



## YEARLY STATUS REPORT - 2022-2023

<b>Part A</b>	
<b>Data of the Institution</b>	
<b>1.Name of the Institution</b>	<b>APOLLO COLLEGE</b>
• Name of the Head of the institution	<b>Dr. Siddharth Jain</b>
• Designation	<b>PRINCIPAL</b>
• Does the institution function from its own campus?	<b>Yes</b>
• Alternate phone No.	<b>07882623444</b>
• Mobile No:	<b>8770899605</b>
• Registered e-mail ID (Principal)	<b>education@apollocollegedurg.com</b>
• Alternate Email ID	<b>sanjay@apollocollegedurg.com</b>
• Address	<b>opposite Veterinary College, Anjora, Durg. (C.G.)</b>
• City/Town	<b>Durg</b>
• State/UT	<b>Chattisgarh</b>
• Pin Code	<b>491001</b>
<b>2.Institutional status</b>	
• Teacher Education/ Special Education/Physical Education:	<b>Teacher Education</b>
• Type of Institution	<b>Co-education</b>
• Location	<b>Rural</b>

• Financial Status	<b>Self-financing</b>				
• Name of the Affiliating University	<b>Hemchand Yadav University, Durg (C.G.)</b>				
• Name of the IQAC Co-ordinator/Director	<b>Rakhi Sharma</b>				
• Phone No.	<b>07882623444</b>				
• Alternate phone No.(IQAC)	<b>9131706251</b>				
• Mobile (IQAC)	<b>7000269585</b>				
• IQAC e-mail address	<b>iqacapollocollege05@gmail.com</b>				
• Alternate e-mail address (IQAC)	<b>education@apollocollegedurg.com</b>				
<b>3.Website address</b>	<a href="http://www.apollocollegeofeducation.com/Site/index.php">http://www.apollocollegeofeducation.com/Site/index.php</a>				
• Web-link of the AQAR: (Previous Academic Year)	<a href="http://www.apollocollegeofeducation.com/Site/common.php?cateid=192&amp;cid=192&amp;v=2">http://www.apollocollegeofeducation.com/Site/common.php?cateid=192&amp;cid=192&amp;v=2</a>				
<b>4.Whether Academic Calendar prepared during the year?</b>	<b>Yes</b>				
• if yes, whether it is uploaded in the Institutional website Web link:	<a href="http://www.apollocollegeofeducation.com/Site/common.php?cateid=190&amp;cid=190&amp;v=1">http://www.apollocollegeofeducation.com/Site/common.php?cateid=190&amp;cid=190&amp;v=1</a>				
<b>5.Accreditation Details</b>					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
<b>Cycle 1</b>	<b>B</b>	<b>2.15</b>	<b>2014</b>	<b>10/12/2014</b>	<b>09/12/2019</b>
<b>6.Date of Establishment of IQAC</b>			<b>01/12/2012</b>		
<b>7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.</b>					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
<b>Nil</b>	<b>Nil</b>	<b>NIL</b>	<b>Nil</b>	<b>0</b>	

<b>8. Whether composition of IQAC as per latest NAAC guidelines</b>	<b>Yes</b>	
<ul style="list-style-type: none"> <li>• Upload latest notification of formation of IQAC</li> </ul>	<a href="#">View File</a>	
<b>9. No. of IQAC meetings held during the year</b>	<b>3</b>	
<ul style="list-style-type: none"> <li>• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?</li> </ul>	<b>Yes</b>	
<ul style="list-style-type: none"> <li>• (Please upload, minutes of meetings and action taken report)</li> </ul>	<a href="#">View File</a>	
<b>10. Whether IQAC received funding from any of the funding agency to support its activities during the year?</b>	<b>No</b>	
<ul style="list-style-type: none"> <li>• If yes, mention the amount</li> </ul>		
<b>11. Significant contributions made by IQAC during the current year (maximum five bullets)</b>		
<p>SIGNIFICANTE CONTRIBUTION OF IQAC DURING THE SESSION 2022-23</p> <ol style="list-style-type: none"> <li>1. The career oriented course of (Initiating certificate course in) Beauty Treatment short term course on "Braille Script".</li> <li>2. International Conference on "Gender Sensitivity, Gender Equality &amp; Equal Right of Transgender: Learning towards Better Humanized society on 6th &amp; 7th Feb. 2023.</li> <li>3. Blood Donation camp, Vaccination camp &amp; Physiotherapy camp were organized.</li> <li>4. Solar Panel was installed in the college for consuming electricity.</li> <li>5. National workshop on "Preparation for NAAC" on 19th &amp; 20th Oct. 2022 and workshop on career counseling, workshop on "Gulal Making" was organized workshop on IPR.</li> </ol>		
<b>12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).</b>		

Plan of Action	Achievements/Outcomes
<p>1. Internal Quality Assurance Cell - • IQAC has established in college for quality assurance. Composition of IQAC as per the norms. • Its functions throughout the year for quality assurance. Regular meeting will be organized. IQAC will sub drive the perspective plan year wise and it will action plan of IQAC for subsequent years. This action plan will be executed by IQAC through various committees and will be monitored.</p>	<p>1. • As per the norms internal quality cell was composed. • IQAC functions throughout the year for quality assurance. • Regular meetings were conducted during the academic. Year 2022-23. • Perspective plan initiated various committees formed &amp; Functional with periodic interaction of the decentralization in working of the college.</p>
<p>2. Vision &amp; Mission- • Vision &amp; Mission of the College will be revised.</p>	<p>2. Vision &amp; Mission of the college was revised.</p>
<p>3. Academic Planning - • Academic calendar will be prepared by IQAC.</p>	<p>3. Academic Calendar was prepared by IQAC &amp; successfully implemented.</p>
<p>4. Academic Flexibility - • Skill oriented course will be started. • Value added course on Spoken English for better Communication .</p>	<p>4. • Short term course on</p>
<p>5. Curriculum Enrichments- • IQAC will ensure that educational tour, field visit, group discussion, seminar &amp; Practicum will be conduct for student teachers. • Environments &amp; Gender sensitization programme will be organized. • One Value Added Course 'Spoken English' will be introduced. • For the Enhancement of employability certificate course will be continued. Self Study Course</p>	<p>5. • On 26th Nov. 2022 student teachers were taken an educational tour to</p>
<p>6. IQAC will observe the following Teaching Learning method in College - • Classroom</p>	<p>6. IQAC observed the teaching learning methods in college. These methods include case</p>

<p>Teaching • Interactive Teaching Learning Method • Teaching by using PPT &amp; other ICT Tools. • Experimental Learning through field visit and Educational Tour. • Server method will be applied for Research. • Collaborative Teaching. • Video Lecturers</p>	<p>studies, field studies, Guest lectures, seminars, Workshops, Group discussion, Dissertation, Survey methods was applied for Research done by M.Ed. Student teachers. Along with practical classes were done in labs.</p>
<p>7. Feed Back System - • Feedback will be obtained from students, Alumni, Parents &amp; Stockholders. Feedback will analyzed &amp; New Initiatives will be introduced. Planning should be given to IQAC</p>	<p>7. Feed Back was received from Teachers, Student, Employers and Alumni regarding curriculum design. Feed Back was also received from Parent &amp; Students regarding college management &amp; teaching learning process &amp; problem they were facing during teaching. Feed Back analyzed &amp; suggestion which given by students, Parents &amp; Alumni were implemented.</p>
<p>8. Evaluation Process- • IQAC will analyze the dropout rate and systematic steps will be taken to reduced it. Test, Quiz will be implemented.</p>	<p>8. CIE was applied for evaluation. IQAC was analyzed the dropout rate of student teachers &amp; systematic steps were taken to reduced it. Like remedial classes &amp; extra care of students, lecture for student teacher.</p>
<p>9. Catering of Student Teachers diversity- Initiatives to assess the learning levels of students will be enhanced. Diagnostic test to identify slow and advanced learner- • Remedial Classes • Test</p>	<p>9. Remedial Classes were conducted &amp; Learning level of student teachers is indentified slow learner &amp; Advance learner by conducting subject wise test</p>
<p>10. Promotion of Research - • Dissertation will be made by M.Ed. Students Teachers. • Student Seminar will be organized</p>	<p>10. Dissertation topics were allotted to M.Ed. student teachers through Research cell. Seminar Present by the student teacher, guest lecture was organized on research methodology.</p>

<p>11. Research Facilities &amp; Research Centre- • Separate cabin for Research center of Hemchand Yadav University, Durg will be prepared. IQAC &amp; Research committee will encourage Ph.D. Supervisors for Registration of Ph.D. Students.</p>	<p>11. Research Centers &amp; two supervisors are in the college separate cabin for Research Centre is available in College.</p>
<p>12. Faculty Empowering Strategies Welfare- • College management encourage through seed money will provided to Teachers for Participating, Orientation, Refresher Course. • Faculty will be motivated for pursuing his/her Ph.D. &amp; any other relevant course. • Feedback from student will be obtained on teacher's performance and necessary suggestion will be given to the consent teacher for any improvement. • Leave will be sanctioned as per the need of faculty. • Financial support will be provided by college management in advance &amp; as per the need of faculty .</p>	<p>12. Faculties were participated in refresher course, Faculty Development Programme, conferences, workshops &amp; seminars. College Management encourages through seed money (Financial Help) was providing to teachers for participating refresher, workshop and seminar etc. • Feed Back was obtained from student teachers performance &amp; necessary suggestion was given to the consent teachers for improvement • Leave was sanctioned to the faculty as per their requirement. Two female faculties were given maternity leave with salary. • Financial support was provided to the faculty by giving them advance, seed money to attend seminar, workshop etc &amp; for publication etc.</p>
<p>13. Student Teachers Performance &amp; Learning outcomes- • Group discussion, oral test, seminar presentation, quiz, written test will be conducted identify slow and advanced learner.</p>	<p>13. IQAC &amp; Exam Cell analyzed student teachers performance during the complete evaluation process &amp; initiatives were taken for improvement of the student's performance. Group discussion, oral test, seminar presentation, quiz &amp; written test were conducted indentify slow and advanced learners. Identified slow learners were given suggestion through personal</p>

