



# YEARLY STATUS REPORT - 2020-2021

## Part A

### Data of the Institution

#### 1. Name of the Institution

APOLLO COLLEGE

- Name of the Head of the institution **Dr. Siddharth Jain**
- Designation **PRINCIPAL**
- Does the institution function from its own campus? **Yes**
- Alternate phone No. **07882623444**
- Mobile No: **8770899605**
- Registered e-mail ID (Principal) **education@apollocollegedurg.com**
- Alternate Email ID **sanjay@apollocollegedurg.com**
- Address **Opposite Veterinary College,  
Anjora Durg (C.G.)**
- City/Town **Durg**
- State/UT **Chhattisgarh**
- Pin Code **491001**

#### 2. Institutional status

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

- Financial Status **Self-financing**
- Name of the Affiliating University **Hemchand Yadav University, Durg (C.G.)**
- Name of the IQAC Co-ordinator/Director **Uttam Janghel**
- Phone No. **07882623444**
- Alternate phone No.(IQAC) **6260102108**
- Mobile (IQAC) **7828169837**
- IQAC e-mail address **iqacapollocollege05@gmail.com**
- Alternate e-mail address (IQAC) **education@apollocollegedurg.com**

**3.Website address**

- Web-link of the AQAR: (Previous Academic Year) <http://www.apollocollegeofeducation.com/>  
<http://www.apollocollegeofeducation.com/Site/common.php?cateid=192&cid=192&v=2>

**4.Whether Academic Calendar prepared during the year?****Yes**

- if yes, whether it is uploaded in the Institutional website Web link: <http://www.apollocollegeofeducation.com>

**5.Accreditation Details**

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>

**6.Date of Establishment of IQAC****01/12/2012****7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.**

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

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

**NAAC guidelines**

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

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

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? **No**

- (Please upload, minutes of meetings and action taken report) [View File](#)

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

- If yes, mention the amount

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

APOLLO COLLEGE, ANJORA, DURG (C.G.) SIGNIFICANTE CONTRIBUTION OF IQAC DURING THE SESSION 2020-21 The Covid-19 Pandemic has resulted in untimely shutdown of the college. Education System has change dramatically & college management & IQAC have decided to cope up with the situation & adopted online mode of teaching & learning. 1. During Pandemic all faculty communicated and disseminated knowledge on the online plate form. PDF notes was shared with students on Whats app groups. 2. Online IQAC meeting was held on 15th June 2020 though zoom app. 3. Two National Webinar were organized though zoom app. First was "Web Based Strategies for Academic Continuity & Advancement During & After Covid-19" through Google meet. Second was "Maintaining Psycho-Social Wellbeing During Post Pandemic through zoom app and International webinar on "Rapid Advancement & Strategies in Teaching Learning System: New Vistas, New Challenges" through zoom app. 4. State level Workshop on Yoga in collaboration with Devine India Youth Association through zoom app. 5. New Digital Plate forms informative was provided to faculty members to enrich their teaching skills.

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

be provided).

Plan of Action	Achievements/Outcomes
1. Girls hostel Boundary for security of girls is propos.	1. Girls Hostel boundary completed.
2. Renovation of play ground.	2. Play ground renovated.
3. Blended mode teaching	3. blended mode teaching started.
4. Efforts to increase Alumni Contribution.	4. Alumni Contribution increased.
5. Uploading college website	5. College Website uploaded.
6. National webinar	6. First National Webinar was organized the theme at
7. Online Workshop	7. Online State level workshop organized on Yoga in the occasion of International Yoga Day 21st June In Collaboration with Devine India Youth Association. Through this workshop participants felt anxiety/ Stress free.
8. Online Parent Teacher Association Meet	8. on 2nd August 2020 online PTA was organized through zoom app. Through this meet parents gave the suggestions according to their wards problem in teaching learning process to teachers. Action was taken as per the suggestion given by the parents.
9. International Webinar	9. On 10th & 11th August 2020 International Webinar was organized on the theme of
10. Online Cultural Activities	10. To maintain the continuity of the activities IQAC organized successfully online cultural programs on 28th July 2020 online cultural activities on the theme of
11. Online Discussion	11. on 3rd Sept. 2020 online

	discussion on Covid-19 was conducted by NSS unit of the college through zoom app. Volunteers & other participants were aware about pandemic how to safe themselves.
12. Online Essay Writing competition.	12. To improve the witting skill of students teachers during pandemic. On occasion of International Women's Day. Essay writing competition was organized on the theme of
13. Increase Value Added Programme	13. To maintain the continuity of Value Added Course was added related to

