



## YEARLY STATUS REPORT - 2020-2021

<b>Part A</b>	
<b>Data of the Institution</b>	
<b>1.Name of the Institution</b>	Regional Institute of Education Bhopal
• Name of the Head of the institution	Prof. Nityanand Pradhan
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Phone no./Alternate phone no.	07552661463
• Mobile no	9424482723
• Registered e-mail	principal@riebhopal.in
• Alternate e-mail	principal.riebpl@gmail.com
• Address	Shyamla Hills
• City/Town	Bhopal
• State/UT	Madhya Pradesh
• Pin Code	462002
<b>2.Institutional status</b>	
• Affiliated /Constituent	Constituent Unit of NCERT
• Type of Institution	Co-education
• Location	Urban

• Financial Status	UGC 2f and 12(B)				
• Name of the Affiliating University	Barkatullah University, Bhopal				
• Name of the IQAC Coordinator	Prof. Rashmi Singhai				
• Phone No.	07552522028				
• Alternate phone No.					
• Mobile	9926322889				
• IQAC e-mail address	iqac.riebhopal@gmail.com				
• Alternate Email address	rashmirie@gmail.com				
<b>3. Website address (Web link of the AQAR (Previous Academic Year))</b>	<a href="https://riebhopal.nic.in/IOAC/AQAR_Report_2019-20.pdf">https://riebhopal.nic.in/IOAC/AQAR_Report_2019-20.pdf</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="https://riebhopal.nic.in/IOAC/Academic_Calender_2020_21.pdf">https://riebhopal.nic.in/IOAC/Academic_Calender_2020_21.pdf</a>				
<b>5. Accreditation Details</b>					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	A+	3.53	2016	16/09/2016	15/09/2021
<b>6. Date of Establishment of IQAC</b>			28/02/2014		
<b>7. Provide the list of funds by Central / State Government UGC/CSIR/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.,</b>					

Institutional/Department /Faculty	Scheme	Funding Agency	Year of award with duration	Amount
RIE Bhopal	Research	Rajya Shiksha Kendra MP	2020, 365 Days	81300
RIE Bhopal	SWOC	Rajya Shiksha Kendra MP	2020, 365 Days	360000
RIE Bhopal	Remittance	Barkatullah Universty	2020, 365 Days	1082995
RIE Bhopal	Research Training and Development	NCERT	2020, 365 Days	11000000
RIE Bhopal	NPEP	NCERT	2020, 365 Days	300000
RIE Bhopal	Paramarsh	UGC	2020, 365 Days	1500000

<b>8. Whether composition of IQAC as per latest NAAC guidelines</b>	<b>Yes</b>		
<ul style="list-style-type: none"> <li>Upload latest notification of formation of IQAC</li> </ul>	<a href="#">View File</a>		
<b>9.No. of IQAC meetings held during the year</b>	<b>16</b>		
<ul style="list-style-type: none"> <li>Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?</li> </ul>	<b>Yes</b>		
<ul style="list-style-type: none"> <li>If No, please upload the minutes of the meeting(s) and Action Taken Report</li> </ul>	No File Uploaded		
<b>10. Whether IQAC received funding from any of the funding agency to support its activities during the year?</b>	<b>Yes</b>		
<ul style="list-style-type: none"> <li>If yes, mention the amount</li> </ul>	<b>15,00,000</b>		

<b>11. Significant contributions made by IQAC during the current year (maximum five bullets)</b>
Mentoring Six mentee institutions for NAAC Accreditation under UGC PARAMARSH Scheme.
National conference on "Integration of STEAM in school education" in collaboration with department of school education on February 26 to 28, 2021.
A National conference on "Emerging trends of learner's assessment at school level" on November 2020 to provide psychosocial support.
Dissemination of NEP-2020 on various aspects of school education and teacher education webinars were organized for the Six mentee institutions, students, states of western region, Ichhawar (adopted block by RIE).
E-content was developed in RIE studio by the faculty members to enhance and apply during their online teaching learning process.
<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</b>

Plan of Action	Achievements/Outcomes
<p>The Academic Calendar was decided and prepared for various activities round the year.</p>	<p>The academic Calendar for the session was followed.</p>
<p>MoUs were signed with six Govt. Colleges (mentee institutions) for mentoring them for upgradation of NAAC Accreditation.</p>	<p>The mentee Institutions were mentored in blended mode. Various webinars on different aspects like action research, E-library, Development of e-content, the seven criteria of NAAC, NEP-2020 were organized. Each criteria of NAAC for accreditation was discussed and problems related were solved. Offline meeting and visit to various departments, library, labs, STEAM parks, studio, computer labs etc with the mentee institutions was also organized, which helped them for implementing the same in their institutions.</p>
<p>A National Conference on integration of STEAM in School Education was planned collaboration with Department of School Education Govt. of Madhya Pradesh.</p>	<p>National conference on "Integration of STEAM in school education" in collaboration with department of school education was organized on February 26 to 28 2021, wherein the Principal Secretary of Department of School Education MP Ms. Rashmi Arun Shami was the Chief guest of the conference in about 300 papers were received out of which 148 were selected and 135 were presented.</p>
<p>A National conference on emerging trends of learner's assessment at school level will be organized.</p>	<p>A National conference on "Emerging trends of learner's assessment at school level" was organized in which 120 papers were presented.</p>
<p>Keeping in view the pandemic condition online counselling</p>	<p>Under Manodarpan Initiative of MoE various programmes like</p>

session will be organized as per the guidelines of MoE under Manodarpan initiative.	Sahyog Sessions and paricharcha webinars were conducted online to provide psychosocial support to the students. Along with faculty members of RIE Bhopal resource person of national and international reputation were invited in these sessions and webinars.
To facilitate quality in online teaching learning process more number of e-content will be developed.	E-content was developed in RIE studio by the faculty members to enhance the quality during their online teaching learning process.
To conduct internship for final year students various modalities will planned.	Internship for the final year students was planned online. The students were placed in different schools of western region and the evaluation by the faculty members was also done online.
For the dissemination of NEP-2020 on various aspects of school education and teacher education webinar were planned.	Dissemination of NEP-2020 on various aspects of school education and teacher education webinars were organized for the Six mentee institutions, students, states of western region, Ichhawar block of sehere district in M.P. (adopted block by RIE).

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

Name	Date of meeting(s)
Managemen Committee	19/04/2021

<b>14. Whether institutional data submitted to AISHE</b>

Year	Date of Submission
2021	30/07/2021

## 15. Multidisciplinary / interdisciplinary

### 1. Multidisciplinary/Interdisciplinary

The Regional Institute of Education, Bhopal aims to prepare exemplar teachers in various disciplines like social sciences, languages, science and mathematics. This is the reason that it believes in transforming itself into a holistic multidisciplinary institution. It has planned to begin with B.Com. B.Ed. under ITEP and incorporate commerce faculty in the institution. NEP - 2020 advocates the integration of arts into science and technology. The institution has stepped into various initiatives under this endeavour. It is promoting art integrated learning (AIL) in mathematics and science and has orientated significant number of teachers for practicing AIL approach under its block level research programme.

Recently RIE, Bhopal has aspired to start Three year Integrated M.Sc.M.Ed. programme in the light of NEP - 2020 and has planned to implement Credit Based Choice system desired by the policy. Once NCERT gets the status of an autonomous degree awarding body then certainly the courses run in various RIEs will make provision for multiple exit and entry for its various educational programmes.

The institute believes in carrying out multidisciplinary research. It involves all faculties belonging to various streams in most of its research projects. Almost all faculties are involved in block level research project and working with community project. Similarly all faculty are involved in the project on the study of effectiveness of AIL, STEM and STEAM education.

The block level research project undertaken by RIE, Bhopal can be considered as a best practice under multidisciplinary approach of learning as desired by NEP - 2020. The institute has adopted Ichhawar block of Sehore District in Madhya Pradesh. It provides educational interventions in various areas like science, mathematics, social science, languages, use of educational kits, use of computers, art integrated learning, etc and measures their effectiveness in terms of performance of teacher and students. A pool of faculty members and practicing DM School teachers have been created for each cluster to provide input in all areas of science, mathematics, social sciences and languages. A significant progress

in the performance have been marked for their effort.

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

The Academic Bank of Credits (ABC) have been planned to establish in various universities and institutions to digitally store academic credits earned from various recognized Higher Education Institutions (HEIs) so that degrees can be awarded as per the credits earned by the students. It will be possible only when the institutions or universities will implement Credit Based Choice system for their programmes. The RIE, Bhopal has already taken initiatives in this area and has formulated three year M.Sc.M.Ed. and M.A.M.Ed. Integrated programme. In the same time, NCERT is aspiring to obtain the status of Deemed to be University under de NOVO category and Central University in near future.

The Ministry of Education is also seriously thinking to convert NCERT into a degree awarding body. Once it gets this status and brings uniformity in its course structure across the RIEs then certainly the dream of CBCS and ABC will completely be fulfilled.

Secondly, RIE, Bhopal has applied for ITEP and sincerely hope to get permission to start ITEP proposed by NCTE. The ITEPs are supposed to run through CBCS pattern and ABC will definitely be established in the institutions selected for ITEP. However, the institution has already started to create data base of each and every students so that achievement of every student shall be stored in their database. It will facilitate to implement the concept of ABC without any difficulty in near future.

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

##### **Skill Development**

a) The Institute has a Language Resource Center (LRC) that helps the learners learn language effectively on their own with the help of language related activities. Some of them include Pronunciation drills, Active Listening skills, Presentation skills, Body Language, Interview skills, films shows, theatre workshops etc. We have 15 dedicated Learner consoles and computers to facilitate language learning in the LRC.

##### **Global Citizenship:**

Institute conducts a variety of activities including the training workshop on Global Citizenship Education which aims at developing 21st century skills among the learners. These are commonly agreed



upon to be collaboration and teamwork, creativity, imagination, critical thinking and problem solving. Also included are- flexibility and adaptability, initiative and leadership and decision making. These skills can be given to the learners through transformative pedagogical processes. Embedding GCED in teaching-learning process will provide the necessary context for professional development of teachers.

b) The Institute has provision for Work Experience Education in the field of Electrical & Electronics and Agriculture. First year students of 4 year programmes opt for any course out of the two and pursue it for two semesters.

**Agriculture:** Vocational courses aim to generate awareness and involve the students with hands-on-practice for basic agriculture and horticulture. These courses perfectly combines lab to land approach. Students learn basics from labs and apply knowledge in various gardens and farmland attached to our institution. Go-green initiative with addition of novelty in the field of agriculture has been top priorities of our faculties.

**Electrical & Electronics:** In this discipline students are provided hands on experiences along with concept clarity on Electrons, charge, current, voltage, resistance, power, energy etc. students do recognize the importance of safety precaution and cause for electrical accidents. also practical skills, problem solving skills, experimental skills in the laboratory which in turn equip them to face challenges in real life situation.

NEP -2020 lays stresses on the principle that education must develop not only cognitive but also social, ethical, moral and emotional capacities and dispositions. The institute's curriculum helps in developing key qualities like regularity, cleanliness, self-control, industriousness, sense of duty, desire to serve, enterprise, creativity, etc.

**Peace Education:**

c) All the students of B.Ed., Integrated B.Ed.M.Ed, Integrated BSc-B.Ed and BA-BEd. & DCGC programmes have in built components Education for Peace.

**Entrepreneurship:**

d) The institute raises the standard of education with a focus on constitutional principles and current concerns. The institute has

adopted a flexible curricular structure that enabled students to have creative combinations of discipline for study. The institute provides research based specialization by giving opportunities for multidisciplinary work with institution, opportunities for internships with local school/ industry/ business houses, actively engaged with practical side of learning all of which are definite stamps to encourage entrepreneurship.

e) Art Integrated Learning (AIL): AIL is a teaching-learning approach based on learning through the arts. Institute imparts training to teacher interns in AIL pedagogy for using it at classroom level.

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

1. Strategy and details regarding the integration of Indian Knowledge System (IKS) the into the curriculum using both offline and online courses

The Institute operates an Art resource centre with the explicit goal of instructing students in how to understand, incorporate, and apply traditional knowledge to real-life situations. The Resource Center arranges seminars to instruct students and record the actual procedures used to create traditional crafts. Additionally, it works to revive cultural assets like folk songs in order to spread uplifting messages in society.

b) Institution's plans to train its faculties to provide the classroom delivery in bilingual mode (English and vernacular)

Most of the official work in the Institute is done in Hindi. Faculty members at the institution come from all around the nation and represent many areas, languages, and cultures. Additionally, many of the faculty members are fluent in the regional tongues and are confident in their capacity to teach bilingually.

c) Details of the degree courses taught in Indian languages and bilingually in the institution

Department of Education in Social Sciences and Humanities offers Four-year Integrated B.A B.Ed. program with option of Five languages- English, Hindi, Marathi, Gujarati and Urdu. Whereas department of education in science and mathematics offers four years B.Sc. B.Ed. programme which are taught in bilingual mode Dept. of Education offers four programmes such as two-year B.Ed., three-year B.Ed.M.Ed. and diploma course in guidance and counselling DCGC which are also taught in bilingual mode.

d) Efforts of the institution:

1. The Department of Education in Social Sciences and Humanities offers the Literature program in Five languages, wherein four out of the five languages offered are regional in nature.
2. The Art Resource Centre of the Institute works towards the promotion of local and regional art forms, culture and tradition.
3. A complete paper on Art Integration in teaching and learning is offered in most of the degree programs being offered at the Institute.
4. The entire campus of the Institute reflects the art and culture of the nation through paintings done on walls and art forms placed in the premises.
5. STEAM park in the institute covers many working models and exhibits which have been built/prepared artistically as well as incorporating essence of Arts and culture.

e) Good practices pertaining to the appropriate integration of IKS in view of NEP 2020

1. The Institute incorporates Theatre pedagogy, which helps students to learn about various local and regional art forms and culture. Plays to be enacted are chosen in such a manner that they reflect culture and tradition. Students learn to make costumes, props, instruments associated with the particular culture.
2. Under the aegis of the Art Resource Centre the Institute won the award for a film Agariya- Aag se Aarambh which showcases local art and culture. More such movies and films are being made by the Institute.
3. Plants species grown in STEAM park are associated with the Ayurvedic System of medicine which have been handed down from

our IKS.

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

i. Describe the institutional initiation to transform its curriculum towards Outcome Based Education (OBE)

? Faculty of the institute has been indulging very actively in the development of Learning outcomes at primary, secondary and senior secondary school levels.

? Institute has developed syllabus of various teacher education programmes at Masters level, namely M. A M. Ed and M. Sc M. Ed in the perspective of Outcomes Based Education with a view to offer from 2023-24 academic year.

ii. Explain the efforts made by the institution to capture the Outcomes Based Education in teaching and learning practices

? Though Outcomes Based Education at teacher education level is at initial stage, the faculty of the institute started infusing outcomes-based learning processes in the classrooms.

? Particularly, in pedagogy courses, teacher educators are providing an analytical framework based on OBE

? Teacher educators are adopting groupwork strategy in pedagogy classes in analyzing school textbooks in the framework of OBE to identify and state clearly the LO s of the lesson and adequate pedagogical strategies

iii. Describe any good practices of the institution pertaining to the Outcomes Based Education in view of NEP-2020

? The nature of classroom processes is mostly determined by the assessment modalities that an institution adopts. Realizing this fact and the reform

measures proposed by NEP2020, faculty is attempting to assess the whole

personality by way of:

? Providing diverse activities

? Assessing them and reporting the results in Rubrics form

## 20.Distance education/online education:

(a) NEP 2020 envisages that a concerted national effort may be made to ensure universal access and afford opportunity to all children of the country to obtain quality holistic education-including vocational education - from pre-school to Grade 12. The institute has an experimental school which is known as Demonstration Multipurpose School (DMS), which acts as a laboratory for experimenting the new innovations in the field of pedagogy and technology integration in teaching learning process. With the collaboration of KRIVET, South Korea, the vocational courses like, retail, Information Technology enabled Services (IteS), Beauty and Wellness and Mechatronics are being conducted for the past three years.

Animal husbandry is a recent initiative which is being taken up by the institute. The institute is also planning for introduction of the vocational courses through ODL mode like, Diploma in Development of E- Content, Video Production, Video Editing, Sound Recording, Photography and Videography.

(b) NEP 2020 highlights the extensive use of technology in teaching and learning process for removing language barriers, increasing access to Divyang students, and educational planning and management.

Nowadays, understanding ICT and mastering the basic skills has become a part of the core of education, alongside reading, writing and numeracy.

These technological tools and resources include computers, the Internet (websites, blogs and emails), live broadcasting technologies (radio, television and webcasting), recorded broadcasting technologies (podcasting, audio and video players and storage devices) and telephony (fixed or mobile, satellite, video-conferencing, etc.).

ICT tools are used for teaching, learning, assessment, research, as well as in administration. Many ICT tools for teaching learning activities through ODL and blended mode are used, such as, Kahoot, Mentimeter, Verso, Plickers, Socrative, Flipgrid, Duolingo, Google Podcast, Geogebra, Geometry pad, VUE, Mindmup, Padlet, Google Doc, Google Meet, Microsoft teams, Zoom, Google Classroom, Virtual Museum, Boovan, Audacity, Open Shot video Editor etc.