	<p>counseling on how they can improve their performance.</p>
<p>14. Student participation in activities - • Through Student Council participation of student teachers will be ensured NSS, Sports and Cultural Committees, College Magazine &amp; Journal and through other activities.</p>	<p>14. Effectively followed. Various activities &amp; programme were organized through NSS unit of college like special day celebration, Awareness programmes, camp &amp; social activities etc. in which student teachers leadership qualities increased. They were aware of the society and play an active role in creating awareness in the society. Various types of sports activities were conducted for the physical fitness of the student teachers.</p>
<p>15. Student Teachers Monitoring &amp; Support- • Mentor system will be followed. • Remedial Teaching will be provided. • Project will be allotted to the advanced learners. • Co-curricular and extra curricular activities will be run for Student Teachers. • Workshop on carrier counseling and various activities will be done through Carrier counseling cell. • Placement activities will be arranged. • Welfare schemes for student teachers will be enhanced like Institutional scholarship. • Test will be arranged for student teachers to indentify slow and advanced learners.</p>	<p>15. • Mentor-mentee system was effectively followed by every teacher. • Remedial teaching was given to slow learners by teachers. • Workshop on IPR, Student seminar, International Conference on Gender sensitivity, educational tour in Gariyaband were organized under co-curriculum activities and Role Play, sports activities like kabbadi, Valley-Ball, Training of Painting, Garba, Social activities &amp; awareness Programmes through NSS Unit were organized under extra-curricular activities. • Workshop on career counseling was done. • Placement activity was done. • Welfare scheme for student teachers were enhanced like institutional scholarship. Total 44 student teachers were received institutional scholarship. • Weekly Tests were conducted to identity slow learner &amp; advance learners.</p>

<p>16. Student Teachers Progression- • Student Teachers progression to higher education will be enhanced by counseling through mentor system and carrier counseling cell. • Results and course completion rate will be increased. • Collection of placed student teachers data</p>	<p>16. • Mentor-Mentee system was followed. Thirty Six UG, PG student teachers were progressed to higher education. • Results &amp; Course completion rate was 98%. • Sixty Seven Student teachers were placed in other schools &amp; Colleges.</p>
<p>17. Research Mobilization for Research- • Research mobilization will be done Dissertation from M.Ed. student teachers &amp; research project from Ph.D. Scholars.</p>	<p>17. Research mobilization done through. Dissertations were made by M.Ed. Student Teachers &amp; Research project was completed by P.hD scholars.</p>
<p>18. MOUs/ Linkages- • One new MoU will be established. • Student faculty exchange programme will be initiated with MoUs colleges. • Linkages for which schools student teachers where going to school internship. College activities with MoUs colleges will be increased.</p>	<p>18. • One new MoU was established. Which was with</p>
<p>19. Extension Activities &amp; College Social Responsibilities- College community network will be strengthened through various extension activities- • Plan to celebrate special days. • Plan to organize Blood donation camp, Physiotherapy camp, Vaccination camp &amp; Seven days special camp.</p>	<p>19. • College community network was strengthen through various extension activities - • Special days of this year were celebrated like World Environmental Day, Women's Equality Day, Teachers Day, International literacy Day, National Unity Day, Hindi Diwas, Navratri, International Girl Child Day, Chhattisgarh Foundation Day, Annual Day, Republic Day, International Environmental Day, International Yoga Day etc. • Two Days</p>
<p>20. Library - • Number of titles will be increased. Research</p>	<p>20. • Two Hundred Forty two titles were increased in</p>

<p>Journal will be subscribed.</p>	<p>library. • 11 research Journals were subscribed in this session.</p>
<p>21. IT infrastructure - • IT facilities will be kept updated. LED TV will be installed.</p>	<p>21. • Free Wi-Fi facilities is available in campus &amp; IT facilities were updated • LED TV was installed. • IT infrastructure were enhanced like Quik Heal Antivirus installed, cannon printer purchased. Broad Band facility of 100 MBPs installed with Wi-Fi etc.</p>
<p>22. Physical facilities - • College will try to make adequate facilities like Research centers, Labs, Library, Classrooms, Girls &amp; Boys Hostel, Playground, Garden, Parking, Staff quarters, mess etc. in the campus.</p>	<p>22. facilities of the college campus were adequate like research centre, labs library, classrooms girls &amp; boys hostel , play ground, garden parking, staff quarters, mess etc.</p>
<p>23. Maintenance of campus facilities - • Renovation of Girls &amp; Boys common room, Playground, Parking, Garden &amp; Classrooms. • Beautification of campus will be done. • Physical facilities will be maintained as per need. • Sensitive equipment will be calibrated time to time.</p>	<p>23. • Renovated of Girls &amp; Boys common rooms, Play ground, parking, garden &amp; classroom. • Beautification of campus was done like various flower plants were planted. College was decorated with various decorative items. • Physical facilities were maintained like drinking water, photos of every event posted on college face book channel. • Sensitive equipments were calibrated like Apparatus of psychology lab.</p>
<p>24. Strategies Development - • Strategies development will be done through IQAC. • Internal Quality Assurance Cell and decentralization of administration will be done through various committees run under IQAC.</p>	<p>24. Strategies development effectively followed.</p>

<p>25. Environment consciousness -</p> <ul style="list-style-type: none"> <li>• Efforts will be strengthen to make the campus Eco friendly.</li> <li>• QR coding of plants in the campus.</li> <li>• Energy audit, environmental audit and green audit will be renewed.</li> <li>• Making of bio enzyme process will be done.</li> <li>• Solar unit will be installed.</li> <li>• Making of Varmi Compost process will be done.</li> </ul>	<p>25. • Eco friendly campus was strengthened.</p> <ul style="list-style-type: none"> <li>• QR Coding of plants in college campus was done.</li> <li>Audit was renewed by Raj Energy service, Bhilai.</li> <li>• Bio Enzyme process was completed.</li> <li>• Solar Unit was installed.</li> <li>• Process of Varmi compost was completed &amp; obtained.</li> <li>Varmi compost was used in garden and college Nursery.</li> <li>• One more Water Harvesting system was installed.</li> </ul>
<p>26. Innovation &amp; Best Practices -</p> <ul style="list-style-type: none"> <li>• Innovative practices will be continued.</li> <li>• Maintain continuity of Vocational Programme .</li> <li>• Maintain continuity of Free Education to schools and colleges for needy students by student teachers.</li> </ul>	<p>26. Effectively Followed.</p>
<p>27. Guest lectures -</p> <ul style="list-style-type: none"> <li>• Guest lecturers will be organized.</li> </ul>	<p>27. Total 08 guest lecturers were organized.</p>
<p>28. Alumni-</p> <ul style="list-style-type: none"> <li>• Plan to foster and strengthen the relationship of Alumni with college and increased participations of Alumni in college activities.</li> </ul>	<p>28. Participation of Alumni was increased through various activities with college like Drawing competition &amp; game were organized in Bright Deaf &amp; Dumb school, Durg on 10th April 2023, Sadbhavna' intercollege competition, Annual Day</p>
<p>29. Scholarship &amp; Reward -</p> <ul style="list-style-type: none"> <li>• Scholarship facility is provided to student teachers by the state govt. and Institutional scholarship will be also provided by college management.</li> <li>Talented student teachers will be rewarded by college management.</li> </ul>	<p>29. Scholarship facility was provided to student teacher by the state Govt. &amp; institutional scholarship was also provided by the college management. 44 student teachers were received Institutional scholarship from college. Teachers were honored with excellent teacher.</p>
<p>30. National / International Conference/ Seminar/ Workshop -</p>	<p>30. • On 6th &amp; 7th Feb. International conference was</p>

<ul style="list-style-type: none"> <li>• Plan to organize International Conference on Gender Sensitization in coming session.</li> <li>• Plan to organized National workshop on NAAC preparation.</li> <li>• Plan to organize on Carrier Counseling.</li> <li>• Workshop on Gulal Making.</li> <li>• Workshop on Intellectual Property will be done.</li> </ul>	organized on
31. Facilities for Support staff - • support staff will be rewarded for their excellence work, Financial Support through advance & ESI will be provided.	31. Support staffs were rewarded for their excellence work on the occasion of Annual Day
32. Publication - • College Magazine	32. College magazine

<b>13. Whether the AQAR was placed before statutory body?</b>	Yes
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- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Governing Body	10/02/2023

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

Year	Date of Submission
2022	17/02/2024

#### 15. Multidisciplinary / interdisciplinary

**Multidisciplinary/interdisciplinary:** Our institution is a part of Apollo group of institution. Apollo College is an independent unit College running only teacher training course. Apollo group of institution includes multidisciplinary nature but Apollo College as teacher training College is a interdisciplinary institution with Apollo nursing College, Apollo Physiotherapy College, Apollo Pharmacy College and Apollo Law College.

Apollo College conduct may interdisciplinary activities with other

College of Apollo group. Organizing medical check up camp with Apollo Nursing and Apollo Physiotherapy College, Blood Donation camp, Blood check up camp, with Apollo Pharmacy College, joint activities of NSS units of Apollo College and Apollo Pharmacy College.

Activities between all inter college of Apollo group such as sports, cultural, events, celebratin of important day such as Independence day, Republic day, organizing Annual day 'Blitz'.