**13. Whether the AQAR was placed before statutory body?** No

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Nil	Nil

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

**Part A****Data of the Institution**

<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>Chhattisgarh</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</b>

	(C.G.)				
• Name of the IQAC Co-ordinator/Director	Uttam Janghel				
• Phone No.	07882623444				
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• IQAC e-mail address	iqacapollocollege05@gmail.com				
• Alternate e-mail address (IQAC)	education@apollocollegedurg.com				
<b>3.Website address</b>	<a href="http://www.apollocollegeofeducation.com/">http://www.apollocollegeofeducation.com/</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>	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	<a href="http://www.apollocollegeofeducation.com">http://www.apollocollegeofeducation.com</a>				
<b>5.Accreditation Details</b>					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B	2.15	2014	10/12/2014	09/12/2019
<b>6.Date of Establishment of IQAC</b>			01/12/2012		
<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	
Nil	Nil	Nil	Nil	0	
<b>8.Whether composition of IQAC as per latest NAAC guidelines</b>			Yes		
• Upload latest notification of formation of IQAC			<a href="#">View File</a>		

<b>9.No. of IQAC meetings held during the year</b>	3	
<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>	No	
<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>	No	
<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>APOLLO COLLEGE, ANJORA, DURG (C.G.) SIGNIFICANTE CONTRIBUTION OF IQAC DURING THE SESSION 2020-21 The Covid-19 Pandemic has resulted in untimely shutdown of the college. Education System has change dramatically &amp; college management &amp; IQAC have decided to cope up with the situation &amp; adopted online mode of teaching &amp; learning. 1. During Pandemic all faculty communicated and disseminated knowledge on the online plate form. PDF notes was shared with students on Whats app groups. 2. Online IQAC meeting was held on 15th June 2020 though zoom app. 3. Two National Webinar were organized though zoom app. First was "Web Based Strategies for Academic Continuity &amp; Advancement During &amp; After Covid-19" through Google meet. Second was "Maintaining Psycho-Social Wellbeing During Post Pandemic through zoom app and International webinar on "Rapid Advancement &amp; Strategies in Teaching Learning System: New Vistas, New Challenges" through zoom app. 4. State level Workshop on Yoga in collaboration with Devine India Youth Association through zoom app. 5. New Digital Plate forms informative was provided to faculty members to enrich their teaching skills.</p>		
<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>		

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13. Increase Value Added Programme	13. To maintain the continuity of Value Added Course was added related to
<b>13.Whether the AQAR was placed before statutory body?</b>	No
<ul style="list-style-type: none"> <li>Name of the statutory body</li> </ul>	
Name of the statutory body	Date of meeting(s)
Nil	Nil
<b>14.Whether institutional data submitted to AISHE</b>	
Year	Date of Submission
2020	20/01/2022
<b>15.Multidisciplinary / interdisciplinary</b>	
<b>16.Academic bank of credits (ABC):</b>	
<b>17.Skill development:</b>	
<b>18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)</b>	

**19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):****20.Distance education/online education:****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	131
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	250
Number of outgoing / final year students during the year:	

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

2.5	150
Number of graduating students during the year	

File Description	Documents
Data Template	<a href="#">View File</a>
2.6 Number of students enrolled during the year	250
File Description	Documents
Data Template	<a href="#">View File</a>
<b>2.Institution</b>	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	9446266.00
4.2 Total number of computers on campus for academic purposes	50
<b>3.Teacher</b>	
5.1 Number of full-time teachers during the year:	37
File Description	Documents
Data Template	<a href="#">View File</a>
Data Template	<a href="#">View File</a>
5.2 Number of sanctioned posts for the year:	37
<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	