The institute has a well developed studio with the facilities for videography, photography, edition, rendering and final production and finalization of E-content. It is one of the premier institute for developing and producing e-content for various stages of school education. More than 300 e-contents have been developed for the PM E-Vidya Programme, an initiative of Government of India. During COVID - 19 the students of the country have taken benefit of these contents and were not deprived of their regular education

### Extended Profile

#### 1.Programme

1.1	4
Number of courses offered by the institution across all programs during the year	

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

#### 2.Student

2.1	677
Number of students during the year	

File Description	Documents
Institutional Data in Prescribed Format	<a href="#">View File</a>

2.2	140
Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year	

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

2.3	174
Number of outgoing/ final year students during the year	

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

3.Academic	
3.1	57
Number of full time teachers during the year	
File Description	Documents
Data Template	<a href="#">View File</a>
3.2	57
Number of sanctioned posts during the year	
File Description	Documents
Data Template	<a href="#">View File</a>
4.Institution	
4.1	31
Total number of Classrooms and Seminar halls	
4.2	2670
Total expenditure excluding salary during the year (INR in lakhs)	
4.3	357
Total number of computers on campus for academic purposes	

## Part B

### CURRICULAR ASPECTS

#### 1.1 - Curricular Planning and Implementation

1.1.1 - The Institution ensures effective curriculum delivery through a well planned and documented process

Different departments strive for effective curriculum delivery through theory, practical classes, tutorials, ICT integration, development of life skills, value education and other innovative methods for the holistic development of students. The institute follows the academic calendar and a well-planned time table is prepared to achieve this. The laboratory, computer and library facilities of the institute are well developed. There is optimum utilization of well-equipped laboratories in different subjects for curriculum delivery of practical. The teaching programme also gives

emphasis on practical training and internships. The ICT facilities and other e-learning resources are adequately available in the institute for academic purposes. The institute is well equipped with smart class rooms, virtual class rooms, audio-visual and other ICT facilities which are extensively used by teachers in day to day teaching to make delivery of the curriculum attractive to students. Due to the COVID 19, offline classes were hampered since March 2020 and institute quickly prepared a mechanism of conducting online classes. Orientation sessions were organized for the teachers and students on using different learning management systems for effective curriculum delivery. Assessment practices were suitably modified in line with online mode of classes.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>
Link for Additional information	Nil

#### 1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

An academic calendar is prepared by the Academic Department at the beginning of each year in line with the University's calendar consisting of various curricular, co-curricular activities and student council activities. All the classes and examinations are planned as per the calendar, thus ensuring complete adherence. Time table Convener with members of each department prepares the time table as per the guidelines of affiliating university for the number of credit hours for each subject and the academic calendar prior to the start of the academic year. The academic calendar also contains information on different days of national importance which are celebrated by the institute to create awareness among the students and to give them opportunities for experiential learning. The internal assessment is also conducted in accordance with academic calendar. The dates of internal assessment are mentioned in the academic calendar. In case of labs and projects, internal viva and practical exams are conducted by respective departments before/after the university examinations. The dates for University Practical Exam are also given in the academic calendar. The dates for conduction of student council activities (cultural, sports, literary and scientific) is mentioned in the academic calendar.



File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>
Link for Additional information	Nil

**1.1.3 - Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year.**  
**A. All of the above**  
**Academic council/BoS of Affiliating University**  
**Setting of question papers for UG/PG programs**  
**Design and Development of Curriculum for Add on/ certificate/ Diploma Courses**  
**Assessment /evaluation process of the affiliating University**

File Description	Documents
Details of participation of teachers in various bodies/activities provided as a response to the metric	<a href="#">View File</a>
Any additional information	No File Uploaded

## 1.2 - Academic Flexibility

**1.2.1 - Number of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented**

**1.2.1.1 - Number of Programmes in which CBCS/ Elective course system implemented**

4

File Description	Documents
Any additional information	No File Uploaded
Minutes of relevant Academic Council/ BOS meetings	<a href="#">View File</a>
Institutional data in prescribed format (Data Template)	<a href="#">View File</a>

**1.2.2 - Number of Add on /Certificate programs offered during the year**

**1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)**

0

File Description	Documents
Any additional information	No File Uploaded
Brochure or any other document relating to Add on /Certificate programs	No File Uploaded
List of Add on /Certificate programs (Data Template )	<a href="#">View File</a>

**1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year**

0

File Description	Documents
Any additional information	No File Uploaded
Details of the students enrolled in Subjects related to certificate/Add-on programs	<a href="#">View File</a>

**1.3 - Curriculum Enrichment**

1.3.1 - Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum

Institution has extreme concern in the implementation and internalization of Gender, Environment and Sustainability, Human Values and Professional Ethics through various courses and practices in the undergraduate and postgraduate curriculum. The curriculum is enriched at different levels, firstly through courses offered by the different departments of the Institute, secondly, through foundation courses and thirdly through various orientation cum training programmes, talks and extension lectures, seminars and workshops. The curriculum designed in this regard ensures both professional competencies and general competencies in the areas of social, ethical values, human values and environment sensitivity.

The institution through the department run programmes i.e. B.A.B.Ed., B.Sc.B.Ed., Int. B.Ed. M.Ed. integrates components in Gender or Gender related issues. These courses not only facilitate the learners to internalize and comprehend the concepts and theories

involved in the social construction of gender but also lay emphases on the approaches to deal with gender and gender related issues. The curriculum of each and every programme offered by the institution also accomplishes theory with practices by providing learners with opportunities to experience various issues of gender through field and community activities. The courses are further enriched with the help of workshops, seminars, conferences and community living camp etc.

File Description	Documents
Any additional information	No File Uploaded
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	<a href="#">View File</a>

### 1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

5

File Description	Documents
Any additional information	No File Uploaded
Programme / Curriculum/ Syllabus of the courses	<a href="#">View File</a>
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	No File Uploaded
MoU's with relevant organizations for these courses, if any	No File Uploaded
Institutional Data in Prescribed Format	<a href="#">View File</a>

### 1.3.3 - Number of students undertaking project work/field work/ internships

379

File Description	Documents
Any additional information	No File Uploaded
List of programmes and number of students undertaking project work/field work/ /internships (Data Template)	<a href="#">View File</a>

## 1.4 - Feedback System

**1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders**  
**Students**  
**Teachers**  
**Employers**  
**Alumni**

**A. All of the above**

File Description	Documents
URL for stakeholder feedback report	<a href="https://riebhopal.nic.in/IQAC/stakeholder_feedback_2021.pdf">https://riebhopal.nic.in/IQAC/stakeholder_feedback_2021.pdf</a>
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	<a href="#">View File</a>
Any additional information	No File Uploaded

**1.4.2 - Feedback process of the Institution may be classified as follows**

**A. Feedback collected, analyzed and action taken and feedback available on website**

File Description	Documents
Upload any additional information	<a href="#">View File</a>
URL for feedback report	<a href="https://riebhopal.nic.in/IQAC/stakeholder_feedback_2021.pdf">https://riebhopal.nic.in/IQAC/stakeholder_feedback_2021.pdf</a>

## TEACHING-LEARNING AND EVALUATION

### 2.1 - Student Enrollment and Profile

**2.1.1 - Enrolment Number Number of students admitted during the year**

**2.1.1.1 - Number of students admitted during the year**

234

File Description	Documents
Any additional information	No File Uploaded
Institutional data in prescribed format	<a href="#">View File</a>

**2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)**

**2.1.2.1 - Number of actual students admitted from the reserved categories during the year**

151

File Description	Documents
Any additional information	No File Uploaded
Number of seats filled against seats reserved (Data Template)	<a href="#">View File</a>

## 2.2 - Catering to Student Diversity

2.2.1 - The institution assesses the learning levels of the students and organizes special Programmes for advanced learners and slow learners

Learning levels of students are assessed continuously through diverse modes such as structured periodic internal tests, individualized and group-based project works, and field studies (schools and classroom processes) and seminar presentations. With these and other assessment strategies individual teacher figure out, - without rigid labelling- each student standing in one's area of knowledge. Depending on the assessment of students, teachers undertake and organize appropriate programmes for their further development.

Instead labelling students as advanced and slow learners in an overt way, depending on the performance of students in different curricular areas, students are distributed into 'dynamic groups' where members of the group keep on changing, for collaborative learning and peer tutoring.

As part of this, following strategies are initiated by different faculty members:

- Brain storming sessions

- Task group analysis
- Assignment based on field work
- Debates and group discussions
- Seminar presentation
- Project work by the groups
- Encouraging students to participate in different competitions
- Quizzes/ Peer assessment
- Short projects and assignments

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

### 2.2.2 - Student- Full time teacher ratio (Data for the latest completed academic year)

Number of Students	Number of Teachers
660	57

File Description	Documents
Any additional information	No File Uploaded

## 2.3 - Teaching- Learning Process

2.3.1 - Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

The Institute believes and practices the Constructivist approach which helps to transform students from passive recipients to active creators of knowledge. All departments in the Institute have adopted student centric methods for the transaction of knowledge in the classroom. Learning practices which are followed in the Institute include-

- Individual/group work and seminars
- Presentations and discussions
- Quizzes/ Peer assessment
- Short projects and assignments
- Research based projects
- Internship and Microteaching
- Dissertations/ Action Research
- Flipped classrooms and Blended learning
- Innovative approaches and pedagogies like Theatre, STEAM Park,

Language Resource centre, Mathematics laboratory, ICT Lab, Working with community have been adopted

- Field work and educational visits enable students to apply theoretical knowledge into practice and helps them to augment learning by doing.
- Various programs like blood donation camps, Swachha Bharat Abhiyan, Disaster management programs, Gender sensitization programs, plantation drives are organized to foster feelings of participation and dealing with problems that life thrusts before them.

The Residential campus of the Institute caters to the holistic development of the personalities of the students instilling qualities of equality, camaraderie, fellowship, trust, respect and association.

File Description	Documents
Upload any additional information	No File Uploaded
Link for additional information	Nil

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

ICT enabled infrastructure plays a vital role for the effective teaching-learning process. Availability of quality audio-video systems and multimedia projectors in all classrooms facilitates the faculty members to carry out their teaching. Use of PowerPoint, excel spreadsheets, videos, and online databases in classrooms help the students to master subjects with greater clarity in the application of the concepts.

The great thing about online learning is that it is accessible to many people simultaneously. During Pandemic situation scenario has changed and the institute switched to online mode. Faculties used following ICT tools or approaches to facilitate the teaching-learning process-

1. Institute used Zoom and Google meet to carry on the teaching-learning process
2. Faculty used various online tools PowerPoint presentations, videos (self-prepared or available on internet) of lecturers given by experts etc.
3. Uploaded subjects related teaching materials on Google

classrooms.

4. Used Whatsapp group as a platform to communicate with the students.
5. Used digital pad for writing and self-recorded videos based on content
6. Other innovative technologies like, Jerk Technology, Flip class teaching, Blog writing are used
7. Used ICT laboratory to make the learning easy

Used animation clipping for concept clarity

File Description	Documents
Upload any additional information	No File Uploaded
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	<a href="#">View File</a>

### 2.3.3 - Ratio of mentor to students for academic and other related issues (Data for the latest completed academic year )

#### 2.3.3.1 - Number of mentors

57

File Description	Documents
Upload, number of students enrolled and full time teachers on roll	<a href="#">View File</a>
Circulars pertaining to assigning mentors to mentees	<a href="#">View File</a>
Mentor/mentee ratio	<a href="#">View File</a>

### 2.4 - Teacher Profile and Quality

#### 2.4.1 - Number of full time teachers against sanctioned posts during the year

57



File Description	Documents
Full time teachers and sanctioned posts for year (Data Template)	<a href="#">View File</a>
Any additional information	No File Uploaded
List of the faculty members authenticated by the Head of HEI	No File Uploaded

#### 2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)

##### 2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year

32

File Description	Documents
Any additional information	No File Uploaded
List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year (Data Template)	<a href="#">View File</a>

#### 2.4.3 - Number of years of teaching experience of full time teachers in the same institution (Data for the latest completed academic year)

##### 2.4.3.1 - Total experience of full-time teachers

485

File Description	Documents
Any additional information	No File Uploaded
List of Teachers including their PAN, designation, dept. and experience details(Data Template)	<a href="#">View File</a>

## 2.5 - Evaluation Process and Reforms

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.

The Institute is affiliated to the Barkatullah University Bhopal and follows the rules and guidelines of the University regarding the

conduct of examination. For ensuring transparency and robustness, the Institute follows the following.

- The Academic calendar of the Institute is prepared at the beginning of the session/year and is made available on the college website.
- Ordinance and Course of Studies of the Institute is made available to the students and teachers well in advance.
- Internal assessment comprises of assessment by teachers, practical records and viva voce.
- Continuous evaluation is prioritized by all faculty members through Group discussions, assignments, field trips, seminars, presentations, projects and other classroom activities.
- Schedule of assessment is declared well in advance to ensure transparency.
- The Internal assessment is conducted through the internal assessment committee comprising of members from different department, headed by the chairperson of the committee.
- For Internal assessment, question papers are prepared at the departmental level by individual faculty members teaching the specific subject. Question papers are thoroughly checked, gaps if any are rectified.

Assessment copies are shown to the students in order to maintain transparency.

File Description	Documents
Any additional information	No File Uploaded
Link for additional information	Nil

2.5.2 - Mechanism to deal with internal examination related grievances is transparent, time- bound and efficient

Institute in its staff council meetings and internal examination committee meetings prepares internal examination schedule well in advance and the same is communicated to students and faculty through Institute's academic calendar at the beginning of the semester.

Internal assessment is conducted twice a year. Evaluation plans are released in a timely manner to ensure transparency. To be transparent, the internal assessment committee ensures the preparation of questionnaires, administration of examinations, distribution of reports and answer sheets to examiners, announcement of results, and transfer of grades to the academic cell for further

processing. Examination copies are shown to students to maintain transparency and invites any complaint/grievance regarding the evaluation of the paper. Students are advised if they did not do well in the examinations. Having maintaining transparency, the institute has created robust Internal examination related system in the institute at two levels:

1. Institute has created internal examination committee consisting of faculty members from every department. This is the immediate and direct mechanism for the internal examinations where students can directly post their grievances, if any.
2. Apart from having exclusive committee on internal examinations, institute has created 'grievance redressal' committee to look into any matter or query raised by students including examinations.

File Description	Documents
Any additional information	No File Uploaded
Link for additional information	Nil

## 2.6 - Student Performance and Learning Outcomes

2.6.1 - Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

Teachers and students are made aware of the programmes and the course outcomes in the following ways:

1. The intent of the programmes offered by the institute is made very clear in its admission notification
2. During counselling sessions of admission, admission committee informs, though in brief, the objectives of the programmes
3. All the teachers meet in 'staff council' meeting to acquaint with every programme intended outcomes; here cross-disciplinary/inter-disciplinary linkages between various courses are identified by the faculty
4. Once the students take admission into different courses, institute organizes the "induction' programmes where students are made aware of the distinct objectives of the courses along with general introduction of the institute
5. At each department level, faculty members of the department figure out objectives and outcomes of the course intensely
6. Finally, each faculty member initiates very detailed

discussion on the stated objectives and intended outcomes and the pedagogical strategies in classrooms. Here, in the cite of learning, the necessary awareness is raised. This is how awareness raising mechanism about outcomes is operational in the institute.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for Additional information	Nil
Upload COs for all Programmes (exemplars from Glossary)	No File Uploaded

2.6.2 - Attainment of Programme outcomes and course outcomes are evaluated by the institution.

The institute has the mechanism and the process to evaluate both porgramme outcomes and course outcomes.

Institute offers B. Sc B. Ed and B. A. B. Ed four-year integrated teacher preparation programme; three-year B. Ed M. Ed programme; Two-year M. Ed and Two-Year B. Ed programme. Institute in its staff council and department meetings, evaluates the programme outcomes of every programme once the cycle of the programme is completed. The focus of the evaluation is on two important aspects of the programme. They are:

- Perspective development among students through the study of satisfaction level and opinion of students
- Level of integration of the programme in terms of content and pedagogy

Similarly, course outcomes are evaluated in multiple ways at different levels:

- Internal: through group discussions, assignments, projects and field visits
- External: through term end examinations, practical and viva-voce.
- The courses that are offered in the institute are teacher preparation programs, evaluation of teaching competencies is essential part of evaluation. For this, pre-internship, internship and post-internship modalities are in place in the institute.

