YEARLY STATUS REPORT - 2022-2023

Part A	
Data of the Institution	
1.Name of the Institution	Grizzly College of Education
• Name of the Head of the institution	Dr. Mridula Bhagat
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	7070098799
• Mobile No:	7070098791
• Registered e-mail ID (Principal)	grizzlycollege@gmail.com
• Alternate Email ID	principal@grizzlycollege.org
• Address	Near Satpuliya, Gumo
• City/Town	Jhumri Telaiya
• State/UT	Jharkhand
• Pin Code	825409
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education
• Location	Urban

• Financial Status	**Self-financing**	
• Name of the Affiliating University	**Vinoba Bhave University Hazaribagh**	
• Name of the IQAC Co-ordinator/Director	**Saurabh Sharma**	
• Phone No.	**7070098791**	
• Alternate phone No.(IQAC)	**8005400618**	
• Mobile (IQAC)	**7985595871**	
• IQAC e-mail address	**iqac@grizzlycollege.org**	
• Alternate e-mail address (IQAC)	**ss48305@gmail.com**	
3.Website address	https://grizzlycollege.org	
• Web-link of the AQAR: (Previous Academic Year)	www.grizzlycollege.org	
4.Whether Academic Calendar prepared during the year?	**Yes**	
• if yes, whether it is uploaded in the Institutional website Web link:	https://control-panel.org.in/CMS-PAGE/cms_eDocument/A91B1GRIZZLYCOLLEGE7269476A6979Academic%20Calendar%202022-23.pdf	

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**B**	**2.37**	**2022**	**25/01/2022**	**24/01/2027**

6.Date of Establishment of IQAC	**27/11/2018**

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

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

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

• Upload latest notification of formation of IQAC	[View File](#)
9.No. of IQAC meetings held during the year	`08`
• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?	`Yes`
• (Please upload, minutes of meetings and action taken report)	[View File](#)
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	`No`
• If yes, mention the amount	

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

`Organizing In-house Curriculum Planning`

`Community Service achieved remarkable results through the NSS.`

`Organizing International Seminars, Faculty Development Programme(FDP), and Seven-day workshop`

`Organizing Seven-Day NSS Special Camp`

`Unnat Bharat Abhiyan`

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

Plan of Action	Achievements/Outcomes
`https://control-panel.org.in/CMS-PAGE/cms_eDocument/A91B1GRIZZLY COLLEGE7269476A6979Action%20Plan (1).pdf`	`https://grizzlycollege.org/e-Newsletter`

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

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Governing Body	15/06/2023

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2022-2023	22/03/2024

15.Multidisciplinary / interdisciplinary

This College is affiliated to Vinoba Bhave University Hazaribag. The Grizzly College of Education has framed the design of the course having Multidisciplinary and Interdisciplinary approach.The Teacher Education and Teacher Educator Programs have been designed for all these approaches; the holistic development of

teachers and teacher educators is our concentrated pathway to enrich all these programmes. Presently, Arts, Science and Education are disciplines integrated for the purpose; so it is multidisciplinary; whereas courses like; Language Across Curriculum (Hindi, English and Urdu), Art in Education (Music, Dance, Drama,

Paintings, Drawing, model making, etc.) Physical Education is interdisciplinary, and above all these courses have a focal intention to integrate them for effective and efficient school education in particular and Education at wider perspectives. So

The College has implemented NEP 2020.

16.Academic bank of credits (ABC):

Academic Bank of Credits (ABC) is the initiatives taken by the institution to fulfill the requirement of Academic bank of credits as proposed by NEP 2020. ABC can be considered as an authentic reference to check the credit record of any student at any given point in time. Thus, the concept of ABC is fuel to boost the efficiency of faculty and help students embrace a multi-disciplinary educational approach. The idea is to make students "skillful professionals" and help their overall growth. Grizzly college of Education has asked all students to start digilocker which is must as per NEP 2020. All the students have made their Digilocker account

in his mobile. The institution is registered under ABC to permit the learners to avail the benefit of multiple entries and exit during the chosen programme.

17.Skill development:

A teacher builds the future, our college conducts teacher training courses. Attention is given to what should be there in the skill development of a good teacher. Keeping this in mind, our college Grizzly College of Education provides training to the trainees. Keeping the reading in mind, the following skills are developed.

- Classroom management skills
- Time management skills
- Group discussion skills
- Reading writing and thinking skills
- Communication skills
- Self confidence skills

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

Our institute is related to the teaching training institute, here the trainers are trained in the field of teacher. At present, the Indian knowledge system is gradually giving importance to modernity in education. The present day education system is not limited to just one class but has come to a global level. Keeping this in mind that a teacher builds the future, our college instructors give a lot of importance to the use of modernization in education. The faculty of the institute enhance their knowledge through orientation programmes, seminars, conferences, workshops, etc. organized by the UGC, leading to a proper integration of the Indian knowledge system. The teacher should have proficiency in the language and should be able to preserve and advance his/her culture. The teachers here train the trainees through online courses keeping in mind Indian knowledge, language and culture. The institute allows prospective teachers to choose various educational courses like training. Students are also encouraged to do folk dances in Hindi, Sanskrit, Bengali, Urdu, regional languages and on special occasions, Indian classical dances etc., which is helpful for proper integration of Indian knowledge system.