At the beginning of each academic session, our college prepares his proposed academic calendar. Time Table is designed time table for all UG / PG programs as per the University norms. It is displayed on notice board. Teachers are informed about their workload and courses (Subjects). Teachers refer to the standard reference books prescribed by the University along with latest information available through online and other resources for effective implementation of curriculum, besides, the use of other teaching methods. So our College follows the syllabus designed by the Hemchand Yadav University, Durg. A strategy for delivering the syllabus is discussed and planned as per the academic calendar. Preparation is done according to the plans prepared activities are also included in the plans. After carefully deciding the pattern for the delivery of syllabus a time table is created and delivered to the concerned classes .

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**

**D. Any 1 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">http://www.apollocollegeofeducation.com</a>

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

4

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

4

File Description	Documents
Data as per Data Template	<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**

2815

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

2815

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	<a href="#">View File</a>
Course completion certificates	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance</b>	<b>Two of the above</b>
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	<a href="#">View File</a>
Document showing teachers' mentoring and assistance to students to avail of self-study courses	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>1.2.5 - Number of students who have completed self-study courses ( online /offline, beyond the curriculum) during the year</b>	
<b>20</b>	
<b>1.2.5.1 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year</b>	
<b>20</b>	

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.

Apollo College stands for values likes compassion and commitment for the development of self and society. To make the delivery of curriculum effective, the faculty regularly updates its knowledge with the support of the college. Faculty members are encouraged to attend Orientation/Refresher courses, workshops and present papers in seminars conducted by the affiliating and other Universities. Class wise Time Table is drafted and finalized well ahead of the commencement of the semester. The papers/options are allotted after careful consideration of the qualifications, subject specializations, experience and performance of the teachers. ICT based learning has been incorporated in all departments for communication with students to make the teaching learning process more learner-centric. YouTube assisted learning; experiential learning, participative learning & Problem Solving methods are also used for effective curriculum delivery EXPERIENTIAL LEARNING is a process through which students develop. knowledge, skills, and values from direct experiences, outside a traditional and academic setting The College, by virtue of its founding principles, is committed to community outreach.

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 follows curriculum prescribed by Hanchand yadav University for 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 students to envisage the various educatimal, social and psychological issues. Institution provides aspecta opportunity to apply and practice the theoretical real life situation through field experiences Institution provides equal weightage to theory and school baand practical activities. There sociology part in the first corn paper (Teacher in the merging Indian Ducisty) of the B.. curriculum, The prescribed part familiarises the Pupil Teacher Besides, concept, meanings Importance of squity and diversity. focuses on the problama of caste and class haned disparities and the aspects concerning democratic functioning of society, national integration, international understanding and their interrelations. In this contest, the contant outlines the ways and means for observegequity and respecting diversity. Differunt activities have been envisioned in the curriculus for pupil teachers to understand the role of diveraity and equity in teaching learning process.

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>
File Description	Documents
Sample filled-in feedback forms of the stake holders	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<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</b>
File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	<a href="#">View File</a>
Action taken report of the institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<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>250</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	<a href="#">View File</a>

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

97

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

97

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

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

2

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

2

File Description	Documents
Data as per Data Template	<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, Hobbies, Interest is also executed. Students' choice regarding elective and optional subjects is also decided.

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.

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>
<b>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</b>	<b>Six/Five of the above</b>
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>
<b>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</b>	<b>Three of the above</b>

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

11

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

10

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. School experience is another major area for experiential learning to develop teaching competency while handling class room teaching, handling diversity, practicing learned skill, learning to use teaching resources including ICT resource under the supervision of their teacher educators. Psychology practical are conducted so that trainees will understand the importance of students psychological characteristics and mental abilities of the students. It helps them to understand the uniqueness of the individual students. It is also useful to understand psychology of group. Many more experiential activities like field visits, community work, working in ICT Lab, Language Lab & Art & Craft lab helps trainees to develop them self as an enriched teacher.