For post-graduation programmes, M. Ed and B. Ed M. Ed research assessment is done through project reports, critical assessment of published papers and dissertation work.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for Additional information	Nil

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

#### 2.6.3.1 - Total number of final year students who passed the university examination during the year

241

File Description	Documents
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	<a href="#">View File</a>
Upload any additional information	No File Uploaded
Paste link for the annual report	<a href="https://riebhopal.nic.in/IQAC/management_meet_2021.pdf">https://riebhopal.nic.in/IQAC/management_meet_2021.pdf</a>

### 2.7 - Student Satisfaction Survey

#### 2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink)

[https://riebhopal.nic.in/IQAC/Student\\_Feedback\\_report\\_2020-21.pdf](https://riebhopal.nic.in/IQAC/Student_Feedback_report_2020-21.pdf)

## RESEARCH, INNOVATIONS AND EXTENSION

### 3.1 - Resource Mobilization for Research

#### 3.1.1 - Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs)

##### 3.1.1.1 - Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs)

17

File Description	Documents
Any additional information	No File Uploaded
e-copies of the grant award letters for sponsored research projects /endowments	No File Uploaded
List of endowments / projects with details of grants(Data Template)	<a href="#">View File</a>

### 3.1.2 - Number of teachers recognized as research guides (latest completed academic year)

#### 3.1.2.1 - Number of teachers recognized as research guides

16

File Description	Documents
Any additional information	No File Uploaded
Institutional data in prescribed format	<a href="#">View File</a>

### 3.1.3 - Number of departments having Research projects funded by government and non government agencies during the year

#### 3.1.3.1 - Number of departments having Research projects funded by government and non-government agencies during the year

4

File Description	Documents
List of research projects and funding details (Data Template)	<a href="#">View File</a>
Any additional information	No File Uploaded
Supporting document from Funding Agency	No File Uploaded
Paste link to funding agency website	<a href="https://ncert.nic.in/">https://ncert.nic.in/</a>

## 3.2 - Innovation Ecosystem

3.2.1 - Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

The Institute operates an Art resource centre with the explicit goal

of instructing students in how to understand, incorporate, and apply traditional knowledge to real-life situations.

1. The DESSH offers the Literature program in Five languages, wherein four out of the five languages offered are regional in nature.
2. The Art Resource Centre of the Institute works towards the promotion of local and regional art forms, culture and tradition.
3. Art Integration in teaching and learning is offered in most of the degree programs being offered at the Institute.
4. Campus of the Institute reflects the art and culture of the nation through paintings on walls and art forms placed in the premises.
5. STEAM park covers many working models and exhibits which have been built/prepared artistically as well as incorporating essence of Arts and culture.
6. The Institute incorporates Theatre pedagogy, which helps students to learn about various local and regional art forms and culture.
7. Under the aegis of the Art Resource Centre the Institute won the award for a film Agariya- Aag se Aarambh which showcases local art and culture.
8. Plants species grown in STEAM park are associated with the Ayurvedic System of medicine which have been handed down from our IKS.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	Nil

### 3.2.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the year

#### 3.2.2.1 - Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during the year

04

File Description	Documents
Report of the event	No File Uploaded
Any additional information	No File Uploaded
List of workshops/seminars during last 5 years (Data Template)	<a href="#">View File</a>

### 3.3 - Research Publications and Awards

#### 3.3.1 - Number of Ph.Ds registered per eligible teacher during the year

##### 3.3.1.1 - How many Ph.Ds registered per eligible teacher within the year

2

File Description	Documents
URL to the research page on HEI website	Nil
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc (Data Template)	<a href="#">View File</a>
Any additional information	No File Uploaded

#### 3.3.2 - Number of research papers per teachers in the Journals notified on UGC website during the year

##### 3.3.2.1 - Number of research papers in the Journals notified on UGC website during the year

55

File Description	Documents
Any additional information	No File Uploaded
List of research papers by title, author, department, name and year of publication (Data Template)	<a href="#">View File</a>

#### 3.3.3 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year

##### 3.3.3.1 - Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during year



9

File Description	Documents
Any additional information	No File Uploaded
List books and chapters edited volumes/ books published (Data Template)	<a href="#">View File</a>

### 3.4 - Extension Activities

3.4.1 - Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the year

NCC plays an important role in the overall development of the students, as they directly get involved in the social activities of the community,. During pandemic the role of NCC and NSS has played an important role in helping out the community for their daily needs and medical facilities. Due to Covid 19 pandemic , the students could not have an interaction with their mentors and peers , so for providing them psycho-social support various online programmes were organised by the institute with the support of faculty members and experts of national and international repute. Online sessions were organised on various social and psychological issues such as stress management, developing attitude of gratitude, inculcation of life skills, mental health and physical well being. Special online sessions were organised on Yoga and Meditation practices. A seven days unit camp was organized from 17 to 23 March, 2021 through online mode and 67 NSS Boys Volunteers participated in the camp. Under the umbrella of NSS the activities such as Gandhi Jayanti, Vivekananda Jayanti, Red Ribbon club activities conducted through online mode. NSS Foundation Day, one day camps, COVID awareness activities etc. are organized through online mode.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

**3.4.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year**

**3.4.2.1 - Total number of awards and recognition received for extension activities from**

**Government/ Government recognized bodies year wise during the year**

3

File Description	Documents
Any additional information	No File Uploaded
Number of awards for extension activities in last 5 year (Data Template)	<a href="#">View File</a>
e-copy of the award letters	<a href="#">View File</a>

**3.4.3 - Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., ( including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs ) during the year**

**3.4.3.1 - Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year**

3

File Description	Documents
Reports of the event organized	No File Uploaded
Any additional information	No File Uploaded
Number of extension and outreach Programmes conducted with industry, community etc for the during the year (Data Template)	<a href="#">View File</a>

**3.4.4 - Number of students participating in extension activities at 3.4.3. above during year**

**3.4.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year wise during year**

4

File Description	Documents
Report of the event	No File Uploaded
Any additional information	No File Uploaded
Number of students participating in extension activities with Govt. or NGO etc (Data Template)	<a href="#">View File</a>

### 3.5 - Collaboration

#### 3.5.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship during the year

##### 3.5.1.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year wise during the year

141

File Description	Documents
e-copies of related Document	<a href="#">View File</a>
Any additional information	No File Uploaded
Details of Collaborative activities with institutions/industries for research, Faculty	<a href="#">View File</a>

#### 3.5.2 - Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the year

##### 3.5.2.1 - Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year wise during the year

5

File Description	Documents
e-Copies of the MoUs with institution./ industry/corporate houses	<a href="#">View File</a>
Any additional information	No File Uploaded
Details of functional MoUs with institutions of national, international importance, other universities etc during the year	<a href="#">View File</a>

## INFRASTRUCTURE AND LEARNING RESOURCES

## 4.1 - Physical Facilities

4.1.1 - The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

Institute has a well-developed, maintained, and high-tech campus of 68.61 acres. It has a capacity for further expansion as per requirement of the future. It is equipped with modern facilities and learning resources to achieve academic excellence.

The infrastructure facilities and learning resources are categorized as under:

(a) Learning Resources include library, laboratories, ETCell, ICT Lab-1, Lab-II and classrooms.

(b) Support facilities include 05 hostels, Demonstration multipurpose School, residential quarter for staff, canteen, seminar halls, committee rooms, agricultural farm land (23.8 acre) and sports ground.

(c) Utilities include Dispensary, Post office, Bank, restrooms, and Solar power capacity of 90KW and Generator of 160KW.

(d) CPWD maintains the campus.

Sophisticated equipment available in the laboratories for good quality learning experience and availability of laboratories and equipment is ensured by judicious time-sharing.

There are many other resources like STEAM Park, STEM Makerspace, agricultural farm land. The Institute continuously strives to create and enhance infrastructure both in terms of buildings and other facilities.

The Institute has a policy for the creation and enhancement of infrastructure in order to promote a good teaching learning environment. Recent initiatives taken are as follows:

1. STEAM Park
2. STEM makerspace Lab
3. Art Resource Centre
4. Language Lab

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	Nil

4.1.2 - The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.

RIE, Bhopal has many indoor and outdoor sports facilities which are very useful for the staff and students for daily practice and keep them fit. The available grounds are as follows:

#### 1. Outdoor Multipurpose Ground:

Institute has a big size (105x95 sq. meter) multipurpose playground which is basically used for Football, Cricket and Track & Field Athletics events.

#### 2. Lawn Tennis Court:

Institute has a standard size lawn tennis court with knitted mesh boundary wall, concrete surface and flood light facility.

#### 3. Volleyball Court:

Institute has two volleyball courts with standard poles and flood light facility.

#### 4. Basketball Court:

Institute has a concrete surface outdoor Basketball Court with fibre board and flood light facility.

#### 5. Badminton Court:

Institute has two badminton courts with flood light facility. One of concrete surface and one is of mud surface.

#### 6. Human Performance Lab (Gymnasium):

Institute has a Human Performance Lab where there are many weight training equipment's, multigym (08 stations), cardio-vascular exercise equipment's and human performance measuring equipment's are available. Also outdoor open gym is under construction with 12

outdoor equipment's.

#### 7 Hostels:

All five hostels(2boys hostel and 3 girls hostel) are provided with table tennis, carom board and chess.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	Nil

#### 4.1.3 - Number of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc.

32

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	Nil
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	<a href="#">View File</a>

#### 4.1.4 - Expenditure, excluding salary for infrastructure augmentation during the year (INR in Lakhs)

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

267

File Description	Documents
Upload any additional information	No File Uploaded
Upload audited utilization statements	No File Uploaded
Upload Details of budget allocation, excluding salary during the year (Data Template)	<a href="#">View File</a>

## 4.2 - Library as a Learning Resource

### 4.2.1 - Library is automated using Integrated Library Management System (ILMS)

The details of hardware and software currently being used in library with historical description are given below:

- Name of ILMS software

The present library automation software being in library for library automation are KOHA, D-Space, Acrobat-pro, SubjectPlus), VuFind, Ubuntu, Joomla, etc. All these software are open source.

- Nature of automation (Fully or partially)

The Institute library is fully automated.

- Version:

Library uses different versions of various Open Source (OS) software for different library automation purposes. Their versions are:

1. Ubuntu : 18.04
2. KOHA : 18.11
3. D-Space : 16.04
4. Joomla : 03.9
5. VUfind : v4.6
6. SubjectPlus : 8.0
7. Acrobat-pro : 2017

- Year of Automation

Progress of Library Automation in ascending order:

2001- Started with LIBSYS

2009 - Established e-library

2016 - Started Institutional Repository (IR) on Dspace

2019 - Migrated LIBSYS to KOHA (ILMS), WebOPAC created.

2020 - RFID implementation, Remote access to e-resources through Internet, Library mobile App.

2022 - RFID based smart cards to users for automatic book issue/return.

RFID based book Issue/Return, theft detection, stock verification and shelf rectification have been introduced in the Institute library since 2020.

1. Library provide on-line services to the users.
2. The Institute library has developed Institutional Repository (IR) on D-Space platform.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for Additional Information	<a href="https://riebhopallibrary.joomla.com/">https://riebhopallibrary.joomla.com/</a>

**4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources** A. Any 4 or more of the above

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template)	<a href="#">View File</a>

**4.2.3 - Expenditure for purchase of books/e-books and subscription to journals/e- journals during the year (INR in Lakhs)**

**4.2.3.1 - Annual expenditure of purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)**



File Description	Documents
Any additional information	No File Uploaded
Audited statements of accounts	No File Uploaded
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	<a href="#">View File</a>

#### 4.2.4 - Number per day usage of library by teachers and students ( foot falls and login data for online access) (Data for the latest completed academic year)

##### 4.2.4.1 - Number of teachers and students using library per day over last one year

350

File Description	Documents
Any additional information	No File Uploaded
Details of library usage by teachers and students	<a href="#">View File</a>

#### 4.3 - IT Infrastructure

##### 4.3.1 - Institution frequently updates its IT facilities including Wi-Fi

There is well designed lab for Students, Teachers and Researchers; we have two ICT labs and one ET lab with modern and innovative facilities which comprises of total 110 computers with updated software's and also has 5 different labs containing separate Computers. We have 100 MBPS NKN and 8 MBPS leased line connection which makes internet access fast and convenient. All our labs are Wi-Fi-enabled. All national and International programs, conferences, workshops and hand-on sessions for teachers as well students are organized that enable them to update their knowledge in the field of computer technology. It helps students and teachers to learn and acquire new technology and skills to become more logical, creative and updated.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	<a href="https://riehopal.nic.in/educational_technology_et_cell.html">https://riehopal.nic.in/educational_technology_et_cell.html</a>

**4.3.2 - Number of Computers**

357

File Description	Documents
Upload any additional information	No File Uploaded
List of Computers	<a href="#">View File</a>

**4.3.3 - Bandwidth of internet connection in the Institution A. ? 50MBPS**

File Description	Documents
Upload any additional Information	No File Uploaded
Details of available bandwidth of internet connection in the Institution	<a href="#">View File</a>

**4.4 - Maintenance of Campus Infrastructure****4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year (INR in Lakhs)****4.4.1.1 - Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component during the year (INR in lakhs)**

835

File Description	Documents
Upload any additional information	No File Uploaded
Audited statements of accounts	No File Uploaded
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	<a href="#">View File</a>

4.4.2 - There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

**ET/ICT labs**

Institute has two ICT-enabled labs and one ET lab with modern and innovative facilities which comprise of total 115 computers with

updated software, 100 MBPS NKN and 100 MBPS leased line connection which makes internet access fast and convenient. Labs have 3 enabled Wi-Fi and over all 36 Wi-Fi connections, 38 Projectors, Smart Board and 19 Smart Classrooms. All national and International programs, conferences, workshops and hands on sessions for teachers as well as students update their knowledge in the field of computer technology.

#### Library facility

The Institute library developed an e-library platform to provide access to the users to use its e-resources. The physical section of the library is kept open all seven days in the evening up to 8:00 PM.

Multipurpose Ground and Gymnasium: Physical Education Section maintains, playgrounds regularly. Section has one Lawn mower and one Grass cutting machine for maintaining the grass in rainy season.

Laboratories: In the DESSH there are Geography and language lab, Art and Craft Resource Center. Education Department has Psychology lab. In the DESM there are three labs in Chemistry, one each in Zoology and Botany, two labs in Physics. One lab in Mathematics, one in Work Education (Electrical and Agriculture).

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	Nil

## STUDENT SUPPORT AND PROGRESSION

### 5.1 - Student Support

#### 5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

##### 5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

File Description	Documents
Upload self attested letter with the list of students sanctioned scholarship	<a href="#">View File</a>
Upload any additional information	No File Uploaded
Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template)	<a href="#">View File</a>

### 5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year

#### 5.1.2.1 - Total number of students benefited by scholarships, free ships, etc provided by the institution / non- government agencies during the year

239

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template)	<a href="#">View File</a>

### 5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills

A. All of the above

File Description	Documents
Link to Institutional website	Nil
Any additional information	<a href="#">View File</a>
Details of capability building and skills enhancement initiatives (Data Template)	<a href="#">View File</a>

#### 5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

58

##### 5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

58

File Description	Documents
Any additional information	No File Uploaded
Number of students benefitted by guidance for competitive examinations and career counseling during the year (Data Template)	<a href="#">View File</a>

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

E. None of the above

File Description	Documents
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	<a href="#">View File</a>
Upload any additional information	No File Uploaded
Details of student grievances including sexual harassment and ragging cases	<a href="#">View File</a>

## 5.2 - Student Progression

### 5.2.1 - Number of placement of outgoing students during the year

#### 5.2.1.1 - Number of outgoing students placed during the year

0

File Description	Documents
Self-attested list of students placed	No File Uploaded
Upload any additional information	No File Uploaded
Details of student placement during the year (Data Template)	<a href="#">View File</a>

### 5.2.2 - Number of students progressing to higher education during the year

#### 5.2.2.1 - Number of outgoing student progression to higher education

115

File Description	Documents
Upload supporting data for student/alumni	<a href="#">View File</a>
Any additional information	No File Uploaded
Details of student progression to higher education	<a href="#">View File</a>

### 5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

#### 5.2.3.1 - Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) during the year

25

File Description	Documents
Upload supporting data for the same	<a href="#">View File</a>
Any additional information	No File Uploaded
Number of students qualifying in state/ national/ international level examinations during the year (Data Template)	<a href="#">View File</a>

### 5.3 - Student Participation and Activities

**5.3.1 - Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national / international level (award for a team event should be counted as one) during the year**

**5.3.1.1 - Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national / international level (award for a team event should be counted as one) during the year.**

0

File Description	Documents
e-copies of award letters and certificates	No File Uploaded
Any additional information	No File Uploaded
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template)	<a href="#">View File</a>

**5.3.2 - Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms )**

**NIL Due to Pandemic**

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

**5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)**

**5.3.3.1 - Number of sports and cultural events/competitions in which students of the Institution participated during the year**

11

File Description	Documents
Report of the event	<a href="#">View File</a>
Upload any additional information	No File Uploaded
Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions (Data Template)	<a href="#">View File</a>

## 5.4 - Alumni Engagement

5.4.1 - There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

The RIE, NCERT, Bhopal alumni association registered in the name of Regional Old Students Welfare Society (ROSS) on 02/05/2011 vide registration number 01/01/01/23341/11 under M.P. Society Act 1973 (1973 Sr.No.44). The Regional Old Students Welfare Society (ROSS) association, Bhopal has presently 263 students enrolled from batch of 1964-68 to 2020-21. The former students of Regional Institute of Education during interactions mentioned that they are posted in various positions and achieved land marks in their professional careers. They are employed as Teachers and Principals in Government Schools such as Kendriya Vidhyalaya (KV), Navodaya Vidhyalaya (NV) and prestigious private sector schools, Professors in Higher Educational Institutions, and few of them are posted at higher ranks such as Director of Maharshi Vidyamandir and Director General in Doordarshan, whereas some of them are Bank Managers in different Banks, Indian Administrative services, Defence Services (One alumni was posted as Addl. Director General, Border Security Force), various posts in IT sectors etc. Three alumni were participated as resource persons in the Senior secondary training module activities in Mathematics organised by the Regional Institute of Education through online mode.