#### **16.Academic bank of credits (ABC):**

Nil

#### **17.Skill development:**

Apollo College offers the various extra co- curricular courses like value added course, certificate course such as MS Word, Excel, Powerpoint & pagemaker, Art & Craft, Yoga & Meditation, Health & Hygiene, Spoken English, Cultural Heritage of Chhattisgarh and Beauty Treatment. Activities to develop the skill of student teachers. So that they could balance and adjust themselves in the dynamic changing of the world. Implementing a skill development program in the college can greatly enhance the capabilities and employability of students. Determine the key skills that are essential for students to succeed in their chosen fields. These could include communication skills, problem-solving abilities, teamwork, leadership, digital literacy, creativity, critical thinking, and subject-specific skills. Place emphasis on soft skills such as communication, teamwork, time management, and emotional intelligence. Offer workshops, seminars, and activities specifically focused on developing skills. Regularly assess students' progress and provide constructive feedback. Use a variety of assessment methods such as exams, presentations, projects, and portfolios to evaluate both knowledge and skills. Offer career counseling services to help students identify their strengths, interests, and career goals. Provide guidance on how to leverage their skills and experiences to pursue rewarding career opportunities. By implementing a comprehensive skill development program, education colleges can empower students with the knowledge, skills, and confidence needed to succeed in today's dynamic and competitive job market.

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

Integrating Indian knowledge systems into education through teaching in Indian languages. Apollo College offers courses in Indian

languages like Hindi to cater to diverse linguistic backgrounds. Develop teaching materials and resources in local languages to make learning more accessible and relatable. Train teacher's proficient in Indian languages to effectively deliver content and communicate with students. Integrate Indian cultural aspects into the curriculum, such as literature, art, history, and philosophy, to provide a comprehensive understanding of Indian heritage. Organize cultural events such as CG Festival Hareli, Hindi Diwas, Dandiya Competition, Kavya Path, Folk dance, Drama Singing, Blitzs, Bhajan competition, Sadbhavna Inter college competition etc. and guest lecturers to celebrate and explore various facets of Indian culture. Student teachers are encourage by the faculty to research on topics related to Indian culture and present their findings through projects, seminars, or exhibitions.

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

Implementing Outcome-Based Education in our college can significantly enhance the skill of student teachers and better equip educators for the dynamic demands of the profession. Clearly articulate learning outcomes that encompass the knowledge, skills, and dispositions required for effective teaching across diverse contexts. Learning outcomes of the college align with national teaching standards, curriculum frameworks, and educational policies to ensure relevance and consistency. College organize various courses like value added course, short term course and certificate course and field experiences to systematically build and assess student teachers competencies throughout the program. Emphasize the integration of theory and practice by providing opportunities for hands-on teaching experiences, classroom observations, and reflective practices. Encourage teacher candidates to engage in action research, case studies, and reflective journals to understand teaching and learning processes. College also offers the education based outcome best practices vocational programme like Herbal Gulal , Rakhi Making, Pot Making and Free Education to the needy students. Through these the employability of student Teachers are enhanced.

#### **20.Distance education/online education:**

Nil

### **Extended Profile**

#### **1.Student**

2.1

250

Number of students on roll during the year

File Description	Documents
Data Template	<a href="#">View File</a>
2.2	250
Number of seats sanctioned during the year	
File Description	Documents
Data Template	<a href="#">View File</a>
2.3	145
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	
File Description	Documents
Data Template	<a href="#">View File</a>
2.4	247
Number of outgoing / final year students during the year:	
File Description	Documents
Data Template	<a href="#">View File</a>
2.5	147
Number of graduating students during the year	
File Description	Documents
Data Template	<a href="#">View File</a>
2.6	250
Number of students enrolled during the year	
File Description	Documents
Data Template	<a href="#">View File</a>
<b>2.Institution</b>	
4.1	4370849.00
Total expenditure, excluding salary, during the year (INR in Lakhs):	

4.2	50
Total number of computers on campus for academic purposes	
<b>3. Teacher</b>	
5.1	37
Number of full-time teachers during the year:	
File Description	Documents
Data Template	<a href="#">View File</a>
Data Template	<a href="#">View File</a>
5.2	40
Number of sanctioned posts for the year:	
<b>Part B</b>	
<b>CURRICULAR ASPECTS</b>	
<b>1.1 - Curriculum Planning</b>	
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	
<p>As we know that an effective curriculum as well as its efficient delivery is integral to education and is best suited to enable individuals to live human and productive lives as responsible citizens of the society. Our college focuses on three key elements of teaching learning process; curriculum, teacher and learner at the time of planning and implementation of curricular and co-curricular activities. Every year IQAC plans and prepares Academic Calendar of the college keeping in mind the calendar of the university. Our college being affiliated to Hemchand Yadav University, Durg C.G.; strictly follows the curriculum prescribed by our University itself. The process of planning, reviewing, revising and adapting curriculum to the local context is a structured and collaborative endeavor. It begins with a comprehensive assessment of local needs, resources and challenges. Stakeholders including educators, administrators, students, parents, and community members are actively engaged in this process, ensuring diverse perspectives are considered. Regular meetings and workshops are conducted to review current curriculum frameworks, pedagogical approaches and learning outcomes. Feedback loops are established to gather input from</p>	

various stakeholders, which is then analyzed to identify areas for improvement or adaptation. Curriculum adjustments are made iteratively based on this feedback, with a focus on aligning educational content and methodologies with the specific cultural, socioeconomic and academic needs of the local community.

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

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

**A. All of the above**

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

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

**A. All of the Above**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
URL to the page on website where the PLOs and CLOs are listed	<a href="http://www.apollocollegeofeducation.com/Site/common.php?cateid=175&amp;cid=175&amp;v=1">http://www.apollocollegeofeducation.com/Site/common.php?cateid=175&amp;cid=175&amp;v=1</a>
Prospectus for the academic year	<a href="#">View File</a>
Report and photographs with caption and date of student induction programmes	<a href="#">View File</a>
Report and photographs with caption and date of teacher orientation programmes	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## **1.2 - Academic Flexibility**

**1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives**

**including pedagogy courses for which teachers are available****1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year**

20

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	<a href="#">View File</a>
Academic calendar showing time allotted for optional / electives / pedagogy courses	<a href="#">View File</a>
Any other relevant information	<a href="http://www.apollocollegeofeducation.com/Site/common.php?cateid=173&amp;cid=173&amp;v=1">http://www.apollocollegeofeducation.com/Site/common.php?cateid=173&amp;cid=173&amp;v=1</a>

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

6

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

6

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

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

724

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

724

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

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

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

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

13

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

13

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

### 1.3 - Curriculum Enrichment

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

The curriculum of this college offered for the B.Ed. , M.Ed. & D.El.Ed. programmes provides opportunities to acquire knowledge and skills of a world-wide teacher curriculum to include the core areas of teacher behavioural components and skills so that the learning areas are focussed towards the attitude formation of a global curriculum. The knowledge domain emphasizing on acquisition, integration, construction, analysis, synthesis and application are provided through classroom transaction, seminars/webinars, workshops, extension lectures, discussions, debates, projects, assignments. Students are provided conceptual knowledge and application to create representative models and simulation scenarios. Procedural knowledge for different levels of school education, primary, middle and high school levels are included in the pedagogical methodologies that are specific to one's chosen area of specialization. The internship is bifurcated into observation phase and in- the- school teaching. During the observation phase student teachers observe the lessons of experienced teachers of different classes- at all levels. Students take up Art and craft work which they can use at any level in school. Through the Value Added courses, certificate course and reflective journal students are exposed to the application of these concepts and use it in the classrooms. Activities both individual and group (academic and co-scholastic) like writing articles for college magazine, literary competitions, Community welfare activities, committees meetings, are

all built in modalities that fine tune student teachers skills.

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

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

Apollo College, Anjora, Durg follows the curriculum prescribed by Hemchand Yadav Vishwavidyalaya for M.Ed, B.Ed. course. It is a balanced curriculum for the training and grooming of the pupil teachers even in the role of diversity and equity in teaching-learning process.

The curriculum provides theoretical insight to the PTs to envisage the various educational, social and psychological issues. Apollo College provides an opportunity to apply and practice the theoretical aspects in real life situation through field experiences. Apollo College provides equal weightage to theory and school based practical activities.

There is a sociology part in the Second Sem. core paper (Sociological Perspective of Education) of the M.Ed./ B.Ed. curriculum. The prescribed part familiarizes the PTs with the concept, meanings and importance of equity and diversity. Besides, it focuses on the problems of caste and class based disparities and the aspects concerning democratic functioning of society, national integration, international understanding and their interrelations. In this context, the content outlines the ways and means for observing equity and respecting diversity. Similarly, the paper on Educational Psychology enables the learners to understand and appreciate the principles of equity and diversity so far, as they emanate from individual differences. The duly contextualized differences (diversities) are practiced with equity under focus

during the course of teaching.

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

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

The college provides an effective and conducive environment to the prospective teachers for the overall development including social, moral, cultural and academic aspects of programme. The college not only ensures imparting knowledge but equips the prospective teachers and teacher educators with necessary knowledge and pedagogical skills. The theoretical and practical understanding of teaching as a profession is provided through skill practicing at micro and macro level. Initially students are acquainted with theoretical and practical aspects of micro teaching and its skills. Then, student teachers are provided platform for practicing micro teaching skills during which they practice and master the skills as per their pedagogy curriculum. After, equipping the students with the micro teaching skills, they are sent to schools for their internship programme, as per prescribed syllabus with the objective of maximum professional understanding. During internship programme, interns consolidate the relevant understanding of different subjects for eliciting maximum learning outcomes of students of allotted school. On the first day of internship in allotted schools, interns receive time table from the school. As per the time table, they plan their lectures and consolidate professionally relevant understanding that they have gained in college through various teaching-learning strategies, activities and functions.

