cells. Minutes of all meetings are registered for record keeping. The college's various activities and strategies are formulated in accordance with the guidelines of Vinoba Bhave University's vision and mission, and the college's vision and mission. Important information is also available on the college's website and notice board. The academic and cultural calendars are enforced in a timely manner by the various bodies and committees present in the college. Decisions made at different meetings are recorded, and practical measures are taken to put the decisions into practice on the ground. College has following major committees/cells as Internal Quality Assurance Cell, Examination Cell, Library Advisory, Sports and recreation committee, Guidance and counselling, admission cell, NSS and Extension, Alumni association, College magazine, feedback committee, cultural committee etc. for effective and smooth functioning of the college.

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

### 6.3 - Faculty Empowerment Strategies

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

The Grizzly College of Education treats its employees as family members and is completely committed to their professional growth, both teaching and non-teaching. In the current situation, The College ensures that its employees' professional growth and several welfare measures are taken for teaching and non-teaching staff for example EPF facility, leave encashment etc.

A canteen in the campus to provide food and snacks at reasonable prices to the staff and students.

Study Leave for pursuing higher studies.

Free uniforms for all employees.

Transport facility is also provided for teaching and non teaching staff.

Accommodation is also available for staff.

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

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

0

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

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

0



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

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

01

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

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

Grizzly College of Education has process in place for evaluating faculty and other personnel and using the results to enhance teaching, study, and service. Both teaching and non-teaching staff's assessment and evaluation results, as well as their annual review results, are analysed and used appropriately by the college. Any stakeholder may leave feedback on the faculty's results in the college's suggestion box. Students are encouraged to provide input on a daily basis and are free to speak with the principal and management. During the academic session, students have the ability to share their opinions on the college's various academic and co-curricular programmes. In addition, the assessment includes a comprehensive review by students and peers.



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

#### 6.4 - Financial Management and Resource Mobilization

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

Proper Accounting and Chartered Accountant services are available for Internal and external audits to ensure proper accounting for receipts and payments of student fees. On a half-yearly basis, an internal financial committee reviews all vouchers. The bills and vouchers are doublechecked to ensure that all expenditures under different headings are accurate. If a disparity is found, it is brought to the principal's attention.

Salary, utilities, internet charges, maintenance costs, stationery, and other consumable fees are all included in the college budget, as are non-recurring expenditures including lab purchases, furniture, and other construction costs. The accounting department will keep track of the expenditures in accordance with the budget.

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

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

0

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

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

The Grizzly college's sources of funding are reliable and well-known. Financial preparation is carried out to ensure that all of the college's programmes are adequately funded. Financial regulations are adhered to by the Grizzly college of Education and are focused on financial management procedures that have been approved. It finances all expenses that are visible. It abides by all regulatory restrictions in the financial sector and ensures transaction transparency. The only source of revenue is the fee collected from students in accordance with NCTE and affiliating university regulations.

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

## 6.5 - Internal Quality Assurance System

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

In both academic and administrative areas, Grizzly College of Education has implemented quality management strategies. It is designed to foster a culture of creativity, innovation, and quality improvement. Internal Quality Assurance cell is set up according to

the norms. It makes recommendations at various points in the course, from the beginning to the end. This cell also discusses and responds to suggestions received in a variety of ways, including verbal, written, and Suggestion Box. National Level Webinar on New Education Policy-2020 and lecture series also organized by the effort of IQAC. The Completion of NAAC accredited process completed under the supervision of IQAC during the period.

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

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

Internal quality Assurance cell ensures the effective implementation of the Academic calendar and also assess the progress through monthly syllabus completion report.

The following measures adopted to review the teaching learning process:

- Students' centric methods for clearing the concepts are adopted.
- Library is enriched with resources related to curriculum.
- Emphasis is given on course completion.
- Participation of students in classroom discussion is to be enhanced.
- Transparency is maintained in internal assessment.
- IQAC monitors the proper implementation, an analysis of overall academic and administrative performances of the Institute activities.
- It ensures maximum utilization of infrastructural facilities and the available ICT resources.
- Feedback analysis committee has formed to review the online and offline feedback received from the students.
- The IQAC monitors the well being of the Institute in all respects.