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

Outcome-Based Education (OBE) is a student-centric teaching and learning methodology in which the course delivery, assessment are planned to achieve stated objectives and outcomes. It focuses on measuring student performance i.e. outcomes at different levels In

this process, the teacher is a co-learner and collaborator and has the role of a mentor and facilitator. He has a challenging role to create opportunities to enable students for critical thinking so as to develop application and problem-solving skills promoting higher order learning of application, analysis and synthesis. The multiple pedagogical approaches like flipped classroom, case-based instruction, project-based learning, art-integrated learning, experiential learning, group discussions, brainstorming, role plays, research labs and other institutes suggested for teaching-learning will promote constructive learning and active involvement of learners to achieve the pre-defined goals.

20.Distance education/online education:

Grizzly College of Education does not offer online courses to teachers but suggests teachers to continue their study through open and distance learning when engaged in employment in the private or public sector. Online education is one of the major changes in the education world after the global pandemic like Covid.The institution teachers use offline method of teaching like Power point presentation, along with online classes through zoom apps, Cisco Webex and Google meetare encouraged.

Extended Profile

1.Student

2.1   **100**

Number of students on roll during the year

File Description	Documents
Data Template	[View File](#)

2.2   **100**

Number of seats sanctioned during the year

File Description	Documents
Data Template	[View File](#)

2.3   **60**

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

File Description	Documents
Data Template	View File

2.4   **96**

Number of outgoing / final year students during the year:

File Description	Documents
Data Template	View File

2.5Number of graduating students during the year   **96**

File Description	Documents
Data Template	View File

2.6   **100**

Number of students enrolled during the year

File Description	Documents
Data Template	View File

2.Institution

4.1   **110.16988**

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

4.2   **29**

Total number of computers on campus for academic purposes

3.Teacher

5.1   **16**

Number of full-time teachers during the year:

Extended Profile

1.Student

2.1 Number of students on roll during the year	100

File Description	Documents
Data Template	View File

2.2 Number of seats sanctioned during the year	100

File Description	Documents
Data Template	View File

2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	60

File Description	Documents
Data Template	View File

2.4 Number of outgoing / final year students during the year:	96

File Description	Documents
Data Template	View File

2.5Number of graduating students during the year	96

File Description	Documents
Data Template	View File

2.6 Number of students enrolled during the year	100

File Description	Documents
Data Template	View File

2. Institution

4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	**110.16988**
4.2 Total number of computers on campus for academic purposes	**29**

3. Teacher

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

File Description	Documents
Data Template	View File
Data Template	View File

5.2 Number of sanctioned posts for the year:	**16**

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 affiliated to Vinoba Bhave University Jharkhand, and is working as per the rules of the university. The college adopts modern teaching systems for the all-round development of the trainees in the field of education. The college makes the trainees aware of the full use and benefits of Information and Communication Technology in education so that they can prove themselves as successful and efficient teachers. At the beginning of each academic year an academic calendar is prepared

which includes all types of activities which are in alignment with the University. The college conducts student assessment unit tests and internal examinations. Internal examination is based on university pattern. The institute also conducts mock tests for preparation of Teacher Eligibility Test (CTET).

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

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

File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	View File
Meeting notice and minutes of the meeting for in-house curriculum planning	View File
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	View File
Any other relevant information	No File Uploaded

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

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://grizzlycollege.org/PLO-and-CLO
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	**No File Uploaded**
Any other relevant information	**No File Uploaded**

1.2 - Academic Flexibility

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

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

21

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

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

1

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

1

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

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

100

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

100

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

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

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

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

65

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

65

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

1.3 - Curriculum Enrichment

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

It is crucial to have a fundamental and comprehensive understanding of the teaching profession in the subject of teacher education. Teaching requires instructors to develop not only knowledge but also skills and competence to meet the demands of 21st-century classrooms.

Grizzly College of Education provides new students with an orientation and induction programme before the start of regular sessions that gives them a glimpse and understanding of the Teacher Education programs accessible nationwide. Pupil teachers are informed about the programs and the courses learning objectives.

The College is committed to assisting the acquisition of information and skills for various levels of school education as an affiliated college. Micro and macro education, internships, field engagement, field excursion, laboratory work, extension activities, and field exploration are just a few of the cutting-edge methods and practical experiences used.

We place a high priority on the development of skills and competencies connected to various personality traits that help student teachers to successfully navigate their environment.

Students take up duties in college activities, such as the celebration of religious festivals, national festivals, special assemblies, and other significant days. Peer guidance and tutoring also encourages teamwork.

File Description	Documents
List of activities conducted in support of each of the above	View File
Documentary evidence in support of the claim	View File
Any other relevant information	**No File Uploaded**
Photographs indicating the participation of students, if any	View File

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

All the students of Grizzly College of Education are indeed familiar with the complex diversities of the Indian school system as the institution provides theoretical as well as practical knowledge through curriculum (as designed by the university). Students get an understanding of how schools work by participating in various field engagement activities at their respective schools. As part of their internship in various types of schools, they observe and produce profile of the school that depicts the functioning of the Jharkhand Board Schools in rural as well as urban areas. They are given primary, middle and high schools as the part of their internship to get the functioning understandings of all levels of schools. Apart from Jharkhand Board the student teachers are made aware about the functioning of different boards and their respective syllabi and curricula through theoretical classes.

Furthermore, student teachers are made to analyse the admission policy, infrastructure facilities, evaluation policy, teaching pedagogical practices and roles and responsibilities of different staff members of the schools. Though all the schools where the student teachers pursue their internship are government schools the evaluation policy generally varies from school to school.

