YEARLY STATUS REPORT - 2021-2022

Part A

Data of the Institution

1.Name of the Institution	**Regional Institute of Education Bhopal**
• Name of the Head of the institution	**Prof. Vinod Kumar Kakaria**
• Designation	**Principal**
• Does the institution function from its own campus?	**Yes**
• Alternate phone No.	**07552661663**
• Mobile No:	**9424482723**
• Registered e-mail ID (Principal)	**principal@riebhopal.in**
• Alternate Email ID	**principal.riebpl@gmail.com**
• Address	**Shyamla Hills**
• City/Town	**Bhopal**
• State/UT	**Madhya Pradesh**
• Pin Code	**462002**

2.Institutional status

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

- Financial Status   **UGC 2f and 12(B)**

- Name of the Affiliating University   **Barkatullah University**

- Name of the IQAC Co-ordinator/Director   **Prof. Rashmi Singhai**

- Phone No.   **07552522028**

- Alternate phone No.(IQAC)

- Mobile (IQAC)   **9926322889**

- IQAC e-mail address   **iqac.riebhopal@gmail.com**

- Alternate e-mail address (IQAC)   **rashmirie@gmail.com**

3.Website address

- Web-link of the AQAR: (Previous Academic Year)   https://riebhopal.nic.in/IQAC/AQAR_Report_2020-21.pdf

4.Whether Academic Calendar prepared during the year?

Yes

- if yes, whether it is uploaded in the Institutional website Web link: https://riebhopal.nic.in/IQAC/Academic_Calender_2021_22.pdf

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**A+**	**3.53**	**2016**	**16/11/2016**	**15/09/2021**

6.Date of Establishment of IQAC   **28/02/2014**

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

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
DIET, MINORITY	NIL	NCERT	Nil	400000
NATIONAL FOCUS GROUP	NIL	NCERT	Nil	200000
CEE	NIL	NCERT	Nil	12448256
RED RIBBON	NIL	BU, BHOPAL	Nil	4000
RSK (METHODOLOGY)	NIL	RSK, BHOPAL	Nil	60000
UNIVERSITY REMITTANCE	NIL	NCERT	Nil	2426320
BEAUTY WELLNESS	NIL	NCERT	Nil	154000
FLN, NIE	NIL	NCERT	Nil	927560
ACTIVITY 2	NIL	NCERT	Nil	163500

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

- Upload latest notification of formation of IQAC   View File

9.No. of IQAC meetings held during the year   6

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?   Yes

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

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

- If yes, mention the amount

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

A national conference on 'Folk Literature in Indian Languages- Today and Tomorrow'.

E-content was developed in RIE studio by the faculty members to enhance and apply during their online teaching learning process.

Campus placement was held in the institute for students of Western region.

Biannual peer reviewed Journal was published.

Theatre Workshop and Performance for Pre Service Teacher Trainees of RIE, Bhopal.

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

Plan of Action	Achievements/Outcomes
The Academic Calendar was decided and prepared for various activities round the year.	The academic Calendar for the session was followed.
A National Conference on 'Folk Literature in Indian LanguagesToday and Tomorrow' was planned	A national conference on 'Folk Literature in Indian LanguagesToday and Tomorrow', was organized by the Institute. More than 120 papers in five different languages were presented by delegates from across the country.
Keeping in view the pandemic condition online counselling session will be organized as per the guidelines of MoE under Manodarpan initiative.	Under Manodarpan Initiative of MoE various programmes like 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 conduct internship for final year students various modalities were 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 sehore district in M.P. (adopted block by RIE).
For the professional development of faculty members and promote research and innovations amongst the faculty members, Academic Forums were thought to be organized on every Wednesday.	A total of 26 Academic Forums on various themes related to Research and innovations in Education, Humanities and Social Sciences, Science and Technology, Pedagogical Theories, Implementation of NEP-2020 etc. were organized.

13.Whether the AQAR was placed before statutory body?

Yes

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Management Committee	24/02/2022

14.Whether institutional data submitted to AISHE

Part A

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Name of the statutory body	Date of meeting(s)
Management Committee	24/02/2022

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2022	14/12/2022

15.Multidisciplinary / interdisciplinary

The Regional Institute of Education, Bhopal aims to prepare exemplar teachers in various disciplines like social

sciences, languages, science and mathematics. It always 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 along with existing science, mathematics, social sciences and education faculties. 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. It has also trained its pre-service teachers to adopt art integrated pedagogy and multi-disciplinary approach during their internship program.