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**

14

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to LMS	<a href="https://www.apollocollegeofeducation.com/Site/">https://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**

250

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

<b>2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports</b>	<b>Four of the above</b>
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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="https://www.apollocollegeofeducation.com/Site/">https://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. Developing, listening, speaking and writing skills, focussing on strength of team members, accept difference and finding healthy solutions. Giving responsibilities to mentees as individual and as in group practiced.
2. **Dealing with Student Diversity:** NEP 2020 and RTE visualize diversity as an important issue in made to understand and fullfill their special needs and how to merge them in main stream was a big task to learn for future teacherstake initiative to train student-teachers to become capable of identify and deal with slow, and advance learners. Identifying weak students and provide additional support to them is also taught by mentors. Engaging students in collaborative tasks are also practiced by mentors.

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

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

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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

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**

Eight /Nine of the above

<b>Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement</b>	
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>
<b>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</b>	<b>Two of the above</b>
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Details of the activities carried out during the academic year in respect of each response indicated	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>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</b>	<b>Three of the above</b>

activities Performance tests Oral assessment Rating Scales	
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Samples prepared by students for each indicated assessment tool	<a href="#">View File</a>
Documents showing the different activities for evolving indicated assessment tools	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>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</b>	<b>Three of the above</b>
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of each response selected	<a href="#">View File</a>
Sample evidence showing the tasks carried out for each of the selected response	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams and helping them to participate Involvement</b>	<b>Four of the above</b>

**in preparatory arrangements**  
**Executing/conducting the event**

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**

Three 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

Internship programme is systematically planned in the staff council meeting conducted in the begning of the session. Internship directives given by NCTE, SCERT and affiliated university are strictly followed to prepare internship schedule.

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's, practicing innovative models, preparation.

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**

100

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**

Seven/Eight of the above

**Administrative responsibilities-  
experience/exposure Preparation of progress  
reports**

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. Internship is distributed in two major parts. In the first year/First semester four weeks OBSERVATION and than 16 week school experience (including Teaching) in second year/third semester. This internship is planned with the permission of allotted list of schools by BEO/DIET for D.El.Ed. and by DEO for B.Ed. The student Teachers are sent to schools for observation/school experience. M.Ed. trainees are also sent to schools along-with student teachers to help and support them for some period during Internship.

**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 .**

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

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

Four of the above

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

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

Four of the above

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

## 2.5 - Teacher Profile and Quality

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

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

5

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

35

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

35

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.

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**

Four 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. The examination committee. Communicates the information of progress for semester exams, to the University about the students who are appearing for the examination. After receiving enrolled list of the students' by the University, the college prepares seating arrangement charts, list of invigilators etc for final university level examination. These university exams are conducted in ethical and vigilant environment.

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 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.

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. It is used by the college to overcome learning obstacles. As per Continuous assessment, depending on the course style, several methods for continual evaluation include class tests, seminars, and assignments. The students of the college provide inputs on drawbacks, limitations and merits in teaching and learning. Feedback is also collected to assess the performance of the the faculty members. 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:

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**

100

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.

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

<b>2.8.1 - Online student satisfaction survey regarding teaching learning process</b>	
60	
<b>RESEARCH AND OUTREACH ACTIVITIES</b>	
<b>3.1 - Resource Mobilization for Research</b>	
<b>3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year</b>	
0	
<b>File Description</b>	<b>Documents</b>
Data as per Data Template	No File Uploaded
Sanction letter from the funding agency	No File Uploaded
Any other relevant information	No File Uploaded
<b>3.1.2 - Number of grants received for research projects from government and / or non-government agencies during the year (INR in Lakhs)</b>	
0	
<b>File Description</b>	<b>Documents</b>
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
<b>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</b>	<b>Four of the above</b>

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**

One of the above

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

7

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

0

File Description	Documents
Data as per Data Template	No File Uploaded
• First page of the published book/chapter with seal and signature of the Principal	No File Uploaded
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

12

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

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

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

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

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

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	<a href="#">View File</a>

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

**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	<b>No File Uploaded</b>

**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	<b>No File Uploaded</b>
Appropriate certificates from the awarding agency	<b>No File Uploaded</b>
Any other relevant information	<b>No File Uploaded</b>

### **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	<a href="#">View File</a>
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	<a href="#">View File</a>

## INFRASTRUCTURE AND LEARNING RESOURCES

### 4.1 - Physical Facilities

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

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 47 computers with internet connectivity to develop ICT and communication skills among the student teachers. Science and Math Room is equipped with the science apparatus, specimens, chart and models and other teaching learning material of math and science and is utilized to conduct practical demonstrations. 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 carom board, chess, Badminton Court etc.