In this year, alumni participated in various activities like Gandhi Jayanti, teacher's day, National unity day etc. virtually.



File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

**5.4.2 - Alumni contribution during the year (INR in Lakhs) E. <1Lakhs**

File Description	Documents
Upload any additional information	No File Uploaded

## GOVERNANCE, LEADERSHIP AND MANAGEMENT

### 6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of and in tune with the vision and mission of the institution

#### VISION

Providing universal inclusive, value based and equitable quality education and creating a culture of excellence in teacher education for enabling the building of just equitable and a sustainable society and thereby contributing towards national development.

#### MISSION

- Developing humane teacher educators capable of nurturing students in rational thinking and action, possessing compassion and empathy, courage and resilience.
- Producing engaged, productive, and contributing teacher educators for building an equitable, inclusive, and plural society as envisaged by our Constitution.
- Fostering global competencies among students such as collaboration, problem solving, team work and promoting the use of technology with sensitivity towards digital citizenship
- Motivating and handholding in-service teachers in content enrichment, pedagogy, 21st century skills, research in education, achieving equitable, universal quality education and creative use of ICT in the teaching learning process.
- Contributing to national development by serving the cause of social justice, ensuring equality and increasing access to higher education. Following the " Education for all" objective

of the nation, through the reservation policy, every section of the society is given equal opportunity.

Developing proper mechanism to achieve vision and mission of the institution and the organization. Creating conducive environment to make effective governance to achieve the goals of the institution.

File Description	Documents
Paste link for additional information	<a href="https://riebhopal.nic.in/IOAC/RIE_brochure.pdf">https://riebhopal.nic.in/IOAC/RIE_brochure.pdf</a>
Upload any additional information	No File Uploaded

6.1.2 - The effective leadership is visible in various institutional practices such as decentralization and participative management.

#### Decentralization & Participative management

Various events are conducted throughout the session for the students in the institute.

These activities are planned under the chairpersonship of the Principal. Chief student advisor, Assistant Chief Advisor, advisors of Literary, Scientific, Sports and Cultural activities and House advisors along with Student council members i.e. Captains and Vice-Captains of various houses and various activities, actively participate in the discussions and in finalizing the themes and other details for conducting these activities.

#### Hostel Management at RIE Bhopal

RIE being a residential institute, provides excellent exposure and opportunity of growth and learning. The Institute has 3 girls hostel and two boys hostel. The management of these hostels is done under the overall leadership of the Principal. The Chief warden supervises all the 5 hostels. The hostel wardens look after the day to day smooth functioning and routine affairs of their respective hostels. The internal management of these hostels is done by the student representatives democratically elected by the students themselves.

The Chief Prefect is assisted by Assistant and Junior Prefect. There are other post bearers who look after the maintenance requirement, newspapers, books and magazine requirement, mess requirements and the like

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	<a href="#">View File</a>

## 6.2 - Strategy Development and Deployment

### 6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

The strategic plan aims at quality improvement in curriculum development, teaching-learning, examination & evaluation, Research and development, collaboration with academic institutions and Human Resource Management.

Perspective plan for Students: The pre-service courses are designed to provide multifarious experiences in all areas. Perspective plan for the-

1. faculty: Creating an environment of research, experimenting and innovating for achieving academic excellence.
2. courses: Designing and implementing courses for pre-service teachers and capacity building programs, content enrichment, updating with futuristic pedagogies.
3. Infrastructure Development :

The Vast play fields, well-equipped labs, help in providing rich hands on learning experiences to the learners and in maintaining their physical and mental health through sports.

Exemplar activity successfully implemented:

The STEAM Park of Regional Institute of Education, Bhopal is built on an open space spread over 2 acres given an opportunity to the learners to gain first-hand experience through working models on the principles of Science and Math, which are otherwise theoretically learnt in the classes.

The park covers models of all subjects provided with QR codes get to know additional information about the models.

The STEAM Park has become a place to communicate developments in Science and Technology among the students and faculty, and encourage creativity and spirit of enquiry.

File Description	Documents
Strategic Plan and deployment documents on the website	<a href="#">View File</a>
Paste link for additional information	<a href="https://riebhopal.nic.in/Science-park1.html">https://riebhopal.nic.in/Science-park1.html</a>
Upload any additional information	No File Uploaded

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

Principal is the administrative and academic Head, followed by Dean of Instruction, Head of Departments, Administrative Officer and Accounts Officer. The principal meetings of the department are held often consider the recommendations are sent to the principal, the principal in consultation with all department heads the final decision is arrived at. On administrative ground the Principal is followed by the Administrative Officer and Accounts Officer. The Institute follows all such norms laid down by the NCERT.

File Description	Documents
Paste link for additional information	Nil
Link to Organogram of the institution webpage	<a href="https://riebhopal.nic.in/IQAC/Organogram_and_Policy_rules.pdf">https://riebhopal.nic.in/IQAC/Organogram and Policy rules.pdf</a>
Upload any additional information	<a href="#">View File</a>

**6.2.3 - Implementation of e-governance in areas of operation Administration Finance and Accounts Student Admission and Support Examination**

**A. All of the above**

File Description	Documents
ERP (Enterprise Resource Planning) Document	<a href="#">View File</a>
Screen shots of user inter faces	<a href="#">View File</a>
Any additional information	No File Uploaded
Details of implementation of e-governance in areas of operation, Administration etc(Data Template)	<a href="#">View File</a>

### 6.3 - Faculty Empowerment Strategies

6.3.1 - The institution has effective welfare measures for teaching and non- teaching staff

#### Teaching

DLIS, Credit and Thrift Society, CSMA, GLIS

#### Non-Teaching

DLIS, Credit and Thrift Society, CSMA, GLIS

for teaching staff there is provision for academic leave and study leave to facilitate their academic and profesional growth.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	<a href="#">View File</a>

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

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

0

File Description	Documents
Upload any additional information	No File Uploaded
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	<a href="#">View File</a>

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

#### 6.3.3.1 - Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff during the year

14

File Description	Documents
Reports of the Human Resource Development Centres (UGCASC or other relevant centres).	<a href="#">View File</a>
Reports of Academic Staff College or similar centers	No File Uploaded
Upload any additional information	No File Uploaded
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	<a href="#">View File</a>

### 6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)

#### 6.3.4.1 - Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course during the year

18

File Description	Documents
IQAC report summary	<a href="#">View File</a>
Reports of the Human Resource Development Centres (UGCASC or other relevant centers)	<a href="#">View File</a>
Upload any additional information	No File Uploaded
Details of teachers attending professional development programmes during the year (Data Template)	<a href="#">View File</a>

### 6.3.5 - Institutions Performance Appraisal System for teaching and non- teaching staff

The Annual Performance Appraisal Report (APAR) is an important document as it provides the basic and vital inputs for assessing the performance of an officer and for his/her further promotions / career advancements. NCERT/RIE, Bhopal follow and maintain the APAR of all the teaching and non-teaching staff. In line with this, the Institute is following the appraisal scheme suggested by NCERT viz. Annual Performance Appraisal Report (APAR).

In this scheme, the performances are classified into three categories for academic staff

(i) Teaching, Learning and Evaluation related activities

(ii) Co-Curricular, Development, Extension and Professional Development related activities such as training, capacity building programmes etc.

(iii) Research Publications and Academic Contributions

(iv) Assessment of performance by the immediate reporting officer on five point scale.

(v) Review of APAR by the head of institution and the head of organization.

(vi) Submission and feedback by the authority for improvement wherever needed.

For non-teaching The reporting officer check all details filled in the APAR. Further the officer also checks his/her leave details and

trainings attended. The assesment is made under 10 point scale and the criteria for promotion is decided as per the scoore of APAR as per rule.

File Description	Documents
Paste link for additional information	<a href="https://drive.google.com/drive/folders/11f56gOYRswhp_hfFB93odQL-4o17yfew?usp=sharing">https://drive.google.com/drive/folders/11f56gOYRswhp_hfFB93odQL-4o17yfew?usp=sharing</a>
Upload any additional information	No File Uploaded

## 6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

Every autonomous body has to undergo audit of records from the Comptroller and Auditor General of Indiaas well there should be mechanism of Internal audit. The purpose of accounting standards is to ensure that financial statements are prepared in accordance with generally accepted accounting principles and practices. It is, therefore, necessary for the auditors of autonomous bodiesto have the knowledge of these Accounting Standards.

A team of internal accounts personnel regularly visit to make audit from NCERT head quarter. They submit report on any kind of irregularities and suggest for better financial executions.

The external audit party from CAG also visits at regular interval to assess the financial processes of the institute and helps the institution to avoid any kind of irregularities in financial transactions.

The Institute is being audited by two agencies, i.e.

1. External Audit by the Office of Comptroller and Auditor General, Gwalior.
2. Internal Audit by Internal Audit Cell, NCERT, New Delhi.

External Audit/ CAG Audit

Session Audit Period Date of Report Date Audit Period

2019-20 02/2019 to 01/2020 19/03/2020 07---17/02/20



**Internal Audit**

2018-21 4/2018 to 03/2021 25/02/2022 24/12 to 05/01/22

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

**6.4.2 - Funds / Grants received from non-government bodies, individuals, philanthropers during the year (not covered in Criterion III)****6.4.2.1 - Total Grants received from non-government bodies, individuals, Philanthropers during the year (INR in Lakhs)**

0

File Description	Documents
Annual statements of accounts	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template)	<a href="#">View File</a>

**6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources**

RIE, Bhopal is an Autonomous Body Under Ministry of Education. It is funded by the Ministry. Though it is non profit government organization it has developed a proper mechanism to mobilize its fund;. the institute has a proper committe to utilize the funds related to construction work, academic work as well as certain miscellaneous expenditure. the committees properly follow the Government of India norms for all types of expenditure

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

## 6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

The major activities of IQAC are:

- E-content development/ Action research
- Pedagogy cum content enrichment programme
- Invited lectures series on NEP-2020/Orientation research methodology
- Development of green campus and implementation of green practices in the campus
- Use of ICT in teaching -learning process and enrichment of ICT infrastructure
- Ensuring and assure the implementation of the Mission and Vision of the institute.
- E-office training to the Institute staff both of the institute.
- Development of science park in institute campus.
- Documenting the quality assuring strategies
- Continuous monitoring of strategies after thoroughly assessing the attainment.
- Redefining the new goals and observing the attainment level.

Two practices under IQAC initiatives 2020-21 are:

**Green Practices:** Under the umbrella of The IQAC various green practices were implemented to an eco-friendly campus through various activities like. Tree Plantation, Paperless Work, Plastic Removal, No Vehicle Day, Save Power, Paper Bag Workshop, Awareness set up of solar panel to save energy, distribution of more Programme on Renewable Energy e-Waste Management. For the better implementation of green practices.

**Use of ICT in teaching -learning process and enrichment of ICT infrastructure:**The IQAC has advised the administration to enrich ICT infrastructure by purchasing advanced ICT tools, broadband internet Wi-Fi facility.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

6.5.2 - The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities

The IQAC has made a significant and meaningful contribution in the post-accreditation phase of the Institution. During the post-accreditation period, the IQAC has channelized all efforts and measures of the Institution towards promoting its academic excellence.

Academic inspections are carried out periodically to assess the quality of academics. The inspections involve:

1. Review of healthy academic practices
2. Mechanisms to identify and reform academic practices
3. Review of departmental facilities
4. Facilitate implementation of innovative methods in the departments
5. Self-development of faculty members

Feedback system:

The feedback is collected from academicians and experts who visit the institution, employers who come for recruitment, and resource persons who come to share knowledge/expertise, alumni who come to share their experience in, students and other stakeholders. Feedback is also collected from students, faculty, parents and management. The institution consolidates the feedback collected for consideration by the IQAC/Heads of Departments. The feedback collection process was also provided online through institutional website. The feedback received is scrutinized, analyzed and utilized for quality enhancement and improvement in various aspects such as curriculum enrichment, infrastructural facilities, augmentation of research facilities which result in student progression and quality research. This overall helps in making the institute as a center for excellence.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

**6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

**C. Any 2 of the above**

File Description	Documents
Paste web link of Annual reports of Institution	<a href="https://drive.google.com/drive/folders/1Wx-C5GEeggXtGiUisSoS_6Hsz6s7iYQu?usp=sharing">https://drive.google.com/drive/folders/1Wx-C5GEeggXtGiUisSoS_6Hsz6s7iYQu?usp=sharing</a>
Upload e-copies of the accreditations and certifications	<a href="#">View File</a>
Upload any additional information	No File Uploaded
Upload details of Quality assurance initiatives of the institution (Data Template)	<a href="#">View File</a>

## **INSTITUTIONAL VALUES AND BEST PRACTICES**

### **7.1 - Institutional Values and Social Responsibilities**

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

NCERT has published various position papers (2005) on different subjects. One among them is the position paper on 'Gender Issues in Education' which explains and discusses the role of gender and its consequences in the educational field. It starts with the concept of gender in schooling process and theoretical insights into gendered practices in schooling as there is a need to inform and sensitize all the stakeholders of education and schooling. In this regard, Regional Institute of Education, Bhopal has taken up various steps towards orienting various stakeholders in the field of education such as students, teachers and teacher educators on the importance

of Gender Issues in School Education. Orientation programme on Gender Issues in Education was organized at RIE, Bhopal for western region states. In different training programmes organized at Institute, "Orientation on Gender Issues" was an integral part of the content of the programme. The students of Institute were also exposed to orientation and sensitization towards Gender Issues at different forums. This Institute also promotes a culture of gender equality in classrooms. Besides transaction of teaching - learning processes, faculty members and staffs do participate in the orientation/induction programmes that carries agenda to inculcate right perspective towards Gender Equity.

File Description	Documents
Annual gender sensitization action plan	<p><a href="#"><u>Annual gender sensitization action plan • To ensure a session on gender sensitization and inclusion in most of the programmes conducted by RIE, Bhopal under in-service and preservice trainings. • Orientation of students on gender sensitization. • Internal complaint committee to address the various issues related to gender. • Experts talk by national resource person will be organized by the institute for faculty members and students. • Online counselling session for various stake-holders on gender perspective. • Participation of faculty at different national programme/webinar on gender issues.</u></a></p>
Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information	<p><a href="#"><u>1. Institute has three Separate hostels for female students with ladies guards. 2. There is Common room specially for female students in the institute. 3. Special Counselling sessions are arranged for female students.</u></a></p>

**7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power efficient equipment**

**A. 4 or All of the above**

File Description	Documents
Geo tagged Photographs	<a href="#">View File</a>
Any other relevant information	No File Uploaded

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

The Institute is having following muster management facilities:

- Solid wastemanagement - Dustbins are placed in the institute along the roadsides, canteen area, at entry and exit points.
- Liquid wastemanagement-The campus areas including Hostels, Institute building, Canteen, Labs, Post office, Bank and every corridors has proper drainage system designed and maintained by CPWD.
- Bio medical waste management - This Institute has a dispensary with proper biomedical waste management system that places different coloured dustbins for specific types of waste materials such as:
  - - glassware antibiotic vials, metallic implants etc.
  - -Infected wastes, Chemical liquids, laboratory waste, expired & discarded medicines etc.
  - - For general wastes like kitchen waste paper & tissues, Water bottle cans.
- E-WASTE management - This Institute is following GOI guidelines for the disposal of e-waste.
- Wastes recycle system - The Institute is taking services of E.P.C.O for waste recycling of paper wastes. It also deposits the charges as per the norms of EPCO and get papers recycled into items like diaries, calenders, file board etc.
- Hazardous chemical and radioactive waste management - This Institute does not deal with any radioactive substance. However, Institute have chemistry labs and chemicals used in the labs are properly disposed.