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

<b>1.4 - Feedback System</b>	
<b>1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI</b>	<b>All of the above</b>
<b>File Description</b>	<b>Documents</b>
Sample filled-in feedback forms of the stake holders	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following</b>	<b>Feedback collected, analyzed, action taken and available on website</b>
<b>File Description</b>	<b>Documents</b>
Stakeholder feedback analysis report with seal and signature of the Principal	<a href="#">View File</a>
Action taken report of the institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>TEACHING-LEARNING AND EVALUATION</b>	
<b>2.1 - Student Enrollment and Profile</b>	
<b>2.1.1 - Enrolment of students during the year</b>	
<b>250</b>	
<b>2.1.1.1 - Number of students enrolled during the year</b>	
<b>247</b>	

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

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

112

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

112

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

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

1

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

1

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

## 2.2 - Honoring Student Diversity

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

Students admitted through state level counselling (B.Ed./D.El.Ed.) are assessed to know their base of learning level. Special classes organised for identified slow learners and advanced learners. Such students are tackled by adopting, face to face interview with principal and interaction with guidance and counselling cell. Special teaching-learning provisions are planned for such students. PTA, Organised for interaction with parents planned to understand their special needs. All these exercise done as post admission activity.

Formal welcome organised for self introduction and student teacher interaction, routine activities like assembly, regular time-table, breaks, Library, Physical activity etc. Are Oriented to newly admitted students through organising 10 days Induction programme.

Syllabus orientation, division of activity groups, school visit, professional talks, assessment of communication skill, computer knowledge, personality development.

First semester is basically devoted to the identification of students' strength, weakness, opportunity and weakness undergone to understand his level of readiness for the course.

Slow learners and advanced learners are attached to learning groups for cooperative and collaborative learning and skill development. New admitted students are engaged in practice session of 'Maxims of teaching', Micro teaching, exploring characteristics of a good teacher, exploring library, language competency, communication skill

etc.

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

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

All of the above

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

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

Two of the above

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

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

1:13

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

34

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

#### 2.3 - Teaching- Learning Process

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

Apollo College maintains academic autonomy for teacher and students both. Teacher education has got freedom to design the mechanism and employ interactive and participative methodology in the transaction of curriculum to enhance teaching experiences of students.

1. **Experiential Learning:** Experiential Learning is a major strategy to develop and promote a teacher trainee. Experience sharing by senior teachers during induction programme and during guest lectures, demo and simulated practice sessions of micro-teaching individual skills and integrated teaching.

2. **Participated Learning:** Learning takes place in a community environment much better than in isolation condition. Participative learning is initiated by the teacher educators of our college, and Trainees are encouraged to participate in group activities like seminars, workshops, collective development of teaching learning material, script writing, role playing, and skill development activity. They are also motivated to participate in in-house activities, awareness and social responsibility activities to develop communication skill, interaction skill and participation skill. Many events like seminar, conferences and workshops organized to engage students in participative learning situation.

3. **Field Visits:**

4. **Problem solving Methodology:**

5. **Brain Storming:**

6. **Group discussion:**

7. **ALM:**

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

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

155

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to LMS	<a href="http://www.apollocollegeofeducation.com/Site/">http://www.apollocollegeofeducation.com/Site/</a>
Any other relevant information	<a href="#">View File</a>

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

155	
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Programme wise list of students using ICT support	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Landing page of the Gateway to the LMS used	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**Five/Six of the above**

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

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

**Apollo College is a Teachers training college. Teacher educators are engaged in continual mentoring for trainees to develop professional qualities in them. The College has adopted and practiced a**

systematic mentor-mentee mechanism in which teachers as mentors supervise a small group of mentee (13-15 trainees). This mentor-mentee system worked in following different aspects;

1. **Working in Team:** A strong bond is developed between mentor & mentee. Effort are made to develop students potential & skills while supporting as team by the mentors maintaining positive attitude towards things academic writing, preparing report etc.
2. **Dealing with Student Diversity:** NEP 2020 and RTE visualize diversity as an important issue in academia.
3. **To follow conduct of self with Colleagues and Authorities:** Trainees are advised to follow the vision, mission and code of ethics of the college. Mentors.
4. **Balancing work load of home & work place:** As a teacher a person is expected to maintain good balance between personal life & work place life otherwise it may harm his/her social and personal life.
5. **Keeping Updated:**
6. **Mentoring provided for Projects, Research, Capacity building and assessment:** Professional development of trainees largely depends on how effectively a teacher educator perform his mentoring for conducting projects;

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
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**

Four of the above

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

We believe in our college that B.Ed. and D.El.Ed. Student teachers must learn some life skills & soft skills apart from the needed intellectual skills. Developing head, hand & heart is considered as basic objective to be achieved through education. Nurturing creativity and innovation by providing opportunity to student-teachers is integral part of the training. Intellectual and thinking skills like systematic memorization and learning based on concept attainment model (CAM), pedagogy based lesson planning and preparing teaching plan. Student-teachers are also motivated to prepare ICT Supported teaching plans, value outcome focussed teaching plan and multiple intelligence based teaching plan to develop better cognitive skills among students teachers. We do encourage development of life skills like communication, leadership, self confidence, initiation, writing skill by giving assignments, cooperation and coordination skills through organising various activities like workshop, role play, assigning leadership responsibility, conducting team events like sports, cultural events, creating problem solving and decision making situations task given to them and asked to complete it by taking group-discussion and so on.

We also organise some activities where trainees could understand their own strength and weakness and they are advised and mentor to ensure proper utilization of this understanding.

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

## 2.4 - Competency and Skill Development

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

Seven/Eight of the above

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

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

Eight /Nine of the above

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

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

All of the above

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

All of the above

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

Four of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of each response selected	<a href="#">View File</a>
Sample evidence showing the tasks carried out for each of the selected response	No File Uploaded
Any other relevant information	<a href="#">View File</a>

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

All of the above

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

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

All of the above

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

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

**Following major steps adopted regarding internship**

- Seeking list of schools from DEO and BEO office for practice teaching. DEO & BEO office provide a list of nearby government school of various levels for this purpose.
- Selection of schools from the official list is done on the basis of priority, medium and level of school.
- As per instructions of SCERT, Principal/ Incharge of selected schools are called for one or two day orientation programme organized at our institution. In this orientation programme internship Incharge teachers and principal give orientation and information about dates, observation, school Experience,

numbers of student-teachers, rubrics, about monitoring and observation of trainees. Providing knowledge and skills, telling them about their duties & responsibilities and acclimatization with students & school environment.

- Orientation of student-teachers regarding internship is planned during initial period of training in the form of induction programme & skill training sessions. Demonstration of use of teaching technique & strategy, designing instructional teaching plans, preparation of TLM.

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

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

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

247

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

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

Nine/All of the above

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

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

Apollo College is a complete education college running M.Ed., B.Ed. and D.El.Ed. courses. As an Integral part of curriculum student teachers needs to go- through the scheduled Internship program.

NCERT Raipur in line of the core curriculum guide lines given by NCTE developed state level Internship schedule for all D.El.Ed. Student-teachers. Similar process has been adopted for B.Ed. Internship, but the final Internship schedule is approved in the meeting of Board of Studies of education of Hemchand Yadav University, Durg.

**Effective monitoring mechanism:**

The whole Internship is organized under the strict supervision and systematic monitoring mechanism in the following manner:

**Role of School in Effective monitoring of Internship:** Pedagogy Subject teachers, Internship Coordinators and HM/Principal are expected to play the role of field trainer.

**Role of College & Mentors in Effective monitoring of Internship:** Apollo College as a teachers training institution have a basic vision and mission of preparing knowledge full, skill full .

**TRAINING:** Student-teachers are provided necessary training in terms of Induction and orientation of main aspects of training in the form of Guest lectures, micro-teaching sessions.

File Description	Documents
Documentary evidence in support of the response	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>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)</b>	<b>All of the above</b>
File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	<a href="#">View File</a>
Two filled in sample observation formats for each of the claimed assessors	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>2.4.13 - Comprehensive appraisal of interns’ performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness</b>	<b>Four of the above</b>
File Description	Documents
Format for criteria and weightages for interns’ performance appraisal used	<a href="#">View File</a>
Five filled in formats for each of the aspects claimed	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>2.5 - Teacher Profile and Quality</b>	
<b>2.5.1 - Number of fulltime teachers against sanctioned posts during the year</b>	

37

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

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

4

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

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

37

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

34

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

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

**Apollo college has a clear vision that Academic staff should avoid**

stagnation in their professional output. They must put forth efforts to keep themselves updated professionally. Two professional approaches are functional for this process. In house approach and open house approach.

In house activities organized through college administration like discussion and talk on topics of recent development and issues of socio-academic significance, i.e. NEP-2020, Inclusive education, research & Innovation of social relevance, space, summit G-20, entrepreneurship, Intellectual property, RTE, Gender Sensitivity, advancement and use of technology in education. Activities are organized to find out some remedial and action plans related to the issues discussed as in house activities. These exercise is performed to make aware the academic staff regarding these current trends and changes in the present education system. This also develops more confidence and awareness regarding these issue and leads towards professional updation.

Teachers also share their thoughts and knowledge with teachers of other institution who are associated with Apollo College on account of MOU Partnership. This will also help them to update their professional capacity.