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

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

Grizzly college of education designed curriculum which helps students to understand the interconnectedness of various learning engagements.

In this direction numbers of practical courses are introduced the student teachers which start from their first semester with Orientation and demonstration of Micro Teaching skills. Here focus is on the lesson planning and teaching, re-teaching of different teaching skills namely Introduction, Questioning, Explanation, Illustration with Example, Stimulus Variation & Reinforcement.

Student teachers move to higher level and engagement with field is done where the student teachers plan and prepare lesson plans of 40 minutes duration in schools under the able guidance of teacher educators.

This Practice of teaching is followed by Internship of six months in a school, where student teachers are involved in a lot of activities like preparation of Time Tables, Year Plan of school, Continuous and Comprehensive Assessment, Morning Assembly, Observation of school facilities such as science laboratory, library and sports facilities, computer laboratory, geography room, Art and Craft room, music room, etc. The activities which our student teachers have to do are taking attendance of a class, preparing students' reports, assessing homework/projects of a class.

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

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	All of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	No File Uploaded

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	View File
Action taken report of the institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

100

2.1.1.1 - Number of students enrolled during the year

100

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

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

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

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

2

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

2

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

2.2 - Honoring Student Diversity

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

At the entry level assessment, Grizzly College of Education prepares itself for freshers. The college facilitates the students with best possible chances of success in attaining the academic goals.

The institution assesses the learning levels of the students, after admission through Orientation Program organized for the freshers to acquaint them with the B.Ed. curriculum, college infrastructural and library facilities. The students are familiarized with the faculty, syllabi, academic calendar, examination system and internal assessment criteria.

The students also visit language lab and use the equipment's to have better understanding about concepts of language. After identifying their learning needs, the students excelling in various fields of creativity are encouraged to represent the college at different levels and to participate in Talent Search and Youth festivals for their readiness towards B.Ed. program.

Periodic oral and written tests for pupil teachers are conducted to enable them to perform better in examinations. Peer learning is encouraged where the students discuss the topics with slow learners, real life examples are used, extensive use of audio-visual aids are used for better comprehension while teaching.

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

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

`Six/Five of the above`

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the activities to address the student diversities	View File
Reports with seal and signature of Principal	View File
Photographs with caption and date, if any	View File
Any other relevant information	`No File Uploaded`

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

`Four of the above`

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

2.2.4 - Student-Mentor ratio for the academic year

8:1

2.2.4.1 - Number of mentors in the Institution

16

File Description	Documents
Data as per Data Template	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View File
Any other relevant information	View File

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.

Participative learning mode is used by teacher educators to instill confidence and positivity and to ensure physical and mental development of the trainee teachers such as initiating group work through cultural programme, organising debates & discussion ,teamwork during field/school visits and educational tours.

Problem solving methodologies are used while taking classes and it helps in developing good study habits, analytical, critical and generalization abilities, and in transfer of knowledge.

Experiential learning which focuses on the learning process of the individual, is one of the other teaching methods used by our college faculty. One of the most important part of experiential learning opportunities is an internship session of Six months where trainees experience a real life classroom.

Brainstorming is the strategy of teaching used by the teacher in which maximum students participate by responding or presenting views on one topic. This technique encourages new ideas among students which would never have happened under normal circumstances.

Focused group discussions are also used by teacher educators to enhance student learning on various topics related to B.Ed. course. Our teacher educators support a blended form of learning. The trainee teachers are often encouraged to maximize use of ICT in teaching learning process.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	View File
Any other relevant information	No File Uploaded

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

13

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

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

100

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

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

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

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

Trainee Teachers of our college are divided into groups under mentors. Mentors encourage and nurture mentees under their guidance (to enjoy learning, taking time to listen to what trainees have to say, and imparting a sense of belongingness in the classroom) which helps them to be successful and develop team spirit.

Mentors are allotted with students from first and second year each as mentees and first semester students are enquired about their personal details as they come from various socio-economic, religious and language backgrounds.

The mentor meets all the mentees under his/her mentorship at least once a month or as and when needed. Records of all such interactions are kept confidential.

Diversity is nurtured through active learning, Group learning, Group discussions, individualized feedback, and independent learning. Stress Management- For meeting diversified learner needs we have a recreation room, gymnasium and a beautiful garden and an open terrace area which reduce feelings of stress and frustration.

The trainees are encouraged to keep themselves abreast with the recent development in the field of education and life through Wi-fi enabled campus, ICT lab and rich library e-resources.

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

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	Five/Six of the above

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

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

Teachers and student-teachers 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. Student-teachers imagination and problem-solving abilities will be enhanced as a result of the thought process that goes into it.

Student-teachers 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-teacher.

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

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	**Seven/Eight of the above**

Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)	

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities with video graphic support wherever possibl	View File
Any other relevant information	**No File Uploaded**

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

File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	View File
Attendance sheets of the workshops / activities with seal and signature of the Principal	View File
Documentary evidence in support of each selected activity	No File Uploaded
Any other relevant information	View File

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	**All of the above**

File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	No File Uploaded

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	**Four of the above**

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

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

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	View File
Any other relevant information	**No File Uploaded**

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 ofcommunity related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event	**All of the above**

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

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

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

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

1. Selection/Identification for internship: Participative/on request

• **Well-renowned schools of Koderma –C.H+2 School, C.D. High School, C.D. Middle School, R.M.M.M. +2 High School, U.P.G High School Jongi, U.P.G. Urwan, Gandhi High School, are selected that provide a boost in the pupil teacher's capacities, skills & capabilities.**

2. Orientation to students going for an internship

The following methods are used for the orientation of the students

towards internship:

• Students are informed about the school's requirements and do's & don't within the school.