File Description	Documents
Relevant documents like agreements / MoUs with Government and other approved agencies	No File Uploaded
Geo tagged photographs of the facilities	<a href="#">View File</a>

**7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus** **C. Any 2 of the above**

File Description	Documents
Geo tagged photographs / videos of the facilities	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**7.1.5 - Green campus initiatives include**

**7.1.5.1 - The institutional initiatives for greening the campus are as follows:** **A. Any 4 or All of the above**

1. Restricted entry of automobiles
2. Use of bicycles/ Battery-powered vehicles
3. Pedestrian-friendly pathways
4. Ban on use of plastic
5. Landscaping

File Description	Documents
Geo tagged photos / videos of the facilities	<a href="#">View File</a>
Various policy documents / decisions circulated for implementation	No File Uploaded
Any other relevant documents	No File Uploaded

**7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution**

**7.1.6.1 - The institutional environment and energy initiatives are confirmed through the** **C. Any 2 of the above**

**following 1.Green audit 2. Energy audit  
3.Environment audit 4.Clean and green  
campus recognitions/awards 5. Beyond the  
campus environmental promotional activities**

File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	No File Uploaded
Certification by the auditing agency	No File Uploaded
Certificates of the awards received	No File Uploaded
Any other relevant information	No File Uploaded

**7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading**

**C. Any 2 of the above**

File Description	Documents
Geo tagged photographs / videos of the facilities	<a href="#">View File</a>
Policy documents and information brochures on the support to be provided	No File Uploaded
Details of the Software procured for providing the assistance	<a href="#">View File</a>
Any other relevant information	No File Uploaded

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).

**The Institute is doing following activities for inclusion-**



- Students are distributed in different houses formed for student's council activities randomly to create an inclusive environment and harmony.
- During whole Internship programmes students are exposed to conduct Diagnosis and remediation of diverse educational needs, assessment and Inclusive Learning Resources(ILS)
- 9th National Conference on Mathematics Education from 20th -22nd December, 2020 was organized wherein inclusive practices were discussed.
- Web-Conference for the State of Goa was organized from 10th-11th February, 2021. A full session on the topic "Equitable and Inclusive Education: Ensuring Learning for All" was held on Feb. 10th, 2021.
- International Conference on "Emerging Trends in Innovation in School Sciences" was organized on 6th -8th Feb., 2019. A full session was on Inclusive Education by International and National experts.
- National Conference on "Teacher Education in the 21st Century: Vision and Action" was organized from 8th -10th March 2021. On Day 3, Technical session No. 3.7.2 was on Theme No. 7: Teacher Inclusive of special group of learners. (Online Mode)

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="#">View File</a>
Any other relevant information	No File Uploaded

7.1.9 - Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

RIE has incorporated knowledge of the Constitution and other Indian values in the syllabus of various courses it offers. Here are some details:

1. B. A. B. Ed and B. Sc. B. Ed semester VIII: The course entitled, 'Vision of Indian Education: Issues and Concerns' begins with the debate on constitutional vision and values;
2. B. Ed Semester I: The course entitled, 'Contemporary India and Education provides elaborative discussion on how the normative foundations of modern Indian education are rooted or ought to

be rooted in the Constitutional morality.

3. B. Ed M. Ed Semester I and VI: In the course entitled, 'Education, society and culture' and 'Contemporary concerns in Education' constitutional values are presented.
4. M. Ed Semester I: In the course entitled, 'Introduction to Education Studies', while presenting diverse dimensions of the context of education Constitutional morality was presented as normative context of Indian education.

The celebration of important national occasions Constitution Day, Gandhi Jayanti and Baba Saheb Ambedkar Jayanti, National Education Day are celebrated regularly. As part of celebrations in these times, organization of Poster competition for raising awareness about Environment and other Social issues, debate competitions on girl child rights etc.

File Description	Documents
Details of activities that inculcate values; necessary to render students in to responsible citizens	<a href="https://drive.google.com/drive/folders/lpZgimzUnU6ygvmtc_vvgF6520BRDfKca?usp=sharing">https://drive.google.com/drive/folders/lpZgimzUnU6ygvmtc_vvgF6520BRDfKca?usp=sharing</a>
Any other relevant information	Nil

**7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic 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**      **A. All of the above**

**4. Annual awareness programmes on Code of Conduct are organized**

File Description	Documents
Code of ethics policy document	<a href="#">View File</a>
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	<a href="#">View File</a>
Any other relevant information	No File Uploaded

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

In view of Covid-19 situation various on/off line activities were conducted including cultural and literary programs. The details activities are given below-

1. Independence Day was celebrated in the campus (15th August, 2020) and live telecast was there for all the student and others.
2. Republic Day was celebrated on 26th January, 2020.
3. International Mother Tongue day - 21st February, 2020
4. Student Council's Activities - 22nd -27th February, 2020
5. National Science Day - 28th February, 2020
6. International Women's Day - 8th March, 2020
7. Foundation Day of RIE - 31st July, 2020
8. Teacher's Day was celebrated on 5th September, 2020 and the programme was conducted online mode.
9. Gandhi Jayanti - 2nd October, 2020
10. National Unity Day was observed on 31st October, 2020.
11. National Education Day - 11th November, 2020

National Service Scheme activities were conducted through online mode. During this period, students began awareness campaign among the community members about COVID-19 pandemic.

File Description	Documents
Annual report of the celebrations and commemorative events for the last (During the year)	<a href="#">View File</a>
Geo tagged photographs of some of the events	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 7.2 - Best Practices

7.2.1 - Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.

### Theatre Pedagogy in teacher education.

The objective of Theatre Pedagogy was to orient trainee teachers with exercises, related to personality development, speech therapy, psychological observation, removing audience fear etc., to train pre-service teachers with Indian Arts and Culture through theatre, to train pre-service teachers to use theatre experience in teaching learning process and as an outcome of the workshop a play was prepared and performed through the pre-service teachers got the real feelings of modern Indian theatre.

The first step of the workshop was realisation of the self, who am I? what is our role in life? What is our physique and what are the strength and weaknesses of our body? Second step was voice modulation and use of silence in our verbal communication. After these exercises, students were given exposure with music, and singing skills. It is not necessary that everyone will become a good singer through some practice but through these exercises every student can develop little better singing skills and by using music in their communication.

Detailed Feedback from students were taken, in which they described their experience of this theatre workshop, in which they told how this theatre pedagogy happened and how this workshop and performance was helpful in their internship programme.

File Description	Documents
Best practices in the Institutional website	<a href="https://riebhopal.nic.in/IOAC/Best_Practices_in_RIE_2020_21.pdf">https://riebhopal.nic.in/IOAC/Best_Practices_in_RIE_2020_21.pdf</a>
Any other relevant information	Nil

### 7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

1. Regional Institute of Education, by its very creation acquires distinctness; it is established with a mandate to support and advise the education departments of the state governments of western region, namely, Chhattisgarh, Goa, Gujarat Madhya Pradesh, Maharashtra, and Union territories Diu and Daman. As part of fulfilling this obligation, Regional Institute of Education organized capacity building programmes as part of continuous professional development for teachers, teacher educators and other educational functionaries. In the year 2020-21, RIE, Bhopal has conducted many programmes. 2. Government of India initiated the formulation of National Education Policy. For that it constituted a committee in the year 2015 and the committee submitted its draft report in the year 2016. MHRD developed "some inputs for the draft National Education Policy-2016" from that committee observations. RIE, Bhopal undertook proactive role and organized several state level consultation meetings in western region with teachers, teacher educators, civil society members and community representatives at large. RIE, Bhopal organized 5 consultation meetings. In these consultation meetings, the "inputs" prepared by the MHRD were put for discussion to elicit the opinions of the wider community. The summary of the consultation meetings was submitted to the committee constituted to prepare the policy.

## Part B

### CURRICULAR ASPECTS

#### 1.1 - Curricular Planning and Implementation

1.1.1 - The Institution ensures effective curriculum delivery through a well planned and documented process

Different departments strive for effective curriculum delivery through theory, practical classes, tutorials, ICT integration, development of life skills, value education and other innovative methods for the holistic development of students. The institute follows the academic calendar and a well-planned time table is prepared to achieve this. The laboratory, computer and library facilities of the institute are well developed. There is optimum utilization of well-equipped laboratories in different subjects for curriculum delivery of practical. The teaching programme also gives emphasis on practical training and internships. The ICT facilities and other e-learning resources are adequately available in the institute for academic purposes. The institute is well equipped with smart class rooms, virtual class rooms, audio-visual and other ICT facilities which are extensively used by teachers in day to day teaching to make delivery of the curriculum attractive to students. Due to the COVID 19, offline classes were hampered since March 2020 and institute quickly prepared a mechanism of conducting online classes. Orientation sessions were organized for the teachers and students on using different learning management systems for effective curriculum delivery. Assessment practices were suitably modified in line with online mode of classes.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>
Link for Additional information	Nil

1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

An academic calendar is prepared by the Academic Department at the beginning of each year in line with the University's calendar consisting of various curricular, co-curricular activities and

student council activities. All the classes and examinations are planned as per the calendar, thus ensuring complete adherence. Time table Convener with members of each department prepares the time table as per the guidelines of affiliating university for the number of credit hours for each subject and the academic calendar prior to the start of the academic year. The academic calendar also contains information on different days of national importance which are celebrated by the institute to create awareness among the students and to give them opportunities for experiential learning. The internal assessment is also conducted in accordance with academic calendar. The dates of internal assessment are mentioned in the academic calendar. In case of labs and projects, internal viva and practical exams are conducted by respective departments before/after the university examinations. The dates for University Practical Exam are also given in the academic calendar. The dates for conduction of student council activities (cultural, sports, literary and scientific) is mentioned in the academic calendar.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>
Link for Additional information	Nil

**1.1.3 - Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year. Academic council/BoS of Affiliating University Setting of question papers for UG/PG programs Design and Development of Curriculum for Add on/ certificate/ Diploma Courses Assessment /evaluation process of the affiliating University**

A. All of the above

File Description	Documents
Details of participation of teachers in various bodies/activities provided as a response to the metric	<a href="#">View File</a>
Any additional information	No File Uploaded

<b>1.2 - Academic Flexibility</b>	
<b>1.2.1 - Number of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented</b>	
<b>1.2.1.1 - Number of Programmes in which CBCS/ Elective course system implemented</b>	
4	
File Description	Documents
Any additional information	No File Uploaded
Minutes of relevant Academic Council/ BOS meetings	<a href="#">View File</a>
Institutional data in prescribed format (Data Template)	<a href="#">View File</a>
<b>1.2.2 - Number of Add on /Certificate programs offered during the year</b>	
<b>1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)</b>	
0	
File Description	Documents
Any additional information	No File Uploaded
Brochure or any other document relating to Add on /Certificate programs	No File Uploaded
List of Add on /Certificate programs (Data Template )	<a href="#">View File</a>
<b>1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year</b>	
0	
File Description	Documents
Any additional information	No File Uploaded
Details of the students enrolled in Subjects related to certificate/Add-on programs	<a href="#">View File</a>
<b>1.3 - Curriculum Enrichment</b>	



### 1.3.1 - Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum

Institution has extreme concern in the implementation and internalization of Gender, Environment and Sustainability, Human Values and Professional Ethics through various courses and practices in the undergraduate and postgraduate curriculum. The curriculum is enriched at different levels, firstly through courses offered by the different departments of the Institute, secondly, through foundation courses and thirdly through various orientation cum training programmes, talks and extension lectures, seminars and workshops. The curriculum designed in this regard ensures both professional competencies and general competencies in the areas of social, ethical values, human values and environment sensitivity.

The institution through the department run programmes i.e. B.A.B.Ed., B.Sc.B.Ed., Int. B.Ed. M.Ed. integrates components in Gender or Gender related issues. These courses not only facilitate the learners to internalize and comprehend the concepts and theories involved in the social construction of gender but also lay emphases on the approaches to deal with gender and gender related issues. The curriculum of each and every programme offered by the institution also accomplishes theory with practices by providing learners with opportunities to experience various issues of gender through field and community activities. The courses are further enriched with the help of workshops, seminars, conferences and community living camp etc.

File Description	Documents
Any additional information	No File Uploaded
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	<a href="#">View File</a>

### 1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

5

File Description	Documents
Any additional information	No File Uploaded
Programme / Curriculum/ Syllabus of the courses	<a href="#">View File</a>
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	No File Uploaded
MoU's with relevant organizations for these courses, if any	No File Uploaded
Institutional Data in Prescribed Format	<a href="#">View File</a>

### 1.3.3 - Number of students undertaking project work/field work/ internships

379

File Description	Documents
Any additional information	No File Uploaded
List of programmes and number of students undertaking project work/field work/ /internships (Data Template)	<a href="#">View File</a>

### 1.4 - Feedback System

<b>1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders Students Teachers Employers Alumni</b>	<b>A. All of the above</b>
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File Description	Documents
URL for stakeholder feedback report	<a href="https://riebhopal.nic.in/IQAC/stakeholder_feedback_2021.pdf">https://riebhopal.nic.in/IQAC/stakeholder_feedback_2021.pdf</a>
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	<a href="#">View File</a>
Any additional information	No File Uploaded

<b>1.4.2 - Feedback process of the Institution may be classified as follows</b>	<b>A. Feedback collected, analyzed and action taken and feedback available on website</b>
---	---

File Description	Documents
Upload any additional information	<a href="#">View File</a>
URL for feedback report	<a href="https://riebhopal.nic.in/IQAC/stakeholder_feedback_2021.pdf">https://riebhopal.nic.in/IQAC/stakeholder_feedback_2021.pdf</a>

## TEACHING-LEARNING AND EVALUATION

### 2.1 - Student Enrollment and Profile

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

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

**234**

File Description	Documents
Any additional information	<b>No File Uploaded</b>
Institutional data in prescribed format	<a href="#">View File</a>

#### 2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)

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

**151**

File Description	Documents
Any additional information	<b>No File Uploaded</b>
Number of seats filled against seats reserved (Data Template)	<a href="#">View File</a>

### 2.2 - Catering to Student Diversity

2.2.1 - The institution assesses the learning levels of the students and organizes special Programmes for advanced learners and slow learners

**Learning levels of students are assessed continuously through diverse modes such as structured periodic internal tests,**

individualized and group-based project works, and field studies (schools and classroom processes) and seminar presentations. With these and other assessment strategies individual teacher figure out, - without rigid labelling- each student standing in one's area of knowledge. Depending on the assessment of students, teachers undertake and organize appropriate programmes for their further development.

Instead labelling students as advanced and slow learners in an overt way, depending on the performance of students in different curricular areas, students are distributed into 'dynamic groups' where members of the group keep on changing, for collaborative learning and peer tutoring.

As part of this, following strategies are initiated by different faculty members:

- Brain storming sessions
- Task group analysis
- Assignment based on field work
- Debates and group discussions
- Seminar presentation
- Project work by the groups
- Encouraging students to participate in different competitions
- Quizzes/ Peer assessment
- Short projects and assignments

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

### 2.2.2 - Student- Full time teacher ratio (Data for the latest completed academic year)

Number of Students	Number of Teachers
660	57

File Description	Documents
Any additional information	No File Uploaded

### 2.3 - Teaching- Learning Process

2.3.1 - Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

The Institute believes and practices the Constructivist approach which helps to transform students from passive recipients to active creators of knowledge. All departments in the Institute have adopted student centric methods for the transaction of knowledge in the classroom. Learning practices which are followed in the Institute include-

- Individual/group work and seminars
- Presentations and discussions
- Quizzes/ Peer assessment
- Short projects and assignments
- Research based projects
- Internship and Microteaching
- Dissertations/ Action Research
- Flipped classrooms and Blended learning
- Innovative approaches and pedagogies like Theatre, STEAM Park, Language Resource centre, Mathematics laboratory, ICT Lab, Working with community have been adopted
- Field work and educational visits enable students to apply theoretical knowledge into practice and helps them to augment learning by doing.
- Various programs like blood donation camps, Swachcha Bharat Abhiyan, Disaster management programs, Gender sensitization programs, plantation drives are organized to foster feelings of participation and dealing with problems that life thrusts before them.

The Residential campus of the Institute caters to the holistic development of the personalities of the students instilling qualities of equality, camaraderie, fellowship, trust, respect and association.

File Description	Documents
Upload any additional information	No File Uploaded
Link for additional information	Nil

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

ICT enabled infrastructure plays a vital role for the effective

teaching-learning process. Availability of quality audio-video systems and multimedia projectors in all classrooms facilitates the faculty members to carry out their teaching. Use of PowerPoint, excel spreadsheets, videos, and online databases in classrooms help the students to master subjects with greater clarity in the application of the concepts.