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

## 2.6 - Evaluation Process

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

Being affiliated to Hemchand Yadav University Durg, the college follows continuous internal evaluation as prescribed by the university which is monitored by keeping the records of the performance of each student in the each activity. At the beginning of the semester, during orientation faculty members inform the students about the various components in the assessment process. There is internal evaluation process in each of the theory paper as well as teaching papers as per university guidelines. It is based on class attendance, class discussion, written assignment, class test, general behavior, group discussion , seminar performance, house test

and sessional work . Internal evaluation process is communicated to the students well in advance. Question paper is prepared for sessional / Model exam by teaching faculty regarding their subjects as per the pattern of university. On the basis of opinion of concerned teaching practice school, about students' sincerity, punctuality, obedience, Internal evaluation for practical subject of D.El.Ed., B.Ed and M.Ed is monitored. Assessment of keeping the records of practical files, specified practical work such as teaching practice , lesson plan , Unit plan, Proposal and dissertation work. Teachers maintain all the record of academic, co curricular and extracurricular activities of the students and assessed internally on the basis of their performance.

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

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

Five of the above

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

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

Apollo College adopts a systematic mechanism for the redressal of examination related grievances. Students grievances regarding examination usually arise from two sources, one is from internal assessment and other one is related to university exams. Examination cell is responsible to deal with the grievances related to internal assessment and external University examination.

Internal assessment is an integral part of a trainee's progress during the course tenure continuous and comprehensive assessment required to conduct and supervise students multi-dimensional assessment through unit test, weekly test, model exam, participations in various activity, assignment, project, presentations, and so on. If students have any grievance regarding internal assessment it is to be clarified by the examination incharge. Internal assessment incharge receive the grievance and assess the severity of the grievance. If it contains some silly mistakes like wrong entry of marks & error of totalling it can be rectified by the incharge. If the grievance indicates biased marking or poor internal marking, the grievance should be forwarded to a redressal committee. This committee review the students performance and reassess. If the grievance is found correct in the form of some inappropriate marking, the subject teacher is suggested to reassess and submit revised marks.

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

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

Our Institution prepares and publishes Academic calendar' containing the relevant information regarding the teaching learning schedule (working days), various events to be organized, holidays, dates of internal examination , semester examination etc. The academic calendar is prepared in such a way that teacher's educators should know all the activities regarding continuous internal evaluation process. It is distributed to all teachers and also displayed in the

Principal's office. The students academic progress is monitored regularly by adopting the strategy of continuous internal evaluation process. Seminars, project work, unit test and semester examinations are means of such assignment. The review of internal assessment is taken by the Internal exam incharge and Principal regularly. For the implementation of Internal Assessment Process, Examination committee is formed at the college level which monitor overall internal assessment process.

Teachers educators are assigned academic responsibilities as per scheduled plans. Then they prepare teaching and evaluation schedule of assigned subject. The type and schedule of internal evaluation is Planned in consultation with the staff council senior experienced members and with principal. The Principal- compiles the academic plan submitted by the teachers and ensures that there is no overlapping of the activities in general and the Continuous Internal Evaluation in particular at both the internal as well as the University level exams.

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

## 2.7 - Student Performance and Learning Outcomes

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

College follows the outcome-based education; hence the Program Learning Objectives (PLOs) and Course Learning outcomes (CLOs) are aligned with the vision and mission of Apollo College. College focuses on development of its students not only by quality education in teacher training but also in instilling a sense of self worth and discipline. Students would get opportunities to participate in numerous co-curricular activities like value added course, certificate course on and off the campus, to realize their true worth and potential. For defining the PLOs and CLOs, we follow the consultative process involving the stakeholders and committees of the college. Adequate care is being taken by the Durg University in describing the knowledge, skills and competencies that students are expected to acquire during P.hD, M.Ed. B.Ed and D.El.Ed programme. The teaching learning process adopted in the college is student and curriculum of college is drafted based on the learning outcomes (PO

&CO) . Translation of curriculum is linked among learner , syllabus ,content ,skill and needed support system .

At the beginning of academic year during orientation programme students are briefed about PLOs and CLOs. Which are additionally prominently portrayed on college notice boards, college websites, and other seminars and conferences platform.

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

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

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

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

The college offers PhD, M.Ed , B.Ed & D.El.Ed programme with clearly defined outcomes. Programme Learning outcomes and course Learning outcomes are in sync with each other. The college has a well planned and systematic process of collecting and evaluating data on programme and course learning outcomes and uses them to overcome the barriers to learning. Measurement tools such as seminars, tests, group discussions, quiz and assignments assessment through unit test and day today activities are used to assess student learning outcomes. The students of the college provide inputs on drawbacks, limitations and merits in teaching and learning. Student Welfare Cell of the college helps in resolving students' problems - academic, psychological etc. supporting them to attain the programme outcomes. Different ways in which the students and staff are made aware of learning outcomes are as follows:

a) Teachers plan those learning activities in the subject class that can motivate learners to analyze their learning outcomes.

b) The results of each academic year are analyzed thoroughly by the Principal with the HOD, who in turn discuss them with the teachers.

c) The names of meritorious students are semester wise prominently displayed to encourage new learners to work in the right direction.

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

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

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

235

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

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

The Institution regularly evaluates the performance of students through various methods for measuring the attainment of each of the Program Outcomes, Program Specific Outcomes and Course Outcomes. Evaluation Process: The programme outcomes and Programme Specific outcomes are assessed with the help of course outcomes of the relevant programme through direct evaluation process. It is provided

through University Examinations, terminal exams, internal and home assignments, unit tests, surprise tests, open book tests, etc. The evaluation is also considered through class tests, assignments, projects, sessional work, presentations etc. are returned to students with detailed remarks and suggestions are provided for improvement. Students are given various opportunities to showcase their abilities, knowledge and creativity. Throughout the year the faculty records the performance of each student on each programme outcome. At the same time remedial coaching is also provided to slow learners to make pace with the desired progression. Average attainment in Evaluation Process: Students under university examination are evaluated for 75% of total marks and institution for 25% marks as internal assessment. Students enrolled for Add On/Certificate Courses offered by the institution are evaluated by the institution itself. At the same time, observations of student knowledge and skills against measurable course outcomes are evaluated throughout the year.

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

## 2.8 - Student Satisfaction Survey

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

84

## RESEARCH AND OUTREACH ACTIVITIES

### 3.1 - Resource Mobilization for Research

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

Nil

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

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

<b>Nil</b>	
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**

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

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

**try-outs Material and procedural supports**

File Description	Documents
Documentary evidences in support of the claims	<a href="#">View File</a>
Details of reports highlighting the claims made by the institution	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**

Nil

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

01

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

### 3.3 - Outreach Activities

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

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

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

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

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

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

Nil

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

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

Nil

File Description	Documents
Relevant documentary evidence for the claim	<a href="#">View File</a>
Report of each outreach activity signed by the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 3.3.5 - Number of awards and honours received for outreach activities from government /

**recognized agency during the year****Nil**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Appropriate certificates from the awarding agency	<a href="#">View File</a>
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****Nil****3.4.1.1 - Number of linkages for faculty exchange, student exchange, research etc. during the year**

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

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

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

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

The College is constructed on a 7 acre plot with well-maintained infrastructure, having adequate number of classrooms, laboratories, library and other facilities for the execution of teaching-learning process. Classrooms are very spacious with proper ventilation and light. The classrooms are furnished with comfortable furniture, green board, flannel board and can accommodate at least 50 students. The classrooms are utilized for lectures, mentor group meetings, micro teaching, simulated teaching, and seminar cum paper presentation. Computer cum Language Lab having 50 computers with internet connectivity to develop ICT and communication skills among the student teachers. Library is partially automated using Library Software with seating capacity of 50(25 in main area and 25 in reading room) used by student teachers and faculty members for referencing, reading and supervised self study. Library provides access to 8826 books, 20 Encyclopedia, 11 journals and regular newspapers, magazines. Art and Craft cum Music Resource Centre is

used for musical rehearsals different art and craft activities, as well as to store and display of items prepared. Sports Resource Room is equipped with sports paraphernalia. The college provides adequate space, sporting equipment and infrastructural facilities for sports to conduct indoor and outdoor games for students. The college has well maintained playgrounds for Volley Ball, Cricket ground & KhoKho, and for indoor games college provides material and equipment like carrom board, chess, etc.

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

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

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

12

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

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

1254536

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

## 4.2 - Library as a Learning Resource

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

The College Library is fully air-conditioned; Wi-Fi enabled and has a seating capacity of 50 users, consisting of provision to enable students to access information for their academic pursuits through internet and e-resources. Additionally, 4 computers have been installed for the students. Library is located on the ground Floor of the campus with a total area of 1300 sq.ft. The library is well equipped with all the facilities for students and faculty members and provides them with sufficient teaching- learning material. The Library also has a reading room for students and faculty to work upon references and study material. The library plays a vital role in the Teaching-Learning Process as it provides the material online as well as offline to refer. The students get the books issued for a week and avail the facility of library and its resources to the fullest. The working hours of the library are 10:00 AM to 4.30 PM on all working days, before and during examination, during vacation except Sundays and gazette holidays. College Library uses Library Software Version Type - 2014 which is an Open Source Integrated Library Management System. The college library has a collection of text books, reference books, periodicals, thesis, and dissertations, for student teachers as well as faculty. There is subject wise arrangement of books in stack area. Newspapers, Journals and Magazines are kept in the periodical section. The library has a computer section with internet facility.