3. Defining the role of teachers in the institution

• On the first day of the internship in the school, pupil teachers are oriented by the coordinator/principal/supervisor of the colleges.

4. Streamlining modes of assessment of student's performance

• Regular visits are done by different teachers to the schools for the observation.

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

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

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

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

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

100

File Description	Documents
Data as per Data Template	View File
Plan of teacher engagement in school internship	View File
Any other relevant information	No File Uploaded

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	**Nine/All of the above**

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

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

Internship is a process of training by which interns can develop aptitude for their future job performance. It is essential to acquire proficiency. University prepares a calendar of school internships.

Our institution takes the following steps for effective monitoring mechanisms during internship programme:

Our college organizes orientation-cum-consultation meetings with the school heads before the internship programme. In this meeting, our Teacher Council puts forth some rules regarding the participation and contribution of trainees in all the activities such as school assembly, cultural activities, PTA meetings, games, inter-house competitions, etc., and guide in the subject practice teaching by student-teachers.

In the school where the trainees go for internship, the experienced school teachers also guide them how to teach and provide feedback in the feedback form.

Peer monitoring is also done during the internship programme by other trainee teachers. The group leader also monitors daily attendance and code of conduct of each peer.

Our college Principal also visits the schools regularly and observes some of the demonstrations presented by trainee-teachers. The senior teachers of our college also go to the schools separately to evaluate the performance of trainee teachers.

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

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

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

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

readiness

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

2.5 - Teacher Profile and Quality

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

16

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

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

1

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

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

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	[View File](#)
Any other relevant information	No File Uploaded

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

Grizzly College of Education places great importance on the professional development of its staff members. They are actively encouraged to attend various orientation programs, refresher courses, Induction Training Programs, workshops, and seminars organized by various Teachers' Training Colleges. These programs provide valuable opportunities for staff members to enhance their knowledge and skills in their respective fields.

Staff members are also encouraged to present papers at national, international, and state-level seminars and workshops. The management provides them with duty leave to facilitate their participation in such events. Additionally, the institution supports staff members in writing and publishing books, articles, and research papers, including contributions to edited books and reputed research journals.

To ensure that faculty members stay up-to-date with the latest trends and technologies, they are provided access to the ICT and the internet. This allows them to continuously update their knowledge in their subjects and in the field of education.

The institution also recognizes and appreciates the outstanding performance of teacher educators through an excellence award presented annually. Such achievements are also celebrated in meetings, during orientation and publicly announced through the institution's address system.

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

2.6 - Evaluation Process

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

The basic purpose of doing the internal evaluation is to use the outcome of evaluation for improving the performance of students. For improving the performance of the students, the following steps are taken :-

1. The marked answer sheets are given to the trainee teachers to give them the opportunity to look into the weaknesses of their performance.

2. When the trainee teachers have seen their performance; the teacher educators discuss each and every question and then explain the correct way to answer.

3. The trainee teachers are given one assignment in each course of the programme and the way in which they complete it helps in understanding the comprehension regarding the particular unit.

4. The college also follows criteria laid down by the University for the Internal Evaluation System. The college displays all the circulars regarding examinations on notice boards and WhatsApp group from time to time. The faculty informs and elaborates the syllabus, its objectives and paper patterns to trainee teachers at the beginning of each semester.

5. Special tests are taken for slow learners.

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

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

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

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

Grizzly College of Education has a well-organized mechanism for Redressal of examination-related grievances. The student-teacher can approach the College Examination staff in charge and Principal to redress the examination-related grievance as per the requirement and jurisdiction of the grievance. At Grizzly College of Education all the arrangements are done for the examinations as per guidelines of Vinoba Bhave University, Jharkhand. If any student-teacher feels that the marks given to him in any paper are not just, he or she can apply for re-evaluation to the examination cell. The student-teachers should apply within a five days after declaration of the result. The college appoints subject expert other than the previous assessor. If there is change in score, it is corrected by the examination cell of the college. The examination cell has to declare final re-evaluation result within five days. The examination cell itself looks after the complaints or grievances related to pre-university examination test. The student-teachers have the freedom to use the suggestion box to put in the note of dissatisfaction with the pre-university examination mechanism. The principal and in charge of faculty keeps an eye on

the overall procedure by conducting the periodical meeting with the examination cell.

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

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

The Institution follows a well-planned academic calendar that is published and made easily accessible to students and faculty members. The calendar includes important information such as the start and end dates of the syllabus, teaching schedules, events, and semester examination dates. It is displayed in the Notice board and published on the college's website.

Teachers prepare their teaching plans according to the academic calendar and university guidelines. The progress of students is monitored through continuous internal evaluation, including seminars, project work, unit tests, and semester examinations. The Principal regularly reviews the internal assessment process.

Preparatory exams are conducted before the university exams, and students receive their answer scripts for clarification and guidance on writing appropriate answers. The Principal holds regular review meetings to assess the implementation and progress of activities outlined in the academic calendar.