The great thing about online learning is that it is accessible to many people simultaneously. During Pandemic situation scenario has changed and the institute switched to online mode. Faculties used following ICT tools or approaches to facilitate the teaching-learning process-

1. Institute used Zoom and Google meet to carry on the teaching-learning process
2. Faculty used various online tools PowerPoint presentations, videos (self-prepared or available on internet) of lecturers given by experts etc.
3. Uploaded subjects related teaching materials on Google classrooms.
4. Used Whatsapp group as a platform to communicate with the students.
5. Used digital pad for writing and self-recorded videos based on content
6. Other innovative technologies like, Jerk Technology, Flip class teaching, Blog writing are used
7. Used ICT laboratory to make the learning easy

Used animation clipping for concept clarity

File Description	Documents
Upload any additional information	No File Uploaded
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	<a href="#">View File</a>

**2.3.3 - Ratio of mentor to students for academic and other related issues (Data for the latest completed academic year )**

**2.3.3.1 - Number of mentors**

57

File Description	Documents
Upload, number of students enrolled and full time teachers on roll	<a href="#">View File</a>
Circulars pertaining to assigning mentors to mentees	<a href="#">View File</a>
Mentor/mentee ratio	<a href="#">View File</a>

## 2.4 - Teacher Profile and Quality

### 2.4.1 - Number of full time teachers against sanctioned posts during the year

57

File Description	Documents
Full time teachers and sanctioned posts for year (Data Template)	<a href="#">View File</a>
Any additional information	No File Uploaded
List of the faculty members authenticated by the Head of HEI	No File Uploaded

### 2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)

#### 2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year

32

File Description	Documents
Any additional information	No File Uploaded
List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year (Data Template)	<a href="#">View File</a>

### 2.4.3 - Number of years of teaching experience of full time teachers in the same institution (Data for the latest completed academic year)

#### 2.4.3.1 - Total experience of full-time teachers

485	
File Description	Documents
Any additional information	No File Uploaded
List of Teachers including their PAN, designation, dept. and experience details(Data Template)	<a href="#">View File</a>
<b>2.5 - Evaluation Process and Reforms</b>	
2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.	
<p>The Institute is affiliated to the Barkatullah University Bhopal and follows the rules and guidelines of the University regarding the conduct of examination. For ensuring transparency and robustness, the Institute follows the following.</p> <ul style="list-style-type: none"> <li>• The Academic calendar of the Institute is prepared at the beginning of the session/year and is made available on the college website.</li> <li>• Ordinance and Course of Studies of the Institute is made available to the students and teachers well in advance.</li> <li>• Internal assessment comprises of assessment by teachers, practical records and viva voce.</li> <li>• Continuous evaluation is prioritized by all faculty members through Group discussions, assignments, field trips, seminars, presentations, projects and other classroom activities.</li> <li>• Schedule of assessment is declared well in advance to ensure transparency.</li> <li>• The Internal assessment is conducted through the internal assessment committee comprising of members from different department, headed by the chairperson of the committee.</li> <li>• For Internal assessment, question papers are prepared at the departmental level by individual faculty members teaching the specific subject. Question papers are thoroughly checked, gaps if any are rectified.</li> </ul> <p>Assessment copies are shown to the students in order to maintain transparency.</p>	



File Description	Documents
Any additional information	No File Uploaded
Link for additional information	Nil

2.5.2 - Mechanism to deal with internal examination related grievances is transparent, time- bound and efficient

Institute in its staff council meetings and internal examination committee meetings prepares internal examination schedule well in advance and the same is communicated to students and faculty through Institute's academic calendar at the beginning of the semester.

Internal assessment is conducted twice a year. Evaluation plans are released in a timely manner to ensure transparency. To be transparent, the internal assessment committee ensures the preparation of questionnaires, administration of examinations, distribution of reports and answer sheets to examiners, announcement of results, and transfer of grades to the academic cell for further processing. Examination copies are shown to students to maintain transparency and invites any complaint/grievance regarding the evaluation of the paper. Students are advised if they did not do well in the examinations. Having maintaining transparency, the institute has created robust Internal examination related system in the institute at two levels:

1. Institute has created internal examination committee consisting of faculty members from every department. This is the immediate and direct mechanism for the internal examinations where students can directly post their grievances, if any.
2. Apart from having exclusive committee on internal examinations, institute has created 'grievance redressal' committee to look into any matter or query raised by students including examinations.

File Description	Documents
Any additional information	No File Uploaded
Link for additional information	Nil

**2.6 - Student Performance and Learning Outcomes**

2.6.1 - Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

Teachers and students are made aware of the programmes and the course outcomes in the following ways:

1. The intent of the programmes offered by the institute is made very clear in its admission notification
2. During counselling sessions of admission, admission committee informs, though in brief, the objectives of the programmes
3. All the teachers meet in 'staff council' meeting to acquaint with every programme intended outcomes; here cross-disciplinary/inter-disciplinary linkages between various courses are identified by the faculty
4. Once the students take admission into different courses, institute organizes the "induction' programmes where students are made aware of the distinct objectives of the courses along with general introduction of the institute
5. At each department level, faculty members of the department figure out objectives and outcomes of the course intensely
6. Finally, each faculty member initiates very detailed discussion on the stated objectives and intended outcomes and the pedagogical strategies in classrooms. Here, in the cite of learning, the necessary awareness is raised. This is how awareness raising mechanism about outcomes is operational in the institute.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for Additional information	Nil
Upload COs for all Programmes (exemplars from Glossary)	No File Uploaded

2.6.2 - Attainment of Programme outcomes and course outcomes are evaluated by the institution.

The institute has the mechanism and the process to evaluate both porgramme outcomes and course outcomes.

Institute offers B. Sc B. Ed and B. A. B. Ed four-year integrated teacher preparation programme; three-year B. Ed M. Ed programme; Two-year M. Ed and Two-Year B. Ed programme. Institute in its staff council and department meetings, evaluates the programme

outcomes of every programme once the cycle of the programme is completed. The focus of the evaluation is on two important aspects of the programme. They are:

- Perspective development among students through the study of satisfaction level and opinion of students
- Level of integration of the programme in terms of content and pedagogy

Similarly, course outcomes are evaluated in multiple ways at different levels:

- Internal: through group discussions, assignments, projects and field visits
- External: through term end examinations, practical and viva-voce.
- The courses that are offered in the institute are teacher preparation programs, evaluation of teaching competencies is essential part of evaluation. For this, pre-internship, internship and post-internship modalities are in place in the institute.

For post-graduation programmes, M. Ed and B. Ed M. Ed research assessment is done through project reports, critical assessment of published papers and dissertation work.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for Additional information	Nil

### **2.6.3 - Pass percentage of Students during the year**

#### **2.6.3.1 - Total number of final year students who passed the university examination during the year**

241

File Description	Documents
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	<a href="#">View File</a>
Upload any additional information	No File Uploaded
Paste link for the annual report	<a href="https://riebhopal.nic.in/IQAC/management_meet_2021.pdf">https://riebhopal.nic.in/IQAC/management_meet_2021.pdf</a>

## 2.7 - Student Satisfaction Survey

**2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink)**

[https://riebhopal.nic.in/IQAC/Student\\_Feedback\\_report\\_2020-21.pdf](https://riebhopal.nic.in/IQAC/Student_Feedback_report_2020-21.pdf)

## RESEARCH, INNOVATIONS AND EXTENSION

### 3.1 - Resource Mobilization for Research

**3.1.1 - Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs)**

**3.1.1.1 - Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs)**

17

File Description	Documents
Any additional information	No File Uploaded
e-copies of the grant award letters for sponsored research projects /endowments	No File Uploaded
List of endowments / projects with details of grants(Data Template)	<a href="#">View File</a>

**3.1.2 - Number of teachers recognized as research guides (latest completed academic year)**

**3.1.2.1 - Number of teachers recognized as research guides**

16

File Description	Documents
Any additional information	No File Uploaded
Institutional data in prescribed format	<a href="#">View File</a>

### 3.1.3 - Number of departments having Research projects funded by government and non government agencies during the year

#### 3.1.3.1 - Number of departments having Research projects funded by government and non-government agencies during the year

4

File Description	Documents
List of research projects and funding details (Data Template)	<a href="#">View File</a>
Any additional information	No File Uploaded
Supporting document from Funding Agency	No File Uploaded
Paste link to funding agency website	<a href="https://ncert.nic.in/">https://ncert.nic.in/</a>

### 3.2 - Innovation Ecosystem

#### 3.2.1 - Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

The Institute operates an Art resource centre with the explicit goal of instructing students in how to understand, incorporate, and apply traditional knowledge to real-life situations.

1. The DESSH offers te Literature program in Five languages, wherein four out of the five languages offered are regional in nature.
2. The Art Resource Centre of the Institute works towards the promotion of local and regional art forms, culture and tradition.
3. Art Integration in teaching and learning is offered in most of the degree programs being offered at the Institute.
4. Campus of the Institute reflects the art and culture of the nation through paintingson walls and art forms placed in the premises.
5. STEAM park covers many working models and exhibits which have been built/prepared artistically as well as

incorporating essence of Arts and culture.

6. The Institute incorporates Theatre pedagogy, which helps students to learn about various local and regional art forms and culture.
7. Under the aegis of the Art Resource Centre the Institute won the award for a film Agariya- Aag se Aarambh which showcases local art and culture.
8. Plants species grown in STEAM park are associated with the Ayurvedic System of medicine which have been handed down from our IKS.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	Nil

### 3.2.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the year

#### 3.2.2.1 - Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during the year

04

File Description	Documents
Report of the event	No File Uploaded
Any additional information	No File Uploaded
List of workshops/seminars during last 5 years (Data Template)	<a href="#">View File</a>

### 3.3 - Research Publications and Awards

#### 3.3.1 - Number of Ph.Ds registered per eligible teacher during the year

##### 3.3.1.1 - How many Ph.Ds registered per eligible teacher within the year

2

File Description	Documents
URL to the research page on HEI website	Nil
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc (Data Template)	<a href="#">View File</a>
Any additional information	No File Uploaded

### 3.3.2 - Number of research papers per teachers in the Journals notified on UGC website during the year

#### 3.3.2.1 - Number of research papers in the Journals notified on UGC website during the year

55

File Description	Documents
Any additional information	No File Uploaded
List of research papers by title, author, department, name and year of publication (Data Template)	<a href="#">View File</a>

### 3.3.3 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year

#### 3.3.3.1 - Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during year

9

File Description	Documents
Any additional information	No File Uploaded
List books and chapters edited volumes/ books published (Data Template)	<a href="#">View File</a>

### 3.4 - Extension Activities

3.4.1 - Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the year

NCC plays an important role in the overall development of the students, as they directly get involved in the social activities

of the community,. During pandemic the role of NCC and NSS has played an important role in helping out the community for their daily needs and medical facilities. Due to Covid 19 pandemic , the students could not have an interaction with their mentors and peers , so for providing them psycho-social support various online programmes were organised by the institute with the support of faculty members and experts of national and international repute. Online sessions were organised on various social and psychological issues such as stress management, developing attitude of gratitude, inculcation of life skills, mental health and physical well being. Special online sessions were organised on Yoga and Meditation practices. A seven days unit camp was organized from 17 to 23 March, 2021 through online mode and 67 NSS Boys Volunteers participated in the camp. Under the umbrella of NSS the activities such as Gandhi Jayanti, Vivekananda Jayanti, Red Ribbon club activities conducted through online mode. NSS Foundation Day, one day camps, COVID awareness activities etc. are organized through online mode.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

### 3.4.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year

#### 3.4.2.1 - Total number of awards and recognition received for extension activities from Government/ Government recognized bodies year wise during the year

3

File Description	Documents
Any additional information	No File Uploaded
Number of awards for extension activities in last 5 year (Data Template)	<a href="#">View File</a>
e-copy of the award letters	<a href="#">View File</a>

### 3.4.3 - Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., ( including the programmes such as Swachh Bharat, AIDS



awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs ) during the year

**3.4.3.1 - Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year**

3

File Description	Documents
Reports of the event organized	No File Uploaded
Any additional information	No File Uploaded
Number of extension and outreach Programmes conducted with industry, community etc for the during the year (Data Template)	<a href="#">View File</a>

**3.4.4 - Number of students participating in extension activities at 3.4.3. above during year**

**3.4.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year wise during year**

4

File Description	Documents
Report of the event	No File Uploaded
Any additional information	No File Uploaded
Number of students participating in extension activities with Govt. or NGO etc (Data Template)	<a href="#">View File</a>

**3.5 - Collaboration**

**3.5.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship during the year**

**3.5.1.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year wise during the year**

141

File Description	Documents
e-copies of related Document	<a href="#">View File</a>
Any additional information	No File Uploaded
Details of Collaborative activities with institutions/industries for research, Faculty	<a href="#">View File</a>

### 3.5.2 - Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the year

#### 3.5.2.1 - Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year wise during the year

5

File Description	Documents
e-Copies of the MoUs with institution./ industry/corporate houses	<a href="#">View File</a>
Any additional information	No File Uploaded
Details of functional MoUs with institutions of national, international importance, other universities etc during the year	<a href="#">View File</a>

## INFRASTRUCTURE AND LEARNING RESOURCES

### 4.1 - Physical Facilities

4.1.1 - The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

Institute has a well-developed, maintained, and high-tech campus of 68.61 acres. It has a capacity for further expansion as per requirement of the future. It is equipped with modern facilities and learning resources to achieve academic excellence.

The infrastructure facilities and learning resources are categorized as under:

(a) Learning Resources include library, laboratories, ETCcell, ICT Lab-1, Lab-II and classrooms.

(b) Support facilities include 05 hostels, Demonstration

multipurpose School, residential quarter for staff, canteen, seminar halls, committee rooms, agricultural farm land (23.8 acre) and sports ground.

(c) Utilities include Dispensary, Post office, Bank, restrooms, and Solar power capacity of 90KW and Generator of 160KW.

(d) CPWD maintains the campus.

Sophisticated equipment available in the laboratories for good quality learning experience and availability of laboratories and equipment is ensured by judicious time-sharing.

There are many other resources like STEAM Park, STEM Makerspace, agricultural farm land. The Institute continuously strives to create and enhance infrastructure both in terms of buildings and other facilities.

The Institute has a policy for the creation and enhancement of infrastructure in order to promote a good teaching learning environment. Recent initiatives taken are as follows:

1. STEAM Park
2. STEM makerspace Lab
3. Art Resource Centre
4. Language Lab

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	Nil

4.1.2 - The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.

RIE, Bhopal has many indoor and outdoor sports facilities which are very useful for the staff and students for daily practice and keep them fit. The available grounds are as follows:

#### 1. Outdoor Multipurpose Ground:

Institute has a big size (105x95 sq. meter) multipurpose playground which is basically used for Football, Cricket and Track & Field Athletics events.

**2. Lawn Tennis Court:**

Institute has a standard size lawn tennis court with knitted mesh boundary wall, concrete surface and flood light facility.

**3. Volleyball Court:**

Institute has two volleyball courts with standard poles and flood light facility.

**4. Basketball Court:**

Institute has a concrete surface outdoor Basketball Court with fibre board and flood light facility.

**5. Badminton Court:**

Institute has two badminton courts with flood light facility. One of concrete surface and one is of mud surface.

**6. Human Performance Lab (Gymnasium):**

Institute has a Human Performance Lab where there are many weight training equipment's, multigym (08 stations), cardio-vascular exercise equipment's and human performance measuring equipment's are available. Also outdoor open gym is under construction with 12 outdoor equipment's.

**7 Hostels:**

All five hostels (2 boys hostel and 3 girls hostel) are provided with table tennis, carom board and chess.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	Nil

**4.1.3 - Number of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc.**

32

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	Nil
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	<a href="#">View File</a>

#### 4.1.4 - Expenditure, excluding salary for infrastructure augmentation during the year (INR in Lakhs)

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

267

File Description	Documents
Upload any additional information	No File Uploaded
Upload audited utilization statements	No File Uploaded
Upload Details of budget allocation, excluding salary during the year (Data Template)	<a href="#">View File</a>

#### 4.2 - Library as a Learning Resource

##### 4.2.1 - Library is automated using Integrated Library Management System (ILMS)

The details of hardware and software currently being used in library with historical description are given below:

- Name of ILMS software

The present library automation software being in library for library automation are KOHA, D-Space, Acrobat-pro, SubjectPlus), VuFind, Ubuntu, Joomla, etc. All these software are open source.

- Nature of automation (Fully or partially)

The Institute library is fully automated.

- Version:

Library uses different versions of various Open Source (OS) software for different library automation purposes. Their versions are:

1. Ubuntu : 18.04
2. KOHA : 18.11
3. D-Space : 16.04
4. Joomla : 03.9
5. VUfind : v4.6
6. SubjectPlus : 8.0
7. Acrobat-pro : 2017

- Year of Automation

Progress of Library Automation in ascending order:

2001- Started with LIBSYS

2009 - Established e-library

2016 - Started Institutional Repository (IR) on Dspace

2019 - Migrated LIBSYS to KOHA (ILMS), WebOPAC created.

2020 - RFID implementation, Remote access to e-resources through Internet, Library mobile App.

2022 - RFID based smart cards to users for automatic book issue/return.

RFID based book Issue/Return, theft detection, stock verification and shelf rectification have been introduced in the Institute library since 2020.