File Description	Documents
List of physical facilities available for teaching learning	<a href="#">View File</a>
Geo-tagged photographs	No File Uploaded
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

50

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Geo-tagged photographs	No File Uploaded
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)

0.00

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.**

File Description	Documents
Landing page of the remote access webpage	No File Uploaded
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-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	No File Uploaded
Receipts of subscription /membership to e-resources	No File Uploaded
E-copy of the letter of subscription /member ship in the name of institution	No File Uploaded
Any other relevant information	No File Uploaded

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

**44942**

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**

410

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	No File Uploaded

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

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 47 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.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	No File Uploaded
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	No File Uploaded
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>

<p><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></p>	
File Description	Documents
Data as per Data Template	No File Uploaded
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	No File Uploaded
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	No File Uploaded
<p><b>4.4 - Maintenance of Campus and Infrastructure</b></p>	
<p><b>4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support facilities during the year (INR in Lakhs)</b></p>	
<p><b>1422873</b></p>	
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>
<p>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</p>	
<p><b>The College is constructed on a 7 acre plot with well-maintained</b></p>	

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 47 computers with internet connectivity to develop ICT and communication skills among the student teachers. Science and Math Room is equipped with the science apparatus, specimens, chart and models and other teaching learning material of math and science and is utilized to conduct practical demonstrations. 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 carom board, chess, Badminton Court 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

<b>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</b>	All of the above
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<b>seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning</b>	
<b>File Description</b>	<b>Documents</b>
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>
<b>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</b>	<b>Nine or more of the above</b>
<b>File Description</b>	<b>Documents</b>
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees</b>	<b>E. None of the above</b>

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

<b>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)</b>	Five or more of the above
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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

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Number of students placed as teachers/teacher educators	Total number of graduating students
<b>47</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).

**26**

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)

**46**

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

The Student Council is the chief student body of Apollo College Anjora, Durg. The council acknowledges various problems faced by students in the college and comes up with meaningful solutions for the same. The council acts as a bridge between management and students and implements ideas for the betterment of the college. Class representative: Both programmers have class representatives. The Class representatives provide feedback on all aspects of the programmers and respective course. Class representative Meetings are held regularly, at least twice each semester. Cultural and Sports Committees: Students have strong representations in all cultural and sports and games committees and help in the organization and management of events. Hostel Administration (Before Covid): Students provided strong support in the administration and management of hostel affairs. Each hostel had a Captain, Vice-Captain, Mess Committee, Cultural Committee, Sports Committee and Cleanliness Committee. Students managed the entire functioning of the extracurricular events and competitions throughout the year. Organization of Special Events: Students celebrate online the National Teachers Day, on Sept. 5, every year by presenting cultural programmers, Founder's Day celebrations on 28 August and other National celebrations that include, Independence Day, Republic Day, Engineers Day, Science Day and various NSS and social service activities.

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

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

7

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. Wey conduct yearly Alumni get together which witnesses a huge participation of Alumni's. Generally, Online 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 Online guest lectures. Alumni were also invited as the judges for the Online cultural day program. Many of the alumni support our Online 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>

<b>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</b>	<b>All of the above</b>
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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>

<b>5.4.3 - Number of meetings of Alumni Association held during the year</b>
<b>2</b>

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.