The college strives to adhere to the academic calendar for internal evaluation, and any changes to the university's examination schedule are communicated to the students well in advance.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	View File

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 effective learning of any programme and course indeed depends on the PLOs and CLOs. The result of any course in terms providing job opportunity and of the overall personality development of the students is indeed reflects the effective teaching-learning process of any institution. Before the commencement classes in the first academic session during the induction program students generally briefed about the PLOs. The concerned teachers from each course brief their individual classes on the PLOs and CLOs. The college is determined to provide high-quality education, which indeed reflected in the programme and course outcomes.

The college has a set mechanism to ensure alignment of stated PLOs and CLOs throughout the semester by course teachers in the following ways:

- Continuous internal assessment is taken regularly and student's marks are recorded which helps to predict their academic progress.
- End semester house test and final exams also help to ensure alignment of stated outcomes.
- Participation in various competitions such as debates, elocutions, essay writing competitions, quiz tests. Participation in various class room activities such as group discussions, seminars.
- Participation in various co-curricular activities such as organizing morning assemblies, tree plantation campaigns, awareness camps etc.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	No File Uploaded

2.7.2 - Pass percentage of Students during the year

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

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

Grizzly College of Education conducts variety of assessment programme for the attainment of Programme learning outcome and Course learning outcome. Some programmes are given below:

Assimilate positive attitude towards teaching profession and their duties towards the Society

- Participant observation
- Self-reflection
- Peer observation and critical evaluation

Develop the capacity to address the learning needs of all children, including marginalized and disabled

- Enhance confidence level of students
- Organizing competency enhanced
- Meta cognitive strengthening

Become intellectually competent, emotionally balanced, culturally refined, spiritually mature, physically healthy, vocationally productive and self-sufficient with professional excellence

- Reduce stage fear and improved social intelligent
- Leadership and management skill

- **Progressive improvement in multiple intelligent**
- **Develop EQ and SQ**

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

2.7.4 - Performance of outgoing students in internal assessment

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

98

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

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.

During the admission process, the Principal of the institution interacts with both parents and students to understand their needs and aspirations. Students receive counseling and guidance to ensure a smooth transition into the college. An orientation program is organized at the beginning of each academic year to familiarize new students with the course structure, internal assessment methods, curricular and co curricular activities, as well as the rules and regulations of the institute.

To identify students' hidden talents and skills, talent search programs are conducted, which help in the formation of student unions based on their respective abilities. Mentoring and

counseling help identify the individual needs of learners and assist in developing effective classroom practices that lead to better learning outcomes.

To promote ICT skills and the adoption of modern teaching-learning techniques, students are engaged in project work, action research, preparation of online tests, ICT-based lessons, and e-content creation. Faculty members regularly assess the learning needs of students through class tests. Students who score lower are provided with additional assistance to improve their academic performance. The institute conducts remedial classes in various subjects for weak students, focusing on enhancing their skills and competencies.

File Description	Documents
Documentary evidence in respect to claim	[View File](#)
Any other relevant information	**No File Uploaded**

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

https://docs.google.com/forms/d/1zgcP_JF0nNpzlf7B5k3APhGg3DvYNHQNd q87spPyp9c/edit#responses

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

1

File Description	Documents
Data as per Data Template	[View File](#)
Sanction letter from the funding agency	[View File](#)
Any other relevant information	[View File](#)

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

Nil

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

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

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

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	**One of the above**

supports

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

3.2 - Research Publications

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

4

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

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

1

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

3.3 - Outreach Activities

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

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

7

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

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

85

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

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

85

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

85

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the claim along with photographs with caption and date	View File
Any other relevant information	**No File Uploaded**

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.

Grizzly College of Education is committed to making a positive impact in the country by engaging faculty and students in various initiatives that benefit the community and ensure their well-rounded development.

We actively collaborate with the local community to organize community awareness programs in partnership with the National Service Scheme (NSS) Wing. These programs aim to raise awareness about cleanliness, plantation, health and hygiene, social issues, and the conservation of natural resources. We also work with Private Health Centre to facilitate health checkup camps and

health campaigns.

Our college conducts gender sensitization programs, awareness sessions, and celebrates important days for students in internship schools.

Furthermore, we actively participate in government initiatives such as the Swachh Bharat Abhiyan, Voter Awareness, Health Awareness Campaigns and celebrations of important days such as Women's Day, AIDS Day, World Environment Day, Human Rights Day, World Water Day, Youth Day, Yoga Day, Republic Day and Independence Day.

File Description	Documents
Relevant documentary evidence for the claim	View File
Report of each outreach activity signed by the Principal	View File
Any other relevant information	**No File Uploaded**

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

6

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

3.4 - Collaboration and Linkages

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

1

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

1

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

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

2

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

3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities 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	**Three/Four of the above**

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

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 over head 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 are separately available in the college. Playgrounds and a rich Library with sufficient number of books is also available. 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. Four Ducks are also installed in the classrooms to maintain overheat.

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

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

6

File Description	Documents
Data as per Data Template	<u>View File</u>
Geo-tagged photographs	<u>View File</u>
Link to relevant page on the Institutional website	<u>https://grizzlycollege.org/Photo-Gallery</u>
Any other relevant information	**No File Uploaded**

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

42.09035

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

4.2 - Library as a Learning Resource

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

Nil

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

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

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

4.2.3 - Institution has subscription for e-	**Two of the above**

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

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

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

3.25258

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

4.2.5 - Per day usage of library by teachers and students during the academic year

4.2.5.1 - Number of teachers and students using library for Month one (not less than 20 working days) during the academic year

231

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	Nil
Any other relevant information	No File Uploaded

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	Three of the above

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

4.3 - ICT Infrastructure

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

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 Pupil-Teacher' mastery of basic IT skills, the college Computer lab has 19 systems to meet the needs of Pupil-Teacher. The college has a high-speed Internet access and a Wi-Fi.