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

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

The library of the college serves as gateway to the world of knowledge for prospective teachers by offering a wide spectrum of books to ignite their minds and cultivate reading habits. Students and teachers who needed are allowed to use all facilities provided by library at any time, librarian provides all possible help to students as well as to teachers. The library offers free Internet access with high speed broadband, Wi-Fi facilities which are required by students, and faculty for conducting research, writing research papers, other research oriented activities, etc. To made availability of e-resources in open access . However, in the event that students and staff are unable to access, an alternative is to use access through the College email and password. Students are thus able to access UGC and its affiliate libraries. The inventory of all the books browsed can be accessed. This provides the students and staff to ascertain if the material they need is available in the College Library. The books have to be checked out physically using the library automated service. To expand the library holdings, the College embarked on a journey of identifying pertinent e-Books related to the education programmes and educational research. Electronic copies in pdf format and/or links to the e-Books are sent to the library email, the electronic books are downloaded into the drive, catalogued and uploaded into the library catalogue

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

4.2.3 - Institution has subscription for e-

All 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	<a href="#">View File</a>
Receipts of subscription /membership to e-resources	<a href="#">View File</a>
E-copy of the letter of subscription /member ship in the name of institution	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**69215**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

**355**

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

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

Two of the above

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

### 4.3 - ICT Infrastructure

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

In order to cope with the age of modern technology, Our Institution does not lag behind in possessing ICT facilities. To cater the demands and updated facilities for the students ICT infrastructure are in constant change and modification not in terms of hardware but in terms of software also. The institution has computer cum language laboratory with requisite numbers of computer, partially automated library, advanced equipped educational technology room and an ICT

enabled seminar hall, multi-purpose hall with a LCD projector and screen. The college is in possession of 50 desktops in its computer cum language lab. The desktops are running on windows 7, windows 7 pro, windows 10 and windows 10 pro operating systems. At present, the college has a broadband connection, and this facility is accessed in our day to day work. All the desktops are supported by a 100 mbps LAN and a 2500-user capacity Wi-fi system. Even all teachers are connected with broadband/ Wi-Fi facilities. To make the learning process more effective various innovative methods are used by the teachers. In general, computing and internet facilities are available to all teachers and students on the campus. The College has employed a full time IT consultant for maintenance and support of the ICT infrastructure.

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

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

1:5

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

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

D. 50 MBPS - 250MBPS

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

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

#### 4.4 - Maintenance of Campus and Infrastructure

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

**1364216**

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

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

**The college has an established system for maintenance and utilization of physical, academic and support facilities. For the**

smooth functioning of the system, various cells and committees are formed. It is also a common practice to receive suggestions and demands from students and faculty members regarding infrastructure maintenance. The institution provides science lab, psychology lab, maths lab, computer lab, educational technology lab facilities to all the students of the college. The users of these labs pay immense attention while accessing the facilities and handle it with good care. All the concerned in charges take care of the labs. Stock registers are maintained timely of each lab. Library has an advisory committee, which meets at regular intervals to discuss various issues related to library facilities, services, and activities. The committee works towards improving the overall library infrastructure and resources to make it user friendly. Sports Room and Play Grounds of the institution is being looked after by the Physical Education teachers. All the sports materials and equipment are stored in a sports room. Students are allowed to use the sports materials only after signing in the issue-cum-return register. The college authorities pay great attention to maintaining the classrooms and ensure uninterrupted teaching-learning activities. All the faculties are free to submit their requirements to the principal regarding repairing and maintaining the classroom furniture, and other equipments etc.

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

## STUDENT SUPPORT AND PROGRESSION

### 5.1 - Student Support

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

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

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

**Nine or more of the above**

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

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

**E. None of the above**

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

Three of the above

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

## 5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
<b>67</b>	<b>100</b>

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

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

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

**21**

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

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

**65**

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

### 5.3 - Student Participation and Activities

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

5.3.2 - Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words)

The institute ensures student representation in various committees and bodies like:

- Placement cell : Placement cell is elected to serve with placement team of the college where in cell members play an active role by coordinating with school & colleges candidates and by managing campus placement processes.
  - Editorial Board of college Magazine: The board members are responsible for quality of the magazine . The Magazine Editor heads the board .
  - Anti -Ragging cell: Students representation in Anti -Ragging cell ensures transparency in decision making.
  - Cultural Committee: The student council of Apollo College has a Cultural Secretary and Joint Cultural Secretary who play an active role in organizing various cultural events like, nukkad natak ,Guru Purnima, independence day, teachers day, Garba dance, deepawali Milan, fresher's welcome, singing capitations, new year celebration ,kite competition, Republic Day, sadbhavana inter college Competition , annual day holi Milan, farewell party etc. they take care cultural events, sponsoring and management.
  - Sports Committee: The sports committee organizes various sports events during annual sport day, volleyball, cricket, chess, carom, badminton, table tennis, kabaddi, etc.
- Alumni Association: The members of association with alumni's for mentoring, grooming, free education , placement, cultural activity they actively participate in arranging alumni meets.

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

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

25

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

### 5.4 - Alumni Engagement

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

#### 5.4.1 Alumni Engagement

Alumni association of Apollo College was registered on 5th June 2014. Alumni association registration number is 30003 .Every year Alumni Association takes lead to increase participation of alumni members. Registration fee for becoming alumni member is Rs. 200. Annual fee of Rs 50 is to be submitted by each alumni member. After formation of the Alumni Association of Apollo College, memorandum of the purpose of the society was decided and registration was done under the firms and society registrar under the section of 27 of 1973. Presently total 36 members enrolled in Alumni Association. The

structure of Alumni association consists posts of president, vice president, secretary, joint secretary, treasurer and members .Our college alumni is strong enough and asset of the college. We conduct yearly Alumni get together which witnesses a huge participation of Alumni's. Generally, Alumni Meet is organized once a year. Our current batch of Students and faculty come together to organize a huge welcome and interaction session for Alumni's. The alumni were invited for guest lectures. Alumni were also invited as the judges for the cultural day program. Many of the alumni support our internship activities by providing moral support and assistance to our novice pre-service teachers

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

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

All of the above

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

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

9

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

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

Apollo College has always valued the contribution made by its illustrious alumni spread over different parts of the globe. The Association is playing a pivotal role in keeping them connected. Alumni of the institute: 1. Assist in planning and organization of activities in the college. 2. Contribute Articles and Research Papers to be presented in Seminars/ Conferences. 3. Provide placement assistance to students. 4. Assist in conducting Practice Teaching sessions in Schools of Apollo College. 5. Help in conducting D.El.Ed., B.Ed. & M.Ed. Practical examinations in the College. 6. Provide training in entrepreneurial skills to students. 7. Motivate school students to participate in Inter School Competition organized by the College every year. 8. Encourage their colleagues to attend Seminars/ Conferences/ Workshops organized by the college. 9. In schools which required subject teachers to complete the curriculum/syllabus, the alumni of Apollo College complete it through free education.

Alumni Association of Apollo College has play significant role and effective support system for the new enrol students. Alumnus of College taken lecture on curriculum topic, effective functioning of schools, role and duties of teachers in the school. They also inform students for the various opportunities available after doing this course. Alumni who secured Govt. job they motivate new enrolled students for the same. Alumni association in charge professor of college has planned and organizes such kind of program for the new enrolled students. Alumni association also plans lecture series of the alumnus for the new enrolled students. Page

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

## GOVERNANCE, LEADERSHIP AND MANAGEMENT

### 6.1 - Institutional Vision and Leadership

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

Apollo College starts with the motto "Education is the most powerful weapon which you can use to change the world". The beginning of education for a child is to stimulate his/her tender mind for attaining, retaining and ascertain knowledge and understanding in him/her. On the other hand the student of our college work at different and higher position and work as a nation builder of our country. The college vision is to foster a dynamic learning environment that empowers individuals to thrive academically, professionally, and personally to provide equal opportunities to class, cast, gender, religion. To enable students to compete with the changing world. To provide learning and teaching experience to develop teaching potential and to infuse personality. Our mission is to the institution became functional with a mission to develop scientific attitude and research oriented attitude & provide skill oriented teachers develop and implement new teaching strategy. In alignment with this vision and mission, our governance structure is characterized by inclusivity and effectiveness. Our perspective plans are crafted collaboratively, incorporating input from all stakeholders—teachers, students, and non-teaching staff. Decision-making bodies are participatory, ensuring diverse perspectives are considered in key initiatives and policies. Teachers contribute their expertise to curriculum development and pedagogical strategies, students offer insights on student life and academic programs, while non-teaching staff provide valuable operational perspectives. This participatory approach not only enhances accountability and transparency but also fosters a sense of ownership and community within the institution.

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

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

Decentralization is done in such a way to involve everyone and make everyone feel responsible and important. The process of decentralization start from the management, the Director from management side to administrative and the administrative to the Principal, from the Principal to the Vice Principal, from the Vice Principal to the teachers and from the teachers to the students. The Internal Quality Assurance Cell is the two central administrative bodies vested with powers to make important institutional decisions. Although the flow of authority is from top to bottom in these .Decentralization and participative management are integral to its operational ethos. Decentralization involves the delegation of decision-making authority across various levels of the institution. This empowers faculty and staff at different committee or cell to make decisions tailored to their specific needs and contexts. Participative management fosters a collaborative environment where stakeholders, including faculty, staff, and sometimes students, actively contribute to decision-making processes. In practice, decentralization might mean department heads having autonomy over budget allocation or curriculum design, while participative management could involve regular forums where faculty and staff discuss issues, propose ideas, and collectively solve problems. This approach not only increases efficiency but also enhances morale, engagement, and the overall quality of education delivery within the college.