1. Library provide on-line services to the users.
2. The Institute library has developed Institutional Repository (IR) on D-Space platform.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for Additional Information	<a href="https://riebhopallibrary.joomla.com/">https://riebhopallibrary.joomla.com/</a>

<b>4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources</b>	<b>A. Any 4 or more of the above</b>								
<table border="1"> <thead> <tr> <th data-bbox="102 400 537 465">File Description</th> <th data-bbox="547 400 1436 465">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="102 465 537 566">Upload any additional information</td> <td data-bbox="547 465 1436 566" style="text-align: center;"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="102 566 537 745">Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template)</td> <td data-bbox="547 566 1436 745" style="text-align: center;"><a href="#">View File</a></td> </tr> </tbody> </table>	File Description	Documents	Upload any additional information	<a href="#">View File</a>	Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template)	<a href="#">View File</a>			
File Description	Documents								
Upload any additional information	<a href="#">View File</a>								
Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template)	<a href="#">View File</a>								
<b>4.2.3 - Expenditure for purchase of books/e-books and subscription to journals/e- journals during the year (INR in Lakhs)</b>									
<b>4.2.3.1 - Annual expenditure of purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)</b>									
<b>20</b>									
<table border="1"> <thead> <tr> <th data-bbox="102 1061 537 1126">File Description</th> <th data-bbox="547 1061 1436 1126">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="102 1126 537 1193">Any additional information</td> <td data-bbox="547 1126 1436 1193" style="text-align: center;"><b>No File Uploaded</b></td> </tr> <tr> <td data-bbox="102 1193 537 1261">Audited statements of accounts</td> <td data-bbox="547 1193 1436 1261" style="text-align: center;"><b>No File Uploaded</b></td> </tr> <tr> <td data-bbox="102 1261 537 1440">Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)</td> <td data-bbox="547 1261 1436 1440" style="text-align: center;"><a href="#">View File</a></td> </tr> </tbody> </table>	File Description	Documents	Any additional information	<b>No File Uploaded</b>	Audited statements of accounts	<b>No File Uploaded</b>	Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	<a href="#">View File</a>	
File Description	Documents								
Any additional information	<b>No File Uploaded</b>								
Audited statements of accounts	<b>No File Uploaded</b>								
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	<a href="#">View File</a>								
<b>4.2.4 - Number per day usage of library by teachers and students ( foot falls and login data for online access) (Data for the latest completed academic year)</b>									
<b>4.2.4.1 - Number of teachers and students using library per day over last one year</b>									
<b>350</b>									
<table border="1"> <thead> <tr> <th data-bbox="102 1711 537 1776">File Description</th> <th data-bbox="547 1711 1436 1776">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="102 1776 537 1843">Any additional information</td> <td data-bbox="547 1776 1436 1843" style="text-align: center;"><b>No File Uploaded</b></td> </tr> <tr> <td data-bbox="102 1843 537 1955">Details of library usage by teachers and students</td> <td data-bbox="547 1843 1436 1955" style="text-align: center;"><a href="#">View File</a></td> </tr> </tbody> </table>	File Description	Documents	Any additional information	<b>No File Uploaded</b>	Details of library usage by teachers and students	<a href="#">View File</a>			
File Description	Documents								
Any additional information	<b>No File Uploaded</b>								
Details of library usage by teachers and students	<a href="#">View File</a>								
<b>4.3 - IT Infrastructure</b>									

**4.3.1 - Institution frequently updates its IT facilities including Wi-Fi**

There is well designed lab for Students, Teachers and Researchers; we have two ICT labs and one ET lab with modern and innovative facilities which comprises of total 110 computers with updated software's and also has 5 different labs containing separate Computers. We have 100 MBPS NKN and 8 MBPS leased line connection which makes internet access fast and convenient. All our labs are Wi-Fi-enabled. All national and International programs, conferences, workshops and hand-on sessions for teachers as well students are organized that enable them to update their knowledge in the field of computer technology. It helps students and teachers to learn and acquire new technology and skills to become more logical, creative and updated.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	<a href="https://riebhopal.nic.in/educational_technology_et_cell.html">https://riebhopal.nic.in/educational_technology_et_cell.html</a>

**4.3.2 - Number of Computers**

357

File Description	Documents
Upload any additional information	No File Uploaded
List of Computers	<a href="#">View File</a>

**4.3.3 - Bandwidth of internet connection in the Institution**

A. ? 50MBPS

File Description	Documents
Upload any additional Information	No File Uploaded
Details of available bandwidth of internet connection in the Institution	<a href="#">View File</a>

**4.4 - Maintenance of Campus Infrastructure****4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic**



**support facilities) excluding salary component during the year (INR in Lakhs)****4.4.1.1 - Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component during the year (INR in lakhs)**

835

File Description	Documents
Upload any additional information	No File Uploaded
Audited statements of accounts	No File Uploaded
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	<a href="#">View File</a>

4.4.2 - There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

**ET/ICT labs**

Institute has two ICT-enabled labs and one ET lab with modern and innovative facilities which comprise of total 115 computers with updated software, 100 MBPS NKN and 100 MBPS leased line connection which makes internet access fast and convenient. Labs have 3 enabled Wi-Fi and over all 36 Wi-Fi connections, 38 Projectors, Smart Board and 19 Smart Classrooms. All national and International programs, conferences, workshops and hands on sessions for teachers as well as students update their knowledge in the field of computer technology.

**Library facility**

The Institute library developed an e-library platform to provide access to the users to use its e-resources. The physical section of the library is kept open all seven days in the evening up to 8:00 PM.

**Multipurpose Ground and Gymnasium:** Physical Education Section maintains, playgrounds regularly. Section has one Lawn mower and one Grass cutting machine for maintaining the grass in rainy season.

**Laboratories:** In the DESSH there are Geography and language lab, Art and Craft Resource Center. Education Department has Psychology lab. In the DESM there are three labs in Chemistry, one each in

Zoology and Botany, two labs in Physics. One lab in Mathematics, one in Work Education (Electrical and Agriculture).

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	Nil

## STUDENT SUPPORT AND PROGRESSION

### 5.1 - Student Support

#### 5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

##### 5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

85

File Description	Documents
Upload self attested letter with the list of students sanctioned scholarship	<a href="#">View File</a>
Upload any additional information	No File Uploaded
Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template)	<a href="#">View File</a>

#### 5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year

##### 5.1.2.1 - Total number of students benefitted by scholarships, free ships, etc provided by the institution / non- government agencies during the year

239

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template)	<a href="#">View File</a>
<b>5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills</b>	<b>A. All of the above</b>
File Description	Documents
Link to Institutional website	<b>Nil</b>
Any additional information	<a href="#">View File</a>
Details of capability building and skills enhancement initiatives (Data Template)	<a href="#">View File</a>
<b>5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year</b>	
<b>58</b>	
<b>5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year</b>	
<b>58</b>	
File Description	Documents
Any additional information	<b>No File Uploaded</b>
Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template)	<a href="#">View File</a>
<b>5.1.5 - The Institution has a transparent mechanism for timely redressal of student</b>	<b>E. None of the above</b>

**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**

File Description	Documents
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	<a href="#">View File</a>
Upload any additional information	No File Uploaded
Details of student grievances including sexual harassment and ragging cases	<a href="#">View File</a>

## 5.2 - Student Progression

### 5.2.1 - Number of placement of outgoing students during the year

#### 5.2.1.1 - Number of outgoing students placed during the year

0

File Description	Documents
Self-attested list of students placed	No File Uploaded
Upload any additional information	No File Uploaded
Details of student placement during the year (Data Template)	<a href="#">View File</a>

### 5.2.2 - Number of students progressing to higher education during the year

#### 5.2.2.1 - Number of outgoing student progression to higher education

115

File Description	Documents
Upload supporting data for student/alumni	<a href="#">View File</a>
Any additional information	No File Uploaded
Details of student progression to higher education	<a href="#">View File</a>

**5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)**

**5.2.3.1 - Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) during the year**

25

File Description	Documents
Upload supporting data for the same	<a href="#">View File</a>
Any additional information	No File Uploaded
Number of students qualifying in state/ national/ international level examinations during the year (Data Template)	<a href="#">View File</a>

**5.3 - Student Participation and Activities**

**5.3.1 - Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national / international level (award for a team event should be counted as one) during the year**

**5.3.1.1 - Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national / international level (award for a team event should be counted as one) during the year.**

0

File Description	Documents
e-copies of award letters and certificates	No File Uploaded
Any additional information	No File Uploaded
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template)	<a href="#">View File</a>

5.3.2 - Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms )

**NIL Due to Pandemic**

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

**5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)**

**5.3.3.1 - Number of sports and cultural events/competitions in which students of the Institution participated during the year**

**11**

File Description	Documents
Report of the event	<a href="#">View File</a>
Upload any additional information	No File Uploaded
Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions (Data Template)	<a href="#">View File</a>

**5.4 - Alumni Engagement**

5.4.1 - There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

The RIE, NCERT, Bhopal alumni association registered in the name of Regional Old Students Welfare Society (ROSS) on 02/05/2011 vide registration number 01/01/01/23341/11 under M.P. Society Act 1973 (1973 Sr.No.44). The Regional Old Students Welfare Society (ROSS) association, Bhopal has presently 263 students enrolled from batch of 1964-68 to 2020-21. The former students of Regional Institute of Education during interactions mentioned that they are posted in various positions and achieved land marks in their professional careers. They are employed as Teachers and Principals in Government Schools such as Kendriya Vidhyalaya (KV), Navodaya Vidhyalaya (NV) and prestigious private sector schools, Professors in Higher Educational Institutions, and few of them are posted at higher ranks such as Director of Maharshi Vidyamandir and Director General in Doordarshan, whereas some of them are Bank Managers in different Banks, Indian Administrative services, Defence Services (One alumni was posted as Addl. Director General, Border Security Force), various posts in IT sectors etc. Three alumni were participated as resource persons in the Senior secondary training module activities in Mathematics organised by the Regional Institute of Education through online mode.

In this year, alumni participated in various activities like Gandhi Jayanti, teacher's day, National unity day etc. virtually.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

**5.4.2 - Alumni contribution during the year (INR in Lakhs)**

E. <1Lakhs

File Description	Documents
Upload any additional information	No File Uploaded

## GOVERNANCE, LEADERSHIP AND MANAGEMENT

### 6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of and in tune with the vision and mission of the institution

#### VISION

Providing universal inclusive, value based and equitable quality education and creating a culture of excellence in teacher education for enabling the building of just equitable and a sustainable society and thereby contributing towards national development.

#### MISSION

- Developing humane teacher educators capable of nurturing students in rational thinking and action, possessing compassion and empathy, courage and resilience.
- Producing engaged, productive, and contributing teacher educators for building an equitable, inclusive, and plural society as envisaged by our Constitution.
- Fostering global competencies among students such as collaboration, problem solving, team work and promoting the use of technology with sensitivity towards digital citizenship
- Motivating and handholding in-service teachers in content enrichment, pedagogy, 21st century skills, research in education, achieving equitable, universal quality education and creative use of ICT in the teaching learning process.
- Contributing to national development by serving the cause of social justice, ensuring equality and increasing access to higher education. Following the " Education for all" objective of the nation, through the reservation policy, every section of the society is given equal opportunity.

Developing proper mechanism to achieve vision and mission of the institution and the organization. Creating conducive environment to make effective governance to achieve the goals of the institution.

File Description	Documents
Paste link for additional information	<a href="https://riebhopal.nic.in/IOAC/RIE_brochure.pdf">https://riebhopal.nic.in/IOAC/RIE_brochure.pdf</a>
Upload any additional information	No File Uploaded



6.1.2 - The effective leadership is visible in various institutional practices such as decentralization and participative management.

#### Decentralization & Participative management

Various events are conducted throughout the session for the students in the institute.

These activities are planned under the chairpersonship of the Principal. Chief student advisor, Assistant Chief Advisor, advisors of Literary, Scientific, Sports and Cultural activities and House advisors along with Student council members i.e. Captains and Vice-Captains of various houses and various activities, actively participate in the discussions and in finalizing the themes and other details for conducting these activities.

#### Hostel Management at RIE Bhopal

RIE being a residential institute, provides excellent exposure and opportunity of growth and learning. The Institute has 3 girls hostel and two boys hostel. The management of these hostels is done under the overall leadership of the Principal. The Chief warden supervises all the 5 hostels. The hostel wardens look after the day to day smooth functioning and routine affairs of their respective hostels. The internal management of these hostels is done by the student representatives democratically elected by the students themselves.

The Chief Prefect is assisted by Assistant and Junior Prefect. There are other post bearers who look after the maintenance requirement, newspapers, books and magazine requirement, mess requirements and the like

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	<a href="#">View File</a>

## 6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

The strategic plan aims at quality improvement in curriculum development, teaching-learning, examination & evaluation, Research

and development, collaboration with academic institutions and Human Resource Management.

**Perspective plan for Students:** The pre-service courses are designed to provide multifarious experiences in all areas. Perspective plan for the-

1. **faculty:** Creating an environment of research, experimenting and innovating for achieving academic excellence.
2. **courses:** Designing and implementing courses for pre-service teachers and capacity building programs, content enrichment, updating with futuristic pedagogies.
3. **Infrastructure Development :**

The Vast play fields, well-equipped labs, help in providing rich hands on learning experiences to the learners and in maintaining their physical and mental health through sports.

**Exemplar activity successfully implemented:**

The STEAM Park of Regional Institute of Education, Bhopal is built on an open space spread over 2 acres given an opportunity to the learners to gain first-hand experience through working models on the principles of Science and Math, which are otherwise theoretically learnt in the classes.

The park covers models of all subjects provided with QR codes get to know additional information about the models.

The STEAM Park has become a place to communicate developments in Science and Technology among the students and faculty, and encourage creativity and spirit of enquiry.

File Description	Documents
Strategic Plan and deployment documents on the website	<a href="#">View File</a>
Paste link for additional information	<a href="https://riebhopal.nic.in/Science-park1.html">https://riebhopal.nic.in/Science-park1.html</a>
Upload any additional information	No File Uploaded

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

Principal is the administrative and academic Head, followed by Dean of Instruction, Head of Departments, Administrative Officer and Accounts Officer. The principal meetings of the department are held often consider the recommendations are sent to the principal, the principal in consultation with all department heads the final decision is arrived at. On administrative ground the Principal is followed by the Administrative Officer and Accounts Officer. The Institute follows all such norms laid down by the NCERT.

File Description	Documents
Paste link for additional information	Nil
Link to Organogram of the institution webpage	<a href="https://riebhopal.nic.in/IQAC/Organogram_and_Policy_rules.pdf">https://riebhopal.nic.in/IQAC/Organogram_and_Policy_rules.pdf</a>
Upload any additional information	<a href="#">View File</a>

### 6.2.3 - Implementation of e-governance in areas of operation Administration Finance and Accounts Student Admission and Support Examination

A. All of the above

File Description	Documents
ERP (Enterprise Resource Planning) Document	<a href="#">View File</a>
Screen shots of user inter faces	<a href="#">View File</a>
Any additional information	No File Uploaded
Details of implementation of e-governance in areas of operation, Administration etc(Data Template)	<a href="#">View File</a>

### 6.3 - Faculty Empowerment Strategies

6.3.1 - The institution has effective welfare measures for teaching and non- teaching staff

#### Teaching

DLIS, Credit and Thrift Society, CSMA, GLIS

#### Non-Teaching

DLIS, Credit and Thrift Society, CSMA, GLIS

for teaching staff there is provision for academic leave and study leave to facilitate their academic and profesional growth.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	<a href="#">View File</a>

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

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

0

File Description	Documents
Upload any additional information	No File Uploaded
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	<a href="#">View File</a>

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

#### 6.3.3.1 - Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff during the year

14

File Description	Documents
Reports of the Human Resource Development Centres (UGCASC or other relevant centres).	<a href="#">View File</a>
Reports of Academic Staff College or similar centers	No File Uploaded
Upload any additional information	No File Uploaded
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	<a href="#">View File</a>

### 6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)

#### 6.3.4.1 - Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course during the year

18

File Description	Documents
IQAC report summary	<a href="#">View File</a>
Reports of the Human Resource Development Centres (UGCASC or other relevant centers)	<a href="#">View File</a>
Upload any additional information	No File Uploaded
Details of teachers attending professional development programmes during the year (Data Template)	<a href="#">View File</a>

### 6.3.5 - Institutions Performance Appraisal System for teaching and non- teaching staff

The Annual Performance Appraisal Report (APAR) is an important document as it provides the basic and vital inputs for assessing the performance of an officer and for his/her further promotions / career advancements. NCERT/RIE, Bhopal follow and maintain the

APAR of all the teaching and non-teaching staff. In line with this, the Institute is following the appraisal scheme suggested by NCERT viz. Annual Performance Appraisal Report (APAR).

In this scheme, the performances are classified into three categories for academic staff

(i) Teaching, Learning and Evaluation related activities

(ii) Co-Curricular, Development, Extension and Professional Development related activities such as training, capacity building programmes etc.

(iii) Research Publications and Academic Contributions

(iv) Assessment of performance by the immediate reporting officer on five point scale.

(v) Review of APAR by the head of institution and the head of organization.

(vi) Submission and feedback by the authority for improvement wherever needed.

For non-teaching The reporting officer check all details filled in the APAR. Further the officer also checks his/her leave details and trainings attended. The assessment is made under 10 point scale and the criteria for promotion is decided as per the score of APAR as per rule.