Faculty and Pupil-Teacher both make extensive use of the ICT services.

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

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

4.3.2 - Student – Computer ratio during the academic year

7:1

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

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:	**D. 50 MBPS - 250MBPS**

File Description	Documents
Receipt for connection indicating bandwidth	[View File](#)
Bill for any one month during theacademic year indicating internet connection plan, speed and bandwidth	[View File](#)
Any other relevant Information	**No File Uploaded**

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

Live studio Content distribution system
Lecture Capturing System (LCS)
Teleprompter Editing and graphic unit

File Description	Documents
Data as per Data Template	**No File Uploaded**
Link to videos of the e-content development facilities	**Nil**
List the equipment purchased for claimed facilities along with the relevant bills	**No File Uploaded**
Link to the e-content developed by the faculty of the institution	**Nil**
Any other relevant information	**No File Uploaded**

4.4 - Maintenance of Campus and Infrastructure

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

5.63976

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

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

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

Firsthand knowledge in various laboratories of the college improves skills of the trainees through various activities such as Psychological tests, Conducting Art & Craft workshops etc. For the

use of Library by the trainees, books and manuals are issued and received through the Pupil-Teacher as well as teachers. The College also facilitates E- Library. Pupil-Teacher can use library books sitting at distant places. A Suggestion box has also been kept in the Library where Pupil-Teacher can put demand of new books and journals.

05 types of news papers in Hindi & English and Journals have 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 Pupil-Teachers. Computer Classes are conducted as per their time-table. Pupil-Teachers and faculty can make PPTs there. Language lab has also been developed in the college for the Pupil-Teachers. Teaching- Learning process is conducted through LCD, OHP & Smart Board 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	https://grizzlycollege.org/Photo-Gallery
Any other relevant information	No File Uploaded

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

| 5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, 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	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File
Sample feedback sheets from the students participating in each of the initiative	**No File Uploaded**
Photographs with date and caption for each initiative	View File
Any other relevant information	**No File Uploaded**

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

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

5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	**B. Any 3 of the above**

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

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

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

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
6	100

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

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

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

5

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

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

17

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

5.3 - Student Participation and Activities

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

The institution has Student-Council and their representation in all the academic and administrative bodies. At the beginning of the academic year, various academic and administrative committees are formulated with the representation of the Pupil-Teachers and faculties as coordinators and members. The concerned coordinators of the various committees are called to frequent meetings to discuss organizing the various activities and make the Pupil-Teacher representatives take part in the discussions of the meetings. Accordingly, the coordinators give guidance on how to organize various events and extension activities to fulfill the objectives and vision of the college. The major activities performed by the various committees with Pupil-Teacher representation and involvement in cultural activities.

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

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

8

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

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 conducted through Coordinators every year on regular basis.

• To encourage and promote close relations between the Institution and its alumni and among the alumni themselves.

• To promote and encourage friendly relations between all members of the alumni body, an interest in the affairs and well-being of the Institution.

• To initiate and develop programs for the benefit of the alumni.

• To assist and support the efforts of the Institution in obtaining funds for development.

• To serve as a forum through which alumni may support and advance the pursuit of academic excellence at the Institution.

• To guide and assist alumni who have recently completed their courses to obtain employment and engage in productive pursuits useful to society.

• Alumni are included as members in the various committees. They are invited in the meetings at the college and they interact with their teachers and express their suggestions on curriculum

revision.

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

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

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

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

2

File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View File
Any other relevant information	View File

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

The 'Alumni Association of 'GRIZZLY COLLEGE OF EDUCATION' provides dedicated support in all activities of the institute. Grizzly college of Education has rich number of alumni members and they are supporting the institution in various ways.

• Short lectures by Alumni, Spoken English Classes, Personality Development Sessions and Skills to face Interviews, Resume Writing.

• The Alumni guides the post graduates on educational, vocational or personal basis.

• Alumni help in pre Internship of new Pupil-Teachers as they tell them the nature in schools and everything related to it.

• The Alumni living in abroad have also registered for the Alumni association and they stay in touch with the college, they help the Pupil-Teachers by guiding them on how they can go abroad after B.Ed. for further studies if they are interested.

• Provide counseling to Pupil-Teachers for employment.

• Act as judges in cultural and sports competitions.

• Actively help in organization and management of extensive outreach activities of the Institute.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	No File Uploaded

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

VISION

The Institution becomes a knowledge hub where the next generation teachers would be equipped with a multidisciplinary perspective of knowledge; grounded with values rooted in Indian culture and history; empowered with twenty-first-century skills; and committed to professional excellence to produce manpower for the country as well as for the global world.