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

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

College is a self-finance institution, maintains transparency in its financial, academic and administrative functions by clearly defining its vision, mission and objectives at all levels. All important matters relating to budget provision of the college and finance budget proposals to be presented before the Governing body for approval at the beginning of each year. The college prioritizes transparency across all facets of its operations; ensuring stakeholders remain informed and engaged. Financial transparency is upheld through regular audits, detailed budget reports, and accessible financial statements. Academic transparency is fostered through clear communication of curriculum, grading policies, and academic progress tracking systems. Administrative transparency is maintained through open communication channels, readily available policies and procedures, and opportunities for community feedback on administrative decisions. Additionally, the institution embraces transparency in other functions such as admissions processes, faculty hiring, and campus governance, promoting accountability and trust among its constituents. Through these concerted efforts, the college demonstrates its commitment to integrity and accountability in all aspects of its operations. Fee structure Of B.Ed, D.El.Ed and M.Ed admission are decided by the fee regulating committee of state and the examination fees of all the courses are decided by the university and CG Board. College has an Internal and External audit system which is accessible to all and the college has annual budget provision for future betterment.

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

## 6.2 - Strategy Development and Deployment

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

The extensive goals of Perspective Plans are associated with Apollo College that is committed to providing quality higher education and research, skill-oriented human resources and the plan is accordingly focused on different core themes. As far as the strategic/perspective plan of the college is concerned, it is planned in a way so that the college can develop and strive towards success in a systematic and balanced manner.

One Activity Successfully Implemented - Some one of the examples of activity successfully implemented based on perspective plan is Two days International conference was organized on 6th & 7th feb 2023 the theme of "Gender Sensitivity, Gender Equality & Equal Rights of Transgender: Leading Towards Better Humanized society, Registered HYU, Mr. Bhupendra Kuldeep was chief guest in inaugural session & Hon. V.C. HYU, Durg was the Chief Guest in Valedictory session. Dr. Anita Prasad, who came from Germany as the keynote speaker at the international conference while speaking on the mental state of transgender, social conflict and the need for awareness in this regard, gave the message that gender equality can be discussed only then. It is meaning ful when their is an ease in the society regarding gender identity that whatever has been created in nature has to be accepted easily in that form.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	<a href="http://www.apollocollegeofeducation.com/Site/common.php?cateid=147&amp;cid=147&amp;v=1">http://www.apollocollegeofeducation.com/Site/common.php?cateid=147&amp;cid=147&amp;v=1</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**Policies:** College has well defined policies related with different running programs. The college Governing Body & IQAC grants approval and ratification of various policy decisions of the college. It approves budgets for administrative, academic and research programmes and activities. Regular meetings are held in order to maintain continuous communication between staff and principal. All

the meetings and decisions taken are monitored by the IQAC.

**Administrative Setup:** Apollo College has a well-defined organizational structure. Different committees are constituted for quality administration. The Principal is responsible for the College functions and growth including administrative, academic, co-curricular, and extra-curricular and extension programme. IQAC of the college is involved in developing a quality system for the improvement of academic and administrative performance of the College.

**Service rules:** The College is affiliated to Durg University (C.G.) so it follows all the rules and academic calendar of the university in running different programmes in the college. All staff is oriented about the Administrative and Service Manual available in the institution.

**Appointment:** Criteria for the selection of teaching and non-teaching staff are completely based upon the norms and conditions of NCTE, UGC and the affiliating university. For that advertisement is published in National as well as local newspapers. Eligible candidates are invited for the interview.

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

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

All of the above

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

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

One decision based on the minutes of the meeting of IQAC that was successfully implemented

"Two days workshop on Preparation for NAAC"

Implementation of the recommendation: One Activity Successfully Implemented -

Two day workshop on National Workshop Preparation for NAAC was organized on 19th & 20th Oct. 2022 in collaboration with Hemchand Yadav University, Durg. In the prestigious presence of Hon. V.C. HYU Dr. Aruna Palta was the chief Guest in Inaugural session & Registrar, HYU, Durg Mr. Bhupendra Kuldeep was the chief Guest in Valedictory session. Large number of IQAC coordinator and senior teachers from various teacher education institutions actively participate in this workshop. It was helpful and successful workshop. Most of the speaker was expert of the NAAC criteria and they had given update information about assessment process. This workshop charged new action energy in the workshop hall. Their positive feedback expresses their mark of satisfaction. Workshop detail was recorded by reporter Dr. Ranjeeta Singh and Smt. Umang Sharma of Kalinga University, Raipur. Directors Mr. Sanjay Agrawal , Dr. Manish Jain , Mr. Ashish Agrawal thanked all dignitaries. Principal Dr. Siddharth Jain IQAC Coordinator Ms. Rakhi Sharma, Organizing secretary Dr. Lakhan Bohane and all members of organizing committee actively participated and performed their responsibility nicely.

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

### 6.3 - Faculty Empowerment Strategies

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

The management has a humanitarian outlook towards its teaching and non-teaching staff. It initiates several welfare measures to maintain high motivation levels amongst its employees. The college gives academic freedom to all its staff members, funds are given to staff to attend Faculty development programs, staff is treated on duty when they attend Seminars/ Workshops. Annual increment for all staff - teaching and non teaching is given. A congenial atmosphere prevails in the staffroom. Recreational programmes are organized for the wellbeing of the staff. Spiritual nourishment is provided through assembly, celebration of religious festivals, and so forth. Appreciation measures are farewell party to staff at the time of retirement from service, get togethers, celebration of festivals, etc. Staff is given leave facilities as per the leave rules of SES. Library resources, journals, online journals other materials required from outside the college are all made available for the staff to enrich their content. The institution conducts FDPs and seminars for improving the competencies of the teacher educators. The institution invites experts from different fields to conduct workshops, guest lectures, seminars and conferences. The college has well-furnished staffrooms with internet connection, drinking water facility and air coolers. Staff is provided with separate cupboards and washrooms.

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

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

6

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

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

6

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

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

4

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

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

The college has Performance Appraisal System for teaching and non-teaching staff which strictly follows the UGC regulations for the Appointment of Teachers and other Academic Staff in the institution. For the Maintenance of Standards, amendments are made therein from time to time, for teaching and nonteaching staff. The performance of each employee is assessed annually after completion of one year of service. The objective is not only to objectively evaluate the performance as per established norms, but also to identify potential aspects for improvement that can eventually lead to further progress and growth of the employee. The performance of each faculty member is assessed according to the Performance. The principal engages with faculty through regular staff meeting Interactions and access the work of faculty. This form of mutual interactions on a regular basis is important for their own classes. Comparison of University results with college result gives a fair idea to the principal and concerned faculty about the academic performance of the college. The institution also undertakes a wide range of activities besides academics, for which faculty members are assigned additional duties and responsibilities, which are mostly voluntary. The college accords appropriate weight age to these contributions in their overall assessment.

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

**6.4 - Financial Management and Resource Mobilization**

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

The Annual financial audit of the college is done by a qualified Chartered Accountant whose appointment is approved by the governing body. He conducts periodical visits to the college and examines all books of records and financial statements. The Auditor ensures that the Accounts branch of the college maintains the books in strict compliance. The whole process of auditing involves a careful scrutiny of the balance sheet of the college along with receipts and payments of the respective year. Any query, questions or objections raised by auditors are promptly dealt and addressed. Proper record of all expenses is maintained by the Accounts Department and is audited by the internal auditor on regular basis. The internal audit is the part of the institution and carried out on quarterly basis by the independent chartered accountant appointed by the management of the institution. The internal audit unit verifies the supporting documents involving examination of vouchers, bill payments, quotations and approval from the Management. We have well laid down rules and processes for sanctioning expenditure and submission of expense summary for all college activities. Permission is secured from the principal for all upcoming expenses which is submitted to the accounts branch for release of funds.

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

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

220000

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

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

Every year annual budget is prepared well in advance as per the needs and requirements of the college. It incorporates budgets of academic department, research activities, computer lab, psychology lab, Library and sports. As per budget the Principal proceeds with the planned activities. The college and faculty take efforts for mobilization of funds. The institution encourages faculty of the college to generate funds for the different activities. The purchase committee helps us to mobilize more and more funds to create a well-furnished and healthy campus for the students. The IQAC always looks for the new measure for mobilizing funds and it has developed systematic procedures for their optimal utilization. The college has tried to generate funds in the form of money and material objects. The college has very transparent mechanism of auditing and a specific committee for utilizing this grant and resources. The purchase committee considers requirements from all the departments, invites quotations, prepares comparative statements, negotiates with suppliers and then purchase order is placed. The purchase procedure is scrupulously monitored by committee. The institution focuses on maximum utilization of resources. All funds mobilized are properly accounted for in the account books. The audited utilization statement of accounts is submitted to the funding agencies for specific grants. Every year the institution conducts external and internal financial audits by appointing statutory auditor in the annual general meeting.

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

## 6.5 - Internal Quality Assurance System

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

The IQAC is consistently working on to promote the quality culture in its all spheres of the college activities by channelized efforts towards promoting holistic academic excellence. The IQAC monitors the implementation of vision and mission of the college. IQAC prepares perspective plan of development for the college and execute it in a strategic plan of every year. It has been trying to institutionalize number of quality assurance strategies such as digitization of academic and administration facilities, gender equality, strengthening extension activities etc. Since then IQAC has become instrumental in suggesting a number of quality improvement measures in the college. During the assessment period the IQAC was successful in implementing and introducing several curricular, co- curricular and extra- curricular activities. In the pursuance for quality assurance, quality up-gradation, assessment and accreditation, and institutionalization the college established the Internal Quality Assurance Cell. The process of quality enhancement and sustenance was begun through different strategies. Obtaining, analyzing and action taken on feedback responses from students, parents, and alumni on quality-related institutional processes Preparation of the Annual Quality Assurance Report (AQAR) to be submitted to NAAC based on the quality parameters.