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 authority always motivates to undertake departmental and institutional research project to break the tight compartments of subjects and disciplines.

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 of 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. Significant progresses in the performance of teachers and institutional heads have been marked by the researchers.

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 five 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 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. It has also undergone inspection for this course by duly constituted team of 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 with any difficulty in near future.

17.Skill development:

Skill Development

1. 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.

1. 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. Gogreen 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: All the students of B.Ed., Integrated B.Ed.M.Ed, Integrated BScB.Ed and BA-BEd. & DCGC programmes have in built components Education for Peace. Entrepreneurship: 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.

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)

With the purpose of teaching students how to comprehend, absorb, and apply traditional knowledge to actual situations, the Institute runs an art resource centre. The Resource Center additionally plans workshops to train students and document the precise processes utilized to make traditional crafts. In order to promote language and culture throughout society, it also tries to revive cultural artefacts and folk songs.

In the Institute, Hindi is the primary language used for official work. The institution's faculty members come from all around the country and represent a variety of regions, tongues, and cultures. Many of the faculty members are also proficient in the regional languages and are sure of their ability to teach in both languages.

Five languages are available in the four-year Integrated B.A. B.Ed. programme offered by the Department of Education in Social Sciences and Humanities: English, Hindi, Marathi, Gujarati, and Urdu. The Institute also offers additional courses in bilingual format.

The efforts of the institution to preserve and promote the following:

I. Four out of the five languages offered by the Department of Education in Social Sciences and Humanities for its Literature programme are regional in origin.

II. The Institute's Art Resource Center promotes local and regional art forms, culture, and traditions.

III. Most of the degree programmes offered at the Institute include a comprehensive paper on the use of art in teaching and learning.

IV. Through wall paintings and other works of art positioned across the Institute's campus, the nation's art and culture are depicted.

Good practices pertaining to the appropriate integration of Indian Knowledge System in view of NEP 2020

1. The Institute uses theatre pedagogy to teach students about a variety of local and regional art forms and cultures. The plays that will be performed are selected in a way that they reflect culture and tradition. Students gain skills in creating props, costumes, and instruments from the target culture.

2. A film entitled 'Dhol' was prepared by the Art Resource Centre alongwith the Studio of the Institute. The film promotes local traditional instruments with the aim of preserving localm art and culture. More such movies and films are being made by the Institute.

3. A national conference on 'Folk Literature in Indian Languages-Today and Tomorrow', was organized by the Institute. More than 120 papers in five different languages were presented by delegates from across the country.

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

The institutional initiation to transform its curriculum towards Outcome Based Education (OBE)

- NCERT had taken the task of developing learning Out comes for each stage of school education. Faculty of the institute took an active part in the development of Learning outcomes at primary, secondary and senior secondary stages of school education.
- For the dissemination of the Outcomes based education, institute has organized orientation programmes for the stake holders of education of the western region.
- 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 in the previous years. Now, the institute is working on the modalities and pedagogical practices through workshops to translate formulated outcomes-based syllabus into practice

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 Learning Outcomes of the lesson and adequate pedagogical strategies

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 training in experiential pedagogy for the prospective teachers of various courses
- Organizing reflective sessions to develop perspective regarding critical components of education and learning such as learner, role of socio-cultural context in learning after providing field experiences to all the prospective teachers Assessing them and reporting the results in Rubric 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, videoconferencing, 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, Duoliingo, Google Poscast, 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 primier institute for developing and producing e-content for various stages of school education. More than 300 e-contents have been developed for the PM EVidya 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