MISSION

• To Provide experience-based learning for multifaceted development

• To contribute to National development through teacher education

• To integrate pedagogy and technology for learning

• To promote self-learning and group learning

• To develop global competencies and life skills among Pupil-Teacher

• To acquire multilingual skills and demonstrate effective communication

• To relate knowledge with day-to-day experience

• To adopt technology to address the explosion of knowledge

• To imbibe constitutional and human values based on Indian

culture

- **To follow inclusive practices in all activities organized by the institution**

- **To identify the uniqueness of every learner and nurture him/her**

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

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

Grizzly College of Education always has committed to decentralization and participative management, aligning with its punctuality in decision-making processes. Under circumstances demanding immediate action, such as the recent requirement for the procurement of new books and journals for the college library as requested by the Principal vide dated 25-08-2022, the management showcases its decentralized approach by empowering the Principal to make timely decisions. This delegation of power, as evidenced by the Secretary's dated 27-08-2022 underscores the institution's adaptability and responsiveness to emergent needs. Such practices not only enhance transparency and accountability but also enhance a culture of shared responsibility and ownership within the institution.

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

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

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

Grizzly College of Education maintains complete transparency and accountability with regard to academic, financial, administrative, and other functions. There is a full-fledged, robust, well integrated system for the internal processes like admission, the examination process, internal quality assurance, library management, etc. The institution maintains complete transparency in its financial functions; the finance department is headed by the principal, who regularly checks the financial workings and statements of the institute. The governing body also reviews the financial statements at the annual general meetings. Most importantly, the audited financial statement of the institute is uploaded on the institute's website to maintain transparency in financial functions. With regard to academic matters, the Governing Body is the highest decision-making authority. It decides matters such as the functioning of the institute's academic programs. The body also advises on syllabus revision, improvements in academic processes, and other important decisions pertaining to academics. The Institute maintains transparency in its administration by uploading the minutes of Governing Body meetings on the website and circulating the minutes of the meeting with the heads of departments, the Pupil-Teacher council, and staff meetings of both teaching and non-teaching faculty. The institute's website provides access to disclosure documents like the minutes of various meetings.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	[View File](#)
Any other relevant information	**No File Uploaded**

6.2 - Strategy Development and Deployment

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

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 staffs 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: Pupil-Teacher' 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	https://grizzlycollege.org/home-page
Documentary evidence in support of the claim	View File
Any other relevant information	**No File Uploaded**

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 Pupil-Teacher 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	https://grizzlycollege.org/Organogram
Documentary evidence in support of the claim	View File
Any other relevant information	**No File Uploaded**

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

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

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

All 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 of Jharkhand, 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, Academic Council Examination Cell, Library Advisory, Sports and Recreation committee, Guidance and Counselling, Admission Cell, Outreach-Activity Committee, Alumni Association, College Magazine, Feedback -Evaluation Committee, Pupil-Teacher Welfare 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	View File
Action taken report with seal and signature of the Principal	View File
Any other relevant information	**No File Uploaded**

6.3 - Faculty Empowerment Strategies

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

Grizzly College Of Education focus welfare to its staff on following areas :-

1. Professional : The college emphasizes the professional development of all staff. Workshops and training enhance skills, ensuring the entire team excels in their roles, contributing to the institution's progress.

2. Social : The college provide free single and family accommodations to some employees and centralized canteen facility to all.

3. Economic : The college ensures timely and correct salary disbursements to all employees. Facilities of PF, ESI and Gratuity are available to all employees.

4. Health and well being : Wellness programs, healthcare benefits, and mental health sessions are provided to ensure that employees take care of their physical and mental health well.

5. Clothing : Free uniforms are provided to all employees according to their dress codes.

6. Leave : For healthy work-life balance, the management ensures leave to all employees for personal and family needs according to the circumstances as under mentioned :-

(a) Casual Leave : All are eligible (Teaching -14 days, Non-Teaching-21 days) in a Financial year.

(b) Out-Station Duty (OD)/Duty Leave : OD is granted to employees

who go out on official duties/Seminars/Workshop/Conferences etc as approved by Principal/Designated Authority.

(c) Maternity Leave : Applicable to all women employees as per the norms.

(d) Medical Leave : All employees are eligible.

(e) Earned Leave : All employees are eligible 5 days in a Financial year.

(f) Bereavement Leave : All employees are granted approximately 13 days of leave on sympathetic grounds according to individual circumstances.

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

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

03

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

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

02

File Description	Documents
Data as per Data Template	View File
Brochures / Reports along with Photographs with date and caption	View File
List of participants of each programme	View File
Any other relevant information	View File

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

11

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	View File
Any other relevant information	View File

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 analyzed and used appropriately by the college. Any stakeholder may leave feedback on the faculty's results in the college's suggestion box. Pupil-Teacher are encouraged to provide input on a daily basis and are free to speak with the principal and management. During the academic session, Pupil-Teacher 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 Pupil-Teacher and peers.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	View File
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View File
Any other relevant information	**No File Uploaded**

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 Pupil-Teacher fees. On a half-yearly basis, an internal financial committee reviews all vouchers. The bills and vouchers are double checked 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.	View File
List of audit objections and their compliance with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

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

Nil

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

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

The 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 Pupil-Teacher in accordance with NCTE and affiliating university regulation

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	[View File](#)
Any other relevant information	**No File Uploaded**

6.5 - Internal Quality Assurance System

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

The Institutional Quality Assurance Cell (IQAC) is dedicated to enhancing various aspects of quality within the institution. It conducts regular reviews to improve the quality of teaching and learning processes. Faculty members are encouraged to incorporate modern information and communication technology (ICT) tools like smart classrooms, Power Point presentations, video streaming, and audio components to enhance classroom teaching effectiveness. Moreover, IQAC encourages faculty participation in Faculty Development Programs (FDP), seminars, workshops, and research paper publications.