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

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

The IQAC of the college has devised several mechanisms to review the effectiveness of the teaching learning process, structures and methodologies of operations in the institution and strived hard for its reforms. Adequate space in classrooms, quality instruments and equipment in laboratories, appropriate knowledge resources in the library and ICT facilities in classrooms, labs and the library are ensured before the commencement of every academic year. A good number of faculty participation in syllabus revision workshops enhances the preparedness for effective teaching learning in the classrooms. Scheduling of courses in the timetable is done by keeping in view various factors such as the nature of courses like compulsory/elective/remedial etc. on one hand and schedules of co-curricular and extra curricular activities on the other. The IQAC is also keen on teachers' training and retraining workshops organized to diversify the teaching methodologies used by the teachers in their day to day teaching practices. The most commonly used methods are projects, internship, field visits and ICT based teaching . For further enhancement, many faculty members prepare specialized tools such as workbooks, practical handbooks, blogs, etc. Guest lectures by eminent faculty from institutes with MoU are also arranged for providing exposure to the frontiers of knowledge. Designing and conduct of free of charge or affordable need based add-on courses is also a regular practice to bridge the gap between the university curricula and the market demands.

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

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

80

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

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

Two of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to the minutes of the meeting of IQAC	<a href="http://www.apollocollegeofeducation.com/Site/common.php">http://www.apollocollegeofeducation.com/Site/common.php</a>
Link to Annual Quality Assurance Reports (AQAR) of IQAC	<a href="http://www.apollocollegeofeducation.com/Site/common.php">http://www.apollocollegeofeducation.com/Site/common.php</a>
Consolidated report of Academic Administrative Audit (AAA)	No File Uploaded
e-Copies of the accreditations and certifications	<a href="#">View File</a>
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	No File Uploaded
Any other relevant information	<a href="#">View File</a>

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

Apollo College reviews its teaching learning process, operations and learning outcomes on regular basis. The IQAC continuously monitors and takes steps to improve the quality of the teaching-learning process. The approach of IQAC is to focus on the process of learner-centered teaching learning and it has formulated policy to evaluate it from time to time.

Incremental improvements achieved within the institution due to quality initiatives since the previous accreditation in the year 2014-

**Administrative Increments: Community engagement & Extension Activities**

After the first cycle of accreditation and implementation of two year B.Ed and M.Ed programea shift from working independently gave way to collaborative work with non - governmental organisations outside the college premises. The student teachers conducted awareness programmes related to health and nutrition, low cost nutritious food, importance of clean surrounding. In the succeeding year the emphasis shifted to awareness on Swachh Bharat programme and demonetization and its implementation. At the college level, campus cleaning and 'Go Green' initiative was planned and conducted.

**Value Added course & Certificate Course -**

Value added course are organized by the college Combining computer skills with other disciplines like yoga & Meditation, art and craft, and health & hygiene can create a well-rounded and enriching experience. These courses not only provide valuable skills in computer science but also offer holistic learning experiences that promote mental and physical well-being, creativity, and responsible use of technology.

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

**INSTITUTIONAL VALUES AND BEST PRACTICES****7.1 - Institutional Values and Social Responsibilities**

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

Apollo college has Well-designed building to maximize the use of natural light and ventilation. Sensitization of management, teaching and non teaching staff and right from the time the students join the college, they are trained to conserve energy by switching off the lights and fans in classrooms when they leave after the class. Leaking taps are repaired immediately. A good percentage of the power requirements of the College are met by the renewable energy sources. Air conditioners are used only when necessary. It has a policy of employing LED lights throughout the campus. The Institute initiates the implementation of replacing all the lights with LEDs. The entire campus is lit by LED lights. Used modern more cost-effective LED lights. Floor-wise master switches for each room to shut down power of entire room when not in use. Use of alternate sources of energy for meeting its power requirements. Our college takes effective steps on harnessing solar energy. Use of Solar is one of the easy ways to cut down electricity costs at institutions to utilize a large portion of the sun's energy. Rain water is harvested to prevent water wastage. The college campus is environmentally friendly with medicinal plant, fruit and flower plant and trees spread out across the beautiful gardens.

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

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

Apollo college has a clear waste management policy for disposing off-dry, wet, e-waste, and wastewater management. We try to create consciousness among management, teaching and non-teaching staff and student about the ways in which waste is generated and the means by which they can reduce waste generation and manage the waste they produce by reducing, reusing, recycling and regenerating. The Institution takes initiative for the management of wastes which is

generated within its campus. The college has implemented a waste management system which involves segregation of wet, dry, paper and green waste. The dry waste which includes paper, cardboard, plastics, scrap materials is separated from others. Organic wastes like the leftover food, peels, scrapings from fruits etc are also collected in bins separately. The food waste generated from the college kitchen and canteen is collected, decomposed and used as manure to be used for gardening purpose. Our Institution reuse the papers (one-sided) for off the record work of the college. The College segregates old computers, batteries and wires and disposes them at regular intervals. The electronic devices have varying proportions of glass and metals. . Vermi- composting to use biodegradable waste collected from the campus. It is an eco-friendly process that recycles organic waste into compost and produces valuable nutrients, making compost by using earthworms is the principle involved. Best out of waste competitions in the college to encourage students to minimize the wastage and enable them to educate others also.

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

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

All of the above

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

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

All of the above

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

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

By enforcing the Prime Minister's "Swachh Bharat Mission", Apollo College is always committed to maintaining a clean college environment sets a good example to students, teachers & other staffs. It encourages learners to take pride in their college, which makes them less likely to drop litter and as such they will potentially make a bigger effort to maintain their environment. Cleanliness is incredibly important when it comes to cutting down on the spread of diseases in the college and means that staff and students are able to enjoy a comfortable learning environment. It also improves hygiene levels and can help to reduce the spread of sickness. Entire campus has well maintained green gardens. Every year 'Tree plantation' is carried out to increase green cover. We are endorsing and enforcing measures to make the College a carbon free campus. In another step towards the preservation of the intricate water table in the college, building has been made compatible for rain water harvesting. We are positive that the rain water harvesting method employed by us will be the guiding light for others. The building architecture of college is designed in such a manner that permits the free flow of air and allows natural light to cover all the corners of the building. The ample natural light therefore avoids the usage of the lights in the corridors and rooms.

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

**7.1.6 - Institution is committed to encourage green practices that include Encouraging use**

All of the above

**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**

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

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

**45000**

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

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

**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**

**Response -**

Apollo College of Education is always sensitive and emphatic towards social, environmental and community problem. Time to time the institution ignites sensitivity towards society and environment by various activities like Visit Orphanage Home, N.S.S Camp, Blood Donation, Remedial programme for children with special needs and children with intellectual disability, , swatch and saaf Abhiyaan community work. Thus, these activities strengthen the institution's system, students learn through hands-on activities and team work, and achieve success in their career. The location of the college is in the prime area of the city and is surrounded by amenities which help the students in various aspects. Students are sen. Faculty exchange is done with nearby colleges of Education. A hostel facility available nearby is recommended to students travelling from a distance, which can be availed at affordable prices, especially during examination. PG students have several options for seeking participations in their research projects, as well to complete the internship modules of the teacher education programs.

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

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

**A. All of the above**

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

## 7.2 - Best Practices

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

**BEST PRACTICES –1.Vocational programme -Rakhi making, Candle and Diya (Earthen Lamp) Making, Making Organic Colours (Gulal) for Holi ,Making Pickels-Under thevocational programme to make beautiful Rakhi,to make testy pickels, to make various types of candles and earthen lamps for festival of Diwaliand Herbal Gulal for the festival of Holi. Interested students were made to register separately for workshops on candle-making and diya-making, Herbal Gulal . candles were made using wax, essential oils (for fragrance), and wick. Clay was used to make earthen pots of different colours, shapes and sizes. For Herbal Gulal Making to make organic gulal(colours) with natural flowers and vegetables like palaash(Butea monosperma), palak (spinach), chukandar(beetroot), etc. Aim of the vocational programme is to develop the skills of students teacher & prepare them for employment.**

**2 Free Education -The institute encourages its student teachers to take part in the initiative where they go to under-staffed schools to teach. We recognize the value and importance of education, especially elementary education. Hence, we encourage and support our students to volunteer for free teaching in schools where their services may be required. This not only helps our students to become better teachers but also helps the under-privileged students to get**

the benefit of gaining knowledge from good teachers at no extra expense. Student teachers & Alumni are divided into groups according to the subject requirements in the schools for teaching. We also try to support such needy children by providing them the required stationary.

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

### 7.3 - Institutional Distinctiveness

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

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

Our Efforts To Be Distinctive Must Be In Harmony With Our Vision, Priority And Thrust Area. Vision Of Our College Is "To Provide Equal Opportunities To Class, Cast, Gender, Religion & Enable Students To Compete With The Changing World. With This View, Our Institution Always Celebrates Different Activities And Important Days And Different Event. The Head Of A College Plays A Key Role In Its Successful Functioning With The Co-Operation Of Well Qualified And Competent Faculty. The College Encourages A Gamut Of Extra-Curricular Activities At State, Regional And National Levels For The Overall Development Of The Students. Prospective Teachers Are Given Ample Opportunity To Participate In Co Curricular Activities.

Sadbhavna Inter College Competition - "Sadbhavna" Inter College Competition Was Organized On 17 & 18 March 2023. Various Interesting Competition Day First Chhatishgarhi Culture (Gilli Danda, Bhanuora, Kancha, Fhugdi, Chhatishgarhi Group Dance, Chhatishgarhi Vyanjan) And Tradition And Day Second Indian Culture And Tradition (Rangoli, Laughter Show, & Group Dance, Duet Dance, Group Song) Were Organized. Seventeen Colleges Were Participated In This Event. Hon.

Registrar. Hemchand Yadav University Dr. Kuldeep Yadav Was Chief Guest.

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