2.Student

2.1	**737**
Number of students on roll during the year	

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

2.2 Number of seats sanctioned during the year	**253**

File Description	Documents
Data Template	View File

2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	**139**

File Description	Documents
Data Template	View File

2.4 Number of outgoing / final year students during the year:	**299**

File Description	Documents
Data Template	View File

2.5Number of graduating students during the year	**233**

File Description	Documents
Data Template	View File

2.6 Number of students enrolled during the year	**757**

File Description	Documents
Data Template	View File

4.Institution

4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	**2056**

4.2 Total number of computers on campus for academic purposes	**360**

5.Teacher	
5.1 Number of full-time teachers during the year:	**55**

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

| 5.2

Number of sanctioned posts for the year: | **57** |

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Planning

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

Institute has a regular in-house practice of planning, reviewing, revising curriculum and adapting it to local context /situation. A staff council meeting is conducted with all faculty members before the commencement of the new session. Various activities to be conducted during the session is discussed in detail and the academic colander is prepared accordingly. Departmental wise meetings are being conducted to receive the inputs for the planning and/or reviewing, revising curriculum and adapting it to the local context. As per the Suggestions and inputs received from faculty members, staff council meeting is planned and the received inputs and suggestion are discussed in length. Feedback received from various stockholders i.e., students, faculty members, alumni etc. are also taken into account while reframing the curriculum and activities. The various activities are reviewed and revised justifying the needs of the students in the present scenario keeping NEP 2020 in view with the local context. Working with community has been a part of curriculum which is been revied and revised as per the local context and the students are taken to the local community accordingly, were the students interact with the people, participate in their everyday routine and create awareness amongst the people. They collect feedback for the same.

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

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

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

1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which	A. All of the Above

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

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

1.2 - Academic Flexibility

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

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

24

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

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

10

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

10

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

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

737

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

737

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

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

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

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

26

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

26

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

1.3 - Curriculum Enrichment

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

Institute ensures effective curriculum delivery through consistent efforts. At the commencement of the academic year an academic calendar is prepared. Different departments strive for effective curriculum delivery through combination of theory, practical classes, tutorials, ICT integration, development of life skills, value education for the holistic development of students. 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 field work 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. All Internal Examinations are conducted to check whether the students have acquired knowledge as outlined in the objectives of the curriculum. At the end of every academic year, feedback from teachers, students, non-teaching staff and guardian is collected by IQAC in coordination with feedback committee, it is then analyzed and analysis report is communicated to the administration of the students.

File Description	Documents
List of activities conducted in support of each of the above	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File
Photographs indicating the participation of students, if any	View File

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

The curriculum of institute covers all dimensions of diversities in school system in Indian as well as international and comparative perspective. Theoretical papers like School Education in India, Contemporary vision of Indian Education, School

Socialization and identity, School Management and Leadership etc provide comprehensive understanding to the students about School System. RIE, Bhopal also provides practical exposure about various school systems of Indian education through School Exposure and School attachment programmes. Under these programmes students are attached with various kinds of Schools like: State Board Schools, CBSE Schools, Special kinds of Schools like: KGBV, Eklavya School, JNVs, KVs, Model Schools etc for understanding functioning and mechanism of diversities of Schools in India. Internship practices of RIE, Bhopal are also unique in which students are placed for 4 - 5 months in above mentioned schools to work and experience as a regular teacher. RIE, Bhopal also provides students an exposure to understand international practices in school education system through various lectures by eminent experts, international conferences and seminars etc.

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

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

As per the aim of NCFTE-2009, RIE, Bhopal is fully devoted to prepare professional and human teachers and teacher educators. Our entire curriculum is practical oriented which provides experiential learning needed in the present century. The focus of curriculum is to prepare innovative and critical pedagogue, who can play a significant role in the curriculum development, its implementation and researching in curriculum. All facilities and resources i.e., classroom experiences, laboratory experiences, library experiences, working in resource centers etc. engage learners in professionally relevant understandings and consolidate these into their professional acumen. Internship in teaching program is an innovative program of the institute in which the student teacher undertakes many activities in the school in which he/she is attached like Planning and Facilitating teaching

learning, Assessment Remediation and Action Research, Understanding the school context, Understanding the learner, Participation in School Activities, Community and School. Specific efforts are made by the faculty during the pre-internship program to enable students develop understanding of the interconnectedness of various learning engagements. The internship program effectively prepares the teachers of tomorrow. The Supervisors vising the schools mentor the student teachers to develop students' professional and instructional skills.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	[View File](#)

1.4 - Feedback System

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

File Description	Documents
Sample filled-in feedback forms of the stake holders	[View File](#)
Any other relevant information	[View File](#)

1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following	Feedback collected, analyzed, action taken and available on website

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	[View File](#)
Action taken report of the institution with seal and signature of the Principal	[View File](#)
Any other relevant information	No File Uploaded

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

237

2.1.1.1 - Number of students enrolled during the year

237

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

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

145

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

145

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

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

20

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

20

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

2.2 - Honoring Student Diversity

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

Assessment of students happens at three levels; pre-entry/joining, during entry/joining and after entry/joining. At pre-entry level, students' aptitude along with their cognitive potentialities are assessed through common entrance test; here every student is

assessed against common parameter whether or not one is eligible to enter into the course.