IQAC also arranges Student Induction Programs for student development, and Staff Induction Programs for Administrative skills improvement. Faculty members are provided with computers to support their academic pursuits, and IQAC motivates them to utilize the college library for knowledge enhancement and enrolling in Ph.D. programs for personal academic growth.

IQAC also ensures staff discipline and adherence to established norms. The institution has established 26 committees covering various areas necessary for smooth functioning and overall improvement from a professional standpoint. Throughout the

academic year, IQAC ensures that all agendas are thoroughly discussed in meetings and resolved and their successful implementation is ensured.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	[View File](#)
Any other relevant information	**No File Uploaded**

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:

- **Pupil-Teacher' centric methods for clearing the concepts are adopted.**
- **Library is enriched with resources related to curriculum.**
- **Emphasis is given on course completion.**
- **Participation of Pupil-Teacher in classroom discussion is to be enhanced.**
- **Transparency is maintained in internal assessment.**
- **IQAC monitors the proper implementation,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 Pupil-Teacher.**
- **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	View File
Any other relevant information	No File Uploaded

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

39

File Description	Documents
Data as per Data Template	View File
Report of the work done by IQAC or other quality mechanisms	View File
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View File
Any other relevant information	No File Uploaded

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

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://grizzlycollege.org/Minutes-of-Meeting
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://grizzlycollege.org/AQAR
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	**No File Uploaded**
Feedback analysis report	View File
Any other relevant information	**No File Uploaded**

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

The Institute is always focused in enriching its quality in all possible areas. Incremental improvements in both Academic and Administrative domains are mentioned herewith.

Academic:

1. The institution has enhanced the teaching-learning process by introducing digital smart boardin one classroom. Theboard facilitate interactive and dynamic teaching methodologies, fostering an enriched learning environment for students.

2. The Institution has enhanced the teaching-learning process by putting best efforts in implementing ICT wherever applicable in academic domains.

Administrative:

1. To ensure the comfort of both students and faculty during the summer months, the institution has implemented cooling systems in all college rooms. This initiative aims to create a comfortable atmosphere for teaching and learning, enhancing overall productivity.

2. The institution assures maintenance of all equipments of college infrastructure regularly and replacement of defects materials with best quality at the earliest

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

The institution has implemented an energy policy that outlines ways of energy conservation. Pupil-Teacher and staff were advised to turn off lights, exhaust fans, OHP, electronic appliances, and so on 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 Pupil-Teacher on energy conservation to make them aware of this direction. Apart from the above, two solar lights have been installed in the campus for security purposes, which saves a large amount of energy.

File Description	Documents
Institution's energy policy document	View File
Any other relevant information	View File

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 defined 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. Vermicompost 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	[View File](#)
Any other relevant information	**No File Uploaded**

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

File Description	Documents
Documentary evidence in support of each selected response	[View File](#)
Geo-tagged photographs	[View File](#)
Income Expenditure statement highlighting the specific components	[View File](#)
Any other relevant information	[View File](#)

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	View File
Documentary evidence in support of the claim	View File
Geo-tagged photographs	View File
Any other relevant information	**No File Uploaded**

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

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 video graphed. 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	View File
Any other relevant information	**No File Uploaded**

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

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

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

1.16510

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

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

Grizzly College of Education provides an inclusive environment for everyone with tolerance and harmony towards cultural, regional, linguistic, communal socio economic, and other diversities. Right from the enrollment, there is no bias as the enrollment is purely transparent. Moreover, the college provides equal opportunities to the Pupil-Teacher in various activities conducted throughout the session, irrespective of their caste, creed, religion, and region. Colleges organize "fresher's day" for first-year Pupil-Teacher every year. The main aim of this celebration is to give a warm welcome to the newcomers and to help the young mingle with the seniors. Such a celebration not only boosts their confidence but also increases their level of creativity. It is accompanied by a

plethora of colorful events and programs, such as traditional, fusion, and western dances; thrilling singing performances; and magnificent decorations. Pupil-Teacher, teachers and other employees, which has to be followed by each one of them irrespective of their cultural, regional, linguistic, communal socio economic, and other diversities. Yoga Day, youth day, and teachers' Day is celebrated to promote national integration and communal harmony among people of all religions and languages.

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

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	**E. None of the above**

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

7.2 - Best Practices

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

Best Practice-1 : Honesty Shop

Best Practice-2 : Community Outreach programme

File Description	Documents
Photos related to two best practices of the Institution	[View File](#)
Any other relevant information	[View File](#)

7.3 - Institutional Distinctiveness

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

Describing the institutional performance in a distinctive area aligned with its vision, priority, and thrust, one notable aspect is the emphasis on student success as a key element of the institute's identity. The use of smart board reflects the institution's commitment to integrating technological advancements into the educational process.

Another distinctive feature is the daily House Voice Prayer Meeting, a platform for self-development for trainees, with evaluations conducted by college professors. At the end of each month, an award is presented to the house delivering the best performance. To ensure maximum attendance, the college recognizes and awards certificates to students achieving 100% attendance in a month, with additional monetary rewards for those maintaining perfect attendance throughout the year. The institute extends this recognition to trainees with 100% attendance during internships, highlighting the unique characteristics of our institution. This approach makes strong the community, where students actively participate in various activities and continually acquire new knowledge.

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