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

Colleges formed decentralized committees comprising representatives from faculty, administration, students, and other stakeholders. These committees were tasked with making decisions related to academic policies, online learning strategies, health and safety protocols, and resource allocation. By distributing decision-making power across various stakeholders, colleges ensured that diverse perspectives were considered, leading to more effective and inclusive solutions tailored to the unique needs of different departments or programs. With the shift to remote

learning, colleges embraced participative management by involving faculty and students in the selection and customization of online learning platforms. Instead of imposing top-down solutions, colleges encouraged collaboration to identify platforms that best suited the teaching and learning styles of different disciplines. Faculty members were empowered to explore and incorporate innovative digital tools and pedagogical approaches into their courses, while students provided feedback on usability and accessibility. This participatory approach not only enhanced the quality of online education but also fostered a sense of ownership and engagement among stakeholders in the educational process.

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. There is provision of increment in salary every year for employees of the institute on the basis of their performance Salary of the staff are directly deposited to their account. 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 provided scholarship for M.Ed. and B.Ed. students, fee concession for poor students, LIC and financial support for Research work like attend national and international seminar and webinar. All the purchasing related to the college newness and development is maintained by the purchase committee of the college. 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 IQAC through deliberations with the stakeholders made a perspective plan (2020-2021) in 2020 for the development of academic, administrative and infrastructural facilities and approval was taken from management. Some one of the examples of activity successfully implemented based on perspective plan is as follows:

- Girls hostel Boundary for security of girls is proposed.
- Renovation of play ground.
- Blended mode teaching.
- Efforts to increase Alumni Contribution.
- Uploading college website.
- National webinar.
- Online Workshop.
- Online Parent Teacher Association Meet.
- International Webinar
- Online Cultural Activities
- Online Discussion
- Online Essay Writing competition.
- Increase Value Added Programme.

Now the college is well-equipped with all these facilities. The result of these college facilities is reflected in the happiness of students. Teaching-Learning process has become more effective. Furniture in the classrooms, Library has been increased.

One Activity Successfully Implemented - Some one of the examples of activity successfully implemented based on perspective plan is National webinar on "Web Based Strategies for academic continuity and advancement during and after Covid-19 on 4th & 5th July 2020 through Google meet. Hon. Dr. Aruna Palta V.C. Hemchand Yadav University, Durg was chief guest on first day & Prof. G.D. Sharma V.C. Atal University Bilaspur was the Chief Guest on second day. Prof. Ramkanta Mohalik, RIE (NCRT) Odisha, Dr. Sushil Kumar Tiwari, Asso. Prof. P.G. Dept. of Edu. Jamshedpur, Jharkhand etc. were eminent speaker.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	<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>

6.2.2 - 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**

Five/Six 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	No File Uploaded
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.

College has a structure that embodies various committees, bodies and cells. Their composition is in the College Almanac for transparency. The curriculum development and its subsequent revisions is process oriented delineating the philosophy, goals, objectives, student competencies, learning experiences,

instructional strategies, resources and assessment as envisaged in the institution's strategic plan. The operations are carried out through regular meetings. The meetings are minuted in detail in the specific minute's book. Subsequent to the meetings, the minutes are signed by all the attending members and the resolutions/ decisions so passed are extrapolated into a plan of action in synchrony with the strategic plan. To accommodate unforeseen and emergency circumstances, contextual situations in compliance with nation & state.

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

- Conduct online workshop on yoga & Meditation during Pandemic

Implementation of the recommendation: Online State level workshop organized on Yoga in the occasion of International Yoga Day 21st June in Collaboration with Devine India Youth Association. Through this workshop participants felt anxiety/ Stress free. Dr. P. L. Sao State Level Coordinator of Yog was Yog Guru. 150 Participants were benefited from this workshop.

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	No File Uploaded

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

4

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	No File Uploaded

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

4

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**

10

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. Emphasis is placed upon e-payment wherever feasible. After the event documentary evidence in the form of invoice, vouchers or receipt duly compiled in the form of an expense statement is submitted. Committees/cells forward their yearly budget and activity proposal for approval to the Governing body of the College.