At the entry level, orientation -cum -interaction sessions are arranged at institution level to figure out the cognitive levels so as to trace individual student's learning needs. In addition, after entering into classrooms, teachers assess students' educational levels to map language diversity and diversity in cognitive skills and also special needs of the differently abled children. This three-level assessment modality becomes base for the necessary pedagogic interventions and implementations.

File Description	Documents
Documentary evidence in support of the claim	View File
Documents showing the performance of students at the entry level	View File
Any other relevant information	No File Uploaded

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

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

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

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

2.2.4 - Student-Mentor ratio for the academic year

12:1

2.2.4.1 - Number of mentors in the Institution

57

File Description	Documents
Data as per Data Template	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

2.3 - Teaching- Learning Process

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

The institute used blended mode of learning during the academic year. We used online mode due to Covid-19 till March 2022. But once the situation was better, we shifted to offline mode. But the faculty members continued to use online modes and learning management systems such as Google Classroom, Google Meet, Google Forms etc. for taking sessions, posting and collecting assignments and taking short quiz, tests etc. The institute involves learners in most of the activities of the Institute as assistants to the faculty members and help them learn to organise the events effectively. For example, most of the important days are celebrated in the auditorium and students organise the events with the support of the teachers. This gives a real life experience to the learners. The institute also has a Language Resource Centre where we organise Group discussions, Presentations by students, Brainstorming on important issues etc.

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

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

55

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://ncert.nic.in/eresources.php
Any other relevant information	No File Uploaded

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

737

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

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

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	https://riebhopallibrary.joomla.com/
Any other relevant information	View File

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

The curriculum of the courses offered by the Institute fosters professional attitude in the pupil teachers. Some of the courses have national intake and learners form all parts of the country enrol in the courses. There is an inherent inclusivity followed by the Institution. Besides, we promote inclusive education in our classrooms and on campus through various activities. We also take

our learners to the nearby communities and help them learn family values and service to the humanity. Most of the students enrolled in the Institution are hostellers and their wardens live with them. Thus, they learn a way to conduct themselves well and respect the authorities. The institute also organises special lectures by eminent dignitaries in the field on the current topics of education and thus they remain updated with the latest developments in education and in life.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

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

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

The Institute follows Constructive Approach of Learning. We create such a democratic environment of learning in the classrooms so that every learner can experience, reflect and conceptualise and create knowledge. We help them in thinking critically on the topics being discussed in the classroom and come out with their

opinions related to the topic. We also try to link the learning to real life situations when during their internship, working with community and other programmes. We also help them learn 21st century skills so that they should be able to deal with their day to day life situations better and excel in their personal and professional life.

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

2.4 - Competency and Skill Development

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

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

2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/	Ten/All of the above

Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement	

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

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

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

2.4.4 - Students are enabled to evolve the	**All of the above**

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

File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	View File
Documents showing the different activities for evolving indicated assessment tools	View File
Any other relevant information	View File

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

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

2.4.6 - Students develop competence to	**All of the above**

organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution ofcommunity related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event

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

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

File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	View File
Any other relevant information	View File

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

The Institute has a well organised and systematic internship programmes for our pupil teachers. At first we train our pupil teachers with necessary teaching skills and pedagogies during a 21

day pre-internship programme. The schools for internship were selected on the basis of accessibility of the learners and observers and feedback of previous interns. We mostly place the interns in Kendriya Vidyalayas, Jawahar Navoday Vidyalayas, and other Govt. Schools in Madhya Pradesh, Chhattisgarh, Gujrat and Maharashtra. After the placement, we conduct a principals' conference in which the interns and the head of the schools where they are placed discuss the three months internship plan. Our interns are considered as practising teachers and are involved them in most of the activities of the school like cultural, sports, assembly to name a few.