File Description	Documents
Paste link for additional information	<a href="https://drive.google.com/drive/folders/11f56gOYRswHp_hfFB93odQL-4o17yfew?usp=sharing">https://drive.google.com/drive/folders/11f56gOYRswHp_hfFB93odQL-4o17yfew?usp=sharing</a>
Upload any additional information	No File Uploaded

#### 6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

Every autonomous body has to undergo audit of records from the Comptroller and Auditor General of India as well there should be mechanism of Internal audit. The purpose of accounting standards

is to ensure that financial statements are prepared in accordance with generally accepted accounting principles and practices. It is, therefore, necessary for the auditors of autonomous bodies to have the knowledge of these Accounting Standards.

A team of internal accounts personnel regularly visit to make audit from NCERT head quarter. They submit report on any kind of irregularities and suggest for better financial executions.

The external audit party from CAG also visits at regular interval to assess the financial processes of the institute and helps the institution to avoid any kind of irregularities in financial transactions.

The Institute is being audited by two agencies, i.e.

1. External Audit by the Office of Comptroller and Auditor General, Gwalior.
2. Internal Audit by Internal Audit Cell, NCERT, New Delhi.

External Audit/ CAG Audit

Session Audit Period Date of Report Date Audit Period

2019-20 02/2019 to 01/2020 19/03/2020 07---17/02/20

Internal Audit

2018-21 4/2018 to 03/2021 25/02/2022 24/12 to 05/01/22

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

**6.4.2 - Funds / Grants received from non-government bodies, individuals, philanthropers during the year (not covered in Criterion III)**

**6.4.2.1 - Total Grants received from non-government bodies, individuals, Philanthropers during the year (INR in Lakhs)**

0

File Description	Documents
Annual statements of accounts	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template)	<a href="#">View File</a>

#### 6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

RIE, Bhopal is an Autonomous Body Under Ministry of Education. It is funded by the Ministry. Though it is non profit government organization it has developed a proper mechanism to mobilize its fund;. the institute has a proper committee to utilize the funds related to construction work, academic work as well as certain miscellaneous expenditure. the committees properly follow the Government of India norms for all types of expenditure

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

#### 6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

The major activities of IQAC are:

- E-content development/ Action research
- Pedagogy cum content enrichment programme
- Invited lectures series on NEP-2020/Orientation research methodology
- Development of green campus and implementation of green practices in the campus
- Use of ICT in teaching -learning process and enrichment of ICT infrastructure



- Ensuring and assure the implementation of the Mission and Vision of the institute.
- E-office training to the Institute staff both of the institute.
- Development of science park in institute campus.
- Documenting the quality assuring strategies
- Continuous monitoring of strategies after thoroughly assessing the attainment.
- Redefining the new goals and observing the attainment level.

Two practices under IQAC initiatives 2020-21 are:

**Green Practices:** Under the umbrella of The IQAC various green practices were implemented to an eco-friendly campus through various activities like. Tree Plantation, Paperless Work, Plastic Removal, No Vehicle Day, Save Power, Paper Bag Workshop, Awareness set up of solar panel to save energy, distribution of more Programme on Renewable Energy e-Waste Management. For the better implementation of green practices.

**Use of ICT in teaching -learning process and enrichment of ICT infrastructure:**The IQAC has advised the administration to enrich ICT infrastructure by purchasing advanced ICT tools, broadband internet Wi-Fi facility.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

6.5.2 - The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities

The IQAC has made a significant and meaningful contribution in the post-accreditation phase of the Institution. During the post-accreditation period, the IQAC has channelized all efforts and measures of the Institution towards promoting its academic excellence.

Academic inspections are carried out periodically to assess the quality of academics. The inspections involve:

1. Review of healthy academic practices
2. Mechanisms to identify and reform academic practices
3. Review of departmental facilities
4. Facilitate implementation of innovative methods in the departments
5. Self-development of faculty members

**Feedback system:**

The feedback is collected from academicians and experts who visit the institution, employers who come for recruitment, and resource persons who come to share knowledge/expertise, alumni who come to share their experience in, students and other stakeholders. Feedback is also collected from students, faculty, parents and management. The institution consolidates the feedback collected for consideration by the IQAC/Heads of Departments. The feedback collection process was also provided online through institutional website. The feedback received is scrutinized, analyzed and utilized for quality enhancement and improvement in various aspects such as curriculum enrichment, infrastructural facilities, augmentation of research facilities which result in student progression and quality research. This overall helps in making the institute as a center for excellence.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

**6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

C. Any 2 of the above

File Description	Documents
Paste web link of Annual reports of Institution	<a href="https://drive.google.com/drive/folders/1Wx-C5GEeggXtGiUisSoS_6Hsz6s7iYQu?usp=sharing">https://drive.google.com/drive/folders/1Wx-C5GEeggXtGiUisSoS_6Hsz6s7iYQu?usp=sharing</a>
Upload e-copies of the accreditations and certifications	<a href="#">View File</a>
Upload any additional information	No File Uploaded
Upload details of Quality assurance initiatives of the institution (Data Template)	<a href="#">View File</a>

## INSTITUTIONAL VALUES AND BEST PRACTICES

### 7.1 - Institutional Values and Social Responsibilities

#### 7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

NCERT has published various position papers (2005) on different subjects. One among them is the position paper on 'Gender Issues in Education' which explains and discusses the role of gender and its consequences in the educational field. It starts with the concept of gender in schooling process and theoretical insights into gendered practices in schooling as there is a need to inform and sensitize all the stakeholders of education and schooling. In this regard, Regional Institute of Education, Bhopal has taken up various steps towards orienting various stakeholders in the field of education such as students, teachers and teacher educators on the importance of Gender Issues in School Education. Orientation programme on Gender Issues in Education was organized at RIE, Bhopal for western region states. In different training programmes organized at Institute, "Orientation on Gender Issues" was an integral part of the content of the programme. The students of Institute were also exposed to orientation and sensitization towards Gender Issues at different forums. This Institute also promotes a culture of gender equality in classrooms. Besides transaction of teaching - learning processes, faculty members and staffs do participate in the orientation/induction programmes that carries agenda to inculcate right perspective towards Gender Equity.

File Description	Documents
Annual gender sensitization action plan	<a href="#">Annual gender sensitization action plan</a> • <a href="#">To ensure a session on gender sensitization and inclusion in most of the programmes conducted by RIE, Bhopal under in-service and preservice trainings.</a> • <a href="#">Orientation of students on gender sensitization.</a> • <a href="#">Internal complaint committee to address the various issues related to gender.</a> • <a href="#">Experts talk by national resource person will be organized by the institute for faculty members and students.</a> • <a href="#">Online counselling session for various stake-holders on gender perspective.</a> • <a href="#">Participation of faculty at different national programme/webinar on gender issues.</a>
Specific facilities provided for women in terms of:a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information	<a href="#">1. Institute has three Separate hostels for female students with ladies guards.</a> <a href="#">2. There is Common room specially for female students in the institute.</a> 3. <a href="#">Special Counselling sessions are arranged for female students.</a>

**7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power efficient equipment**

**A. 4 or All of the above**

File Description	Documents
Geo tagged Photographs	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

**The Institute is having following muster management facilities:**

- Solid wastemanagement - Dustbins are placed in the institute along the roadsides, canteen area, at entry and exit points.
- Liquid wastemanagement-The campus areas including Hostels, Institute building, Canteen, Labs, Post office, Bank and every corridors has proper drainage system designed and maintained by CPWD.
- Bio medical waste management - This Institute has a dispensary with proper biomedical waste management system that places different coloured dustbins for specific types of waste materials such as:
  - - glassware antibiotic vials, metallic implants etc.
  - -Infected wastes, Chemical liquids, laboratory waste, expired & discarded medicines etc.
  - - For general wastes like kitchen waste paper & tissues, Water bottle cans.
- E-WASTE management - This Institute is following GOI guidelines for the disposal of e-waste.
- Wastes recycle system - The Institute is taking services of E.P.C.O for waste recycling of paper wastes. It also deposits the charges as per the norms of EPCO and get papers recycled into items like diaries, calenders, file board etc.
- Hazardous chemical and radioactive waste management - This Institute does not deal with any radioactive substance. However, Institute have chemistry labs and chemicals used in the labs are properly disposed.

File Description	Documents
Relevant documents like agreements / MoUs with Government and other approved agencies	No File Uploaded
Geo tagged photographs of the facilities	<a href="#">View File</a>

**7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting  
Bore well /Open well recharge Construction of tanks and bunds Waste water recycling  
Maintenance of water bodies and distribution system in the campus**

C. Any 2 of the above

File Description	Documents
Geo tagged photographs / videos of the facilities	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 7.1.5 - Green campus initiatives include

#### 7.1.5.1 - The institutional initiatives for greening the campus are as follows:

1. Restricted entry of automobiles
2. Use of bicycles/ Battery-powered vehicles
3. Pedestrian-friendly pathways
4. Ban on use of plastic
5. Landscaping

A. Any 4 or All of the above

File Description	Documents
Geo tagged photos / videos of the facilities	<a href="#">View File</a>
Various policy documents / decisions circulated for implementation	No File Uploaded
Any other relevant documents	No File Uploaded

### 7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution

7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities

C. Any 2 of the above

File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	No File Uploaded
Certification by the auditing agency	No File Uploaded
Certificates of the awards received	No File Uploaded
Any other relevant information	No File Uploaded

<p><b>7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment</b></p> <p><b>5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading</b></p>	C. Any 2 of the above
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File Description	Documents
Geo tagged photographs / videos of the facilities	<a href="#">View File</a>
Policy documents and information brochures on the support to be provided	No File Uploaded
Details of the Software procured for providing the assistance	<a href="#">View File</a>
Any other relevant information	No File Uploaded

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).

**The Institute is doing following activities for inclusion-**

- **Students are distributed in different houses formed for student's council activities randomly to create an inclusive environment and harmony.**

- During whole Internship programmes students are exposed to conduct Diagnosis and remediation of diverse educational needs, assessment and Inclusive Learning Resources(ILS)
- 9th National Conference on Mathematics Education from 20th -22nd December, 2020 was organized wherein inclusive practices were discussed.
- Web-Conference for the State of Goa was organized from 10th-11th February, 2021. A full session on the topic "Equitable and Inclusive Education: Ensuring Learning for All" was held on Feb. 10th, 2021.
- International Conference on "Emerging Trends in Innovation in School Sciences" was organized on 6th -8th Feb., 2019. A full session was on Inclusive Education by International and National experts.
- National Conference on "Teacher Education in the 21st Century: Vision and Action" was organized from 8th -10th March 2021. On Day 3, Technical session No. 3.7.2 was on Theme No. 7: Teacher Inclusive of special group of learners. (Online Mode)

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="#">View File</a>
Any other relevant information	No File Uploaded

7.1.9 - Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

RIE has incorporated knowledge of the Constitution and other Indian values in the syllabus of various courses it offers. Here are some details:

1. B. A. B. Ed and B. Sc. B. Ed semester VIII: The course entitled, 'Vision of Indian Education: Issues and Concerns' begins with the debate on constitutional vision and values;
2. B. Ed Semester I: The course entitled, 'Contemporary India and Education provides elaborative discussion on how the normative foundations of modern Indian education are rooted or ought to be rooted in the Constitutional morality.
3. B. Ed M. Ed Semester I and VI: In the course entitled,



'Education, society and culture' and "Contemporary concerns in Education' constitutional values are presented.

4. M. Ed Semester I: In the course entitled, 'Introduction to Education Studies', while presenting diverse dimensions of the context of education Constitutional morality was presented as normative context of Indian education.

The celebration of important national occasions Constitution Day, Gandhi Jayanti and Baba Saheb Ambedkar Jayanti, National Education Day are celebrated regularly. As part of celebrations in these times, organization of Poster competition for raising awareness about Environment and other Social issues, debate competitions on girl child rights etc.

File Description	Documents
Details of activities that inculcate values; necessary to render students in to responsible citizens	<a href="https://drive.google.com/drive/folders/lpZgimzUnU6ygvmtc_vvgF6520BRDfKca?usp=sharing">https://drive.google.com/drive/folders/lpZgimzUnU6ygvmtc_vvgF6520BRDfKca?usp=sharing</a>
Any other relevant information	Nil

**7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic 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 4. Annual awareness programmes on Code of Conduct are organized**

**A. All of the above**

File Description	Documents
Code of ethics policy document	<a href="#">View File</a>
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	<a href="#">View File</a>
Any other relevant information	No File Uploaded

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

In view of Covid-19 situation various on/off line activities were conducted including cultural and literary programs. The details activities are given below-

1. Independence Day was celebrated in the campus (15th August, 2020) and live telecast was there for all the student and others.
2. Republic Day was celebrated on 26th January, 2020.
3. International Mother Tongue day - 21st February, 2020
4. Student Council's Activities - 22nd -27th February, 2020
5. National Science Day - 28th February, 2020
6. International Women's Day - 8th March, 2020
7. Foundation Day of RIE - 31st July, 2020
8. Teacher's Day was celebrated on 5th September, 2020 and the programme was conducted online mode.
9. Gandhi Jayanti - 2nd October, 2020
10. National Unity Day was observed on 31st October, 2020.
11. National Education Day - 11th November, 2020

National Service Scheme activities were conducted through online mode. During this period, students began awareness campaign among the community members about COVID-19 pandemic.

File Description	Documents
Annual report of the celebrations and commemorative events for the last (During the year)	<a href="#">View File</a>
Geo tagged photographs of some of the events	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 7.2 - Best Practices

7.2.1 - Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.

**Theatre Pedagogy in teacher education.**

The objective of Theatre Pedagogy was to orient trainee teachers with exercises, related to personality development, speech therapy, psychological observation, removing audience fear etc., to train pre-service teachers with Indian Arts and Culture through theatre, to train pre-service teachers to use theatre experience in teaching learning process and as an outcome of the workshop a play was prepared and performed through the pre-service teachers got the real feelings of modern Indian theatre.

The first step of the workshop was realisation of the self, who am I? what is our role in life? What is our physique and what are the strength and weaknesses of our body? Second step was voice modulation and use of silence in our verbal communication. After these exercises, students were given exposure with music, and singing skills. It is not necessary that everyone will become a good singer through some practice but through these exercises every student can develop little better singing skills and by using music in their communication.

Detailed Feedback from students were taken, in which they described their experience of this theatre workshop, in which they told how this theatre pedagogy happened and how this workshop and performance was helpful in their internship programme.

File Description	Documents
Best practices in the Institutional website	<a href="https://riebhopal.nic.in/IOAC/Best_Practices_in_RIE_2020_21.pdf">https://riebhopal.nic.in/IOAC/Best_Practices_in_RIE_2020_21.pdf</a>
Any other relevant information	Nil

### 7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

1. Regional Institute of Education, by its very creation acquires distinctness; it is established with a mandate to support and advise the education departments of the state governments of western region, namely, Chhattisgarh, Goa, Gujarat Madhya Pradesh, Maharashtra, and Union territories Diu and Daman. As part of fulfilling this obligation, Regional Institute of Education organized capacity building programmes as part of continuous professional development for teachers, teacher educators and other educational functionaries. In the year 2020-21, RIE, Bhopal has conducted many programmes. 2. Government of India initiated the formulation of National Education Policy. For that it constituted a committee in the year 2015 and the committee submitted its draft report in the year 2016. MHRD developed "some inputs for the draft National Education Policy-2016" from that committee observations. RIE, Bhopal undertook proactive role and organized several state level consultation meetings in western region with teachers, teacher educators, civil society members and community representatives at large. RIE, Bhopal organized 5 consultation meetings. In these consultation meetings, the "inputs" prepared by the MHRD were put for discussion to elicit the opinions of the wider community. The summary of the consultation meetings was submitted to the committee constituted to prepare the policy.

File Description	Documents
Appropriate web in the Institutional website	<a href="#">View File</a>
Any other relevant information	No File Uploaded

7.3.2 - Plan of action for the next academic year

The development plan considered for the year 2020-21 was largely remained unattended and unfulfilled due to pandemic caused by the

corona. Therefore, the development agenda of 2020-21 is carried over to the year 2021-22. The Carried over plan of the year 2020-21 to 2021-22 is:

? Completing and consolidating the work that was started in the preceding years. ? Create at least two more classrooms ? Create more play grounds- shuttle, Kabaddi and table tennis- in the campus and in the hostels ? Expediating the construction of new hostel for students ? Add new structures to STEAM park. ? Create Arts centre for the benefit of prospective teachers to train in art integrated pedagogy ? Adding new soft-ware in Language laboratory ? Strengthening studio with necessary software facilities for the e-content development ? Completing the establishment of Atal Tinkering Labin the DMS.

? Completion of the Syllabus of Post-graduation courses -M A M. Ed and M. Sc M. Edprogrammes ? Improving the e-library facilities ? Working for the execution of Radio Frequency Identification (RFID) system that helps in stock verification, smart shelving, book tracing and other activities. ? Strengthening institutional digital repository for on-line availability of institutional publications The role played by technology in keeping teaching learning pendulum in motion during pandemic period, it is proposed to upgrade technological facilities.

Creating On-line learning Resources As teaching-learning was mediated through technology and the internship was conducted throughblended modes, the institute has planned to collect and compile the teaching learning material produced during the pandemic period.