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)**

Nil

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

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

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 institutionalise 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, cocurricular 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/add-on/remedial etc. on one hand and schedules of co curricular and extracurricular 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 including LMS like Google Classroom. 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

18

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

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

**Four of the above**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to the minutes of the meeting of IQAC	<a href="http://www.apollocollegeofeducation.com/Site/common.php?cateid=207&amp;cid=207&amp;v=1">http://www.apollocollegeofeducation.com/Site/common.php?cateid=207&amp;cid=207&amp;v=1</a>
Link to Annual Quality Assurance Reports (AQAR) of IQAC	<a href="http://www.apollocollegeofeducation.com/Site/common.php?cateid=207&amp;cid=207&amp;v=1">http://www.apollocollegeofeducation.com/Site/common.php?cateid=207&amp;cid=207&amp;v=1</a>
Consolidated report of Academic Administrative Audit (AAA)	<b>No File Uploaded</b>
e-Copies of the accreditations and certifications	<a href="#">View File</a>
• Supporting document of participation in NIRF	<b>No File Uploaded</b>
Feedback analysis report	<b>No File Uploaded</b>
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 Of 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 academic calendar is prepared in advance, displayed and circulated at the institute and is strictly adhered to. 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. The IQAC periodically reviews the learning outcomes and teaching process and suggests gradual and regular expansion, upgrades and addition of expected materials, equipment, infrastructure and more. The IQAC works on improving the teaching-learning process and supports adopting Outcome-Based Education in all programs of the college. The Program outcomes are adapted from Hemchand Yadav University curriculum, program-specific outcomes, and course outcomes are prepared for each program considering Bloom's taxonomy, in collaboration with faculty, education experts, and other stakeholders.

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 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, refusing and regenerating. The Institution takes initiative for the management of wastes which is generated within its campus. Training Programmes are conducted from time to time about the methodology of disposing the waste. It was stressed that we should avoid plastic items to the best possible capacity. It is also advised that the Institute should use utensils made of papers and recycled material. 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. Waste Paper boxes have been placed at appropriate places in the labs, staff rooms and Administrative room of the Institution.

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**

Three of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	No File Uploaded

7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment Describe the efforts of the institution towards maintenance of

cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words

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	No File Uploaded

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

Four of the above

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	<a href="#">View File</a>
Circulars and relevant policy papers for the claims made	No File Uploaded
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)

00

File Description	Documents
Data as per Data Template	No File Uploaded
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

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, Awareness programme on Covid-19, Helping hands programme, 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 sent to nearby schools for observation and internship. 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**

**B. Any 3 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	<b>No File Uploaded</b>

## 7.2 - Best Practices

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

### BEST PRACTICE-1

Vocational Programme - Pickle Making, Art & Craft classes and Rakhi & Rakshasutra Making.

This vocational program aims to preserve cultural heritage while imparting valuable skills in pickle making and the art of crafting. Participants will learn traditional techniques, explore creativity, and develop entrepreneurship skills within this programme. Along this college added Rakhi & Rakshasutra making in this programme. Pickle making teaches valuable culinary skills and can also be a great entrepreneurial venture. Art and craft classes provide an outlet for artistic expression and can lead to various career paths in design, illustration, or even teaching. Rakhi and Rakshasutra making is not only culturally significant but also offers a chance to learn traditional crafts and potentially start a business around festive occasions. Overall, it's a well-rounded program that offers both practical skills and avenues for personal and professional growth.

### BEST PRACTICE-2

Free Teaching - The institute encourages its students 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. In this student teachers enhance their teaching skill.

File Description	Documents
Photos related to two best practices of the Institution	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 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

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.

National webinar on "Web Based Strategies for academic continuity and advancement during and after Covid-19 on 4th & 5th July 2020 through Google meet. Hon. Dr. Aruna Palta V.C. Hemchand Yadav University, Durg was chief guest on first day & Prof. G.D. Sharma V.C. Atal University Bilaspur was the Chief Guest on second day. Prof. Ramkanta Mohalik, RIE (NCRT) Odisha, Dr. Sushil Kumar Tiwari, Asso. Prof. P.G. Dept. of Edu. Jamshedpur, Jharkhand etc. were eminent speaker.

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>