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

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

2.4.9.1 - Number of final year students during the academic year

250

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

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

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

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

We constantly monitor the interns with regular classroom observations, with a minimum of three five days observation by the faculty of the institute. All the observers monitor two pedagogical lessons of each intern in every visit. In total, every intern teaches 80+80 lessons in each pedagogical subject during their six months internship. When the classes of interns are not observed by the faculty of the Institute, the mentors from the schoolsobserve the classes of the interns and provide them feedback to master their pedagogy. Besides, the peers of the interns also observe the classes to learn from them and give feedback to improve their classroom teaching.

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

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

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

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

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	View File
Five filled in formats for each of the aspects claimed	View File
Any other relevant information	View File

2.5 - Teacher Profile and Quality

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

55

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

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

50

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

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

55

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

493

File Description	Documents
Copy of the appointment letters of the fulltime teachers	View File
Any other relevant information	View File

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

NCERT faculty constantly remain updated with the latest happenings in the field of education. First of all, all the policies framed

at ministry level are developed in close consultation with NCERT and RIE Faculty. For example, the NEP-2020, the NCF-FS-2022 etc. are framed in consultation with the faculty of our Institute as well. We also try-out and implement the pedagogies devised at national level in our Demonstration Multipurpose schools and with our institute students. This helps the faculty to remain updated professionally. We also have an Academic Forum on every Wednesday in which the faculty members share some of the major issues related to education/learning with the other faculty members of the Institute. Besides, all the faculty members undergo Orientation and Refresher Programmes at per UGC norms of professional development.

File Description	Documents
Documentary evidence to support the claim	[View File](#)
Any other relevant information	[View File](#)

2.6 - Evaluation Process

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

We have continuous internal evaluation of our pre-service teachers. First of all, we evaluate our learners using class tests at regular intervals. Then, we give them assignments and projects in which they work individually or in a team. After this, we have internal tests which is conducted at Institute level to assess their learning and provide appropriate feedbacks and interventions for improvement. We also have practicum in most of the subjects through which the pre-service teachers get a hand on of their learning and try to apply the learning in the real-life situations. The final assessment score of the learners is prepared on the basis of all the internal and external evolution put together.

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

| 2.6.2 - Mechanism of internal evaluation is | Five of the above |

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

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

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

The Institute has an academic cell to look after the academic activities of the learners. It also looks after the grievance of the learners. We try to maintain transparency in examination and have minimum grievances related to examination. However, if there is any such case of grievances, the academic cell sets a small committee to look after the matter and solve it immediately. The Institute also has an academic calendar to monitor and effectively carry out the activities of the Institute throughout the academic year.

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

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

The Institute is affiliated to Barkatullah University for the award of degree. It follows semester system for the evaluation of learners. The academic calendar is planned according to the calendar of the University. However, we take flexibility in the preparation of our internal activities. In every semester lasting for about six months, we conduct one internal evaluation. The papers are set at Institute level and the examination is also conducted at the Institute level. The test papers are also evaluated by the internal faculty only and proper transparency is maintained in the conduct of the examination and evaluation.

2.7 - Student Performance and Learning Outcomes

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

The teaching learning process of the institution is aligned with the stated PLOs and CLOs through theory, practical classes, tutorials, ICT integration, and 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 to achieve the CLOs and PLOs. The laboratory, computer and library facilities are adequate to support the teaching learning process. There is optimum utilization of well-equipped laboratories in different subjects for curriculum delivery of practical. The effective implementation of curriculum is ensured by giving emphasis on both theoretical and pedagogical processes. CLOs and PLOs are achieved through a variety of active learning strategies like brain storming, quiz, debate, group work, discussions, role play, games, model making, mini project, presentations, essay etc. Experiential learning is provided through field-based activities, internship, practicum, community service, role plays, games, case studies, simulation, virtual lab, presentations, projects, Science Park, and STEM maker space activities. Among the pedagogical processes, critical analysis, concept mapping, discussions, videos are given due importance in teaching learning processes. In addition, theatre pedagogy, art integrated learning experiences are also given emphasis to achieve CLOs and PLOs.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	View File
Result sheet for each year received from the Affiliating University	View File
Certified report from the Head of the Institution indicating pass percentage of students program-wise	View File
Any other relevant information	No File Uploaded