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

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

0

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

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

Four of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to the minutes of the meeting of IQAC	<a href="https://control-panel.org.in/eNAAC/A91B1GRIZZLYCOLLEGE7269476A69792020-21%20IQAC%20Internal%20Quality%20Assurance%20Cell%20.pdf">https://control-panel.org.in/eNAAC/A91B1GRIZZLYCOLLEGE7269476A69792020-21%20IQAC%20Internal%20Quality%20Assurance%20Cell%20.pdf</a>
Link to Annual Quality Assurance Reports (AQAR) of IQAC	<a href="https://control-panel.org.in/eNAAC/A91B1GRIZZLYCOLLEGE7269476A69792020-21%20Report.pdf">https://control-panel.org.in/eNAAC/A91B1GRIZZLYCOLLEGE7269476A69792020-21%20Report.pdf</a>
Consolidated report of Academic Administrative Audit (AAA)	<a href="#">View File</a>
e-Copies of the accreditations and certifications	<a href="#">View File</a>
• Supporting document of participation in NIRF	<a href="#">View File</a>
Feedback analysis report	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**The Grizzly college of Education has accredited with NAAC for first cycle in the month January 2022 and incremental improvements are mentioned below:**

- 1. Clean And Green Campus**
- 2. Student centric approach**

#### **Clean and Green Campus**

**The college campus is improved in the measure of sanitation, water conservation, energy conservation, waste management and green practices.**

**Student centric approach and methods are more focused after the 1st cycle.**

**IQAC's strategy has always been to concentrate on the process of**

student centered teaching and learning, and it has established policies to assess and evaluate it on a regular basis. As a result, the IQAC follows instruction, learning experiences, and reviews, and makes changes based on feedback. The IQAC analyses the teaching process on a regular basis to see the learning outcomes and advises incremental and regular extension, updates, and inclusion of planned activities.

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

## INSTITUTIONAL VALUES AND BEST PRACTICES

### 7.1 - Institutional Values and Social Responsibilities

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

The institution has a stated energy policy streaming ways of energy conservation.

In the staff meeting & Morning Assembly, Team members and students are directed to switch off lights, exhaust fans, AC, OHP, electronics appliances, etc. after use. In order to save energy, only LED bulbs are used in the institution. Small stickers like "SAVE ENERGY" have been displayed on the switchboards. Similarly, Poster making, Essay writing Competitions are conducted among the students on energy conservation to make them aware in this direction.

Apart from the above, Two Solar lights have been installed in the campus for security purpose which saves a large amount of energy.

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

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

The institution has a define stated policy and procedure for implementation of Waste management. We have separate dumping tank for bio-degradable and non-biodegradable waste. Leaves and Grasses are dumped in the separate tank which converts later on, Manure for the plant in the campus. Wormi -Compost is also produced in the campus for the organic kitchen garden, flowering plants and other greenery. Apart from it, big dustbins have been placed to keep the campus healthy and clean. Now, our Campus has been made "Plastic Free"

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

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

Four of the above

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

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

Three of the above



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

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

Our Institution is committed to cent percent clean, sanitized, lush green cover which provide a pollution-free healthy environment for the teachers and taught, the cleaning of toilets, drinking points, Class-room and other rooms are daily cleaned and videographed. Housekeeping department has to be vigil on sanitization of the building and campus. Excluding the constructed area, badminton and basketball court, Assembly area, Whole campus is full of beautiful flower, kitchen garden, herbal garden to keep the environment cool, beautiful and attractive use capital of phenyl, toilet screen, air freshener keeps the toilet fresh and hygienic.

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

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

**Three of the above**

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

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

94605

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

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

College is located amidst a small village i.e. Inderwatand, 1 K.m. far from the NH31. Around 150 families reside in the village who are suffering from evils like illiteracy, Poverty, superstitions, unemployment, ignorance of Govt. scheme and liquor drinking habit. Under the above situation, Our institution has taken many initiatives against them. College NSS team frequently visit the village and guide the communities through Nukkad Natak ,by inviting them to participate in the cultural programmes of the college and work for the upliftment of the village. Computer literacy programme, Mahila awareness programme, Literacy Programme are conducted for them in the college Distribution of winter wear, clothes, blankets, food packets etc. by the college have brought drastic changes in their life.

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

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

**C. Any 2 of the above**

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

## **7.2 - Best Practices**

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

**Two institutional best practices as per NAAC format**

- 1. Single use plastic free campus**
- 2. Use of LED bulb only in the entire campus.**

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

### 7.3 - Institutional Distinctiveness

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

One of the distinctiveness related to visions of the institution is to prepare students as educationally fitted with demands of global trends in the field of Teachers education. Our institution gives platforms to learn new technologies, tools to learn language, Cultures and Communication skills we prepare smart teachers who can be digitally sound, project-based learning innovative ideas new information and keeps them learning new ideas and thought fit globally.

Similarly, our institution is committed to prepare a band of teachers who could be adventurous in their profession. They should bridge a long gap between privileged and unprivileged class. They should prepare such a society and nation where all communities are brought under main stream of the country as well as internationally recognized.

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