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

The activities of RIE, Bhopal provide continuous opportunities for students to attain professional and personal attributes in commensurate with the PLOs and CLOs. Students are given multiple opportunities to perform and develop their professional attributes through feedback from peer groups, teacher guardians, subject experts and faculty members. Feedback obtained by the students help them to improve their professional development. Exposure of students to different activities of the Institute including expert lectures, meetings with eminent personalities, interaction with alumni, participation in national conferences/symposia making them capable of checking their present potential capacities and opening path for further improvements. Institute constanlty monitors the progress of students through various mechanism like internal assessment, indiviluazied test, pereformance and classroom presentations, tutorials and maintaing the study hours in the hostels. The students facing dificulties in attainmentof professional and personnal attributes are supported by providing personnal, social and academic counselling. Parental support is also taken for acheivingPLOs and CLOs.

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

2.7.4 - Performance of outgoing students in internal assessment

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

737

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	View File
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	View File
Any other relevant information	**No File Uploaded**

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

RIE Bhopal assesses students' performance through various tools and techniques like: classroom observation, portfolio assessment, reflective journals and paper pencil tests etc. Learning needs are identified by the above tools and techniques and catered thoughvarious mechanism. Subject Teachers help students to cater their subject specific needs. teacher guardians along with wardens continuously support students in their classroom and hostel adjustments. Before starting comprehensive internship programme learning needs are again identified during pre-internship programme and mentors are informed about these needs so that individualised action plan may be prepared and implemented during internship. Success of these practices reflect during criticism and final lesson. High placement of RIE students also support the above claim.

File Description	Documents
Documentary evidence in respect to claim	View File
Any other relevant information	**No File Uploaded**

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

`https://riebhopal.nic.in/IQAC/Students_Feedback%20_2021_22.pdf`

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

`3`

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

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

`120`

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

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

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

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

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

3.2 - Research Publications

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

32

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

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

11

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

3.3 - Outreach Activities

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

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

60

File Description	Documents
Data as per Data Template	View File
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View File
Any other relevant information	**No File Uploaded**

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

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

621

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

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

621

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

621

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

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

NCC plays an important role in the overal 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 provinding them psycho-social support various online programmes were organised by the institute with he support of faculty members andexperts of national and international repute. Online sessions were organised on various social and psychological issues such as stress management, developing attitute of gratitute, inculcation of life skills, mental health and physical well being. Special online sessions were organised on Yoga and Meditation practices. A tendays unit camp was organized from 08to 17December, 2021 at Bansal Institute of Technology, Bhopal and 64 NSS Boys Volunteers participated in the camp. Under the umbrella of NSS and NCC 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. NCC Day was celebrated at Shourya Smarak, Bhopal.

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

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

3

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

3.4 - Collaboration and Linkages

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

101

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

101

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

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

7

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

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

Practice teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges	

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

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

5. Gyan Niketan Girls Hostel.

6. Vivekanand Park

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

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

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

31

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	https://riebhopallibrary.joomla.com/
Any other relevant information	View File

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

399

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

4.2 - Library as a Learning Resource

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

The automation of the Institute library was started in the year 2001 with a proprietary software named LIBSYS and since then theprogress of the automation work iscontinuing with regular introduction of new ICT hardware and software in different operations and services of the library. The details of hardware and software currently being used in library with historical description are given below:

The present library automation softwarebeing in library for library automation are KOHA (ILMS), D-Space (IR), Acrobat-pro (for OCR), SubjectPlus (for subject guide), VuFind (for federated searching, Ubuntu (Operaing software),Joomla (for library website), etc. All these software are open source. The Institute library is fully automated.

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

Progress of Library Automation in ascending order:

2001- Started with LIBSYS

2009 - Established e-library

2013 - Library website on Wordpress

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.

File Description	Documents
Bill for augmentation of library signed by the Principal	[View File](#)
Web-link to library facilities, if available	https://riebhopallibrary.joomla.com/
Any other relevant information	No File Uploaded

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

more than 100 - 200 words

The Institute Library has a well set up e-library having a good quantity of e-resources in the form of e-books, on-line journals, databases, digitised documents, consortium materials, Open Education Resources (OER), and many more. The library users have access to these e-resources in two ways – one by physically visiting to the Institute library and another way from anywhere in the Institute as well as from outside of the campus visiting on-line through Library Website : https://riebhopallibrary.joomla.com/ . Further, within campus all e-resources are accessible through static IP and UID/PW mode whereas from outside campus the resources can only have access through individually provided UserID and Password throughout 24x7. All library users have been registered with all e-resource providers and generated with individual access credentials. Users are given regular orientation on the technical aspect how to use the e-resources as latest additions to the e-library collection as well as technical innovations.

File Description	Documents
Landing page of the remote access webpage	View File
Details of users and details of visits/downloads	View File
Any other relevant information	View File

4.2.3 - Institution has subscription for e-resources and has membership / registration for the following e-journals e-Shodh Sindhu Shodhganga e-books Databases	**All of the above**

File Description	Documents
Data as per Data template	View File
Receipts of subscription /membership to e-resources	View File
E-copy of the letter of subscription /member ship in the name of institution	View File
Any other relevant information	View File

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

35

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

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

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

368

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	https://drive.google.com/file/d/1Nxc9Cbp-mooKqswBOSUCKsBYk57gSpGl/view?usp=share_link
Any other relevant information	View File

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

Documents are obtained as and when teachers recommend Documents are obtained as gifts to College	

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

4.3 - ICT Infrastructure

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

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 softwares 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 WiFi-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
Document related to date of implementation and updation, receipt for updating the Wi-Fi	View File
Any other relevant information	**No File Uploaded**

4.3.2 - Student – Computer ratio during the academic year

737:360

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

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:	`D. 50 MBPS - 250MBPS`
4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit	`Five or more of the above`

File Description	Documents
Data as per Data Template	[View File](#)
Link to videos of the e-content development facilities	https://www.youtube.com/channel/UCKtexVk18 fDvUKi4sYGtRRg/videos?app=desktop
List the equipment purchased for claimed facilities along with the relevant bills	[View File](#)
Link to the e-content developed by the faculty of the institution	https://www.youtube.com/channel/UCKtexVk18 fDvUKi4sYGtRRg/videos?app=desktop
Any other relevant information	`No File Uploaded`

4.4 - Maintenance of Campus and Infrastructure

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

`398.87`

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

4.4.2 - Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.are in place Describe

policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities in not more than 100 - 200 words

ET/ICT labs: Institute has two ICT-enabled labs and one ET lab with modern and innovative facilities which compriseof total 115 computers withupdated 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 sectionof the library is kept openall 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 maintainingthe grass in rainy season.

Laboratories: In the DESSH there are Geography and language lab, Art and Craft Resource Center. EducationDepartment 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
Appropriate link(s) on the institutional website	https://riebhopal.nic.in/IQAC/Organogram_and_Policy_rules.pdf
Any other relevant information	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and	All of the above

Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning	

File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File
Sample feedback sheets from the students participating in each of the initiative	View File
Photographs with date and caption for each initiative	View File
Any other relevant information	**No File Uploaded**

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

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

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

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

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

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

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
63	204

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

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

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

170

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

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

109

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

5.3 - Student Participation and Activities

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

At Institute student council is constituted by a well laiddown norms. Students representatives i.e., House Captains, Vise Captains,Sports Scretary, Cultural Secetary, Litrary and Scientific Secretaries are elected by the students of all the courses. A committee is constituted by the authority of the Institute comprising Cheif Advisior Student Council, Assistant Advisiors, Cultural Advisiors, Scientific Advisiors,Literary Advisiors and Sports Advisiors. Student council is divided infour houses namely: Savitribai Phulehouse, Subhadra Kumari Chauhan house, Birsa Munda house, Giju Bai Badheka house.In each house is represented by students of all courses.In each house one/two faculty member/s areappointed as house advisiors. All decisions are taken by the post holders in meetings with students of the respecteive houses in consultation with house advisiors and communicated to the cheifadvisior student council for the further action.

File Description	Documents
Copy of constitution of student council signed by the Principal	[View File](#)
List of students represented on different bodies of the Institution signed by the Principal	[View File](#)
Documentary evidence for alumni role in institution functioning and for student welfare	[View File](#)
Any other relevant information	No File Uploaded

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

21

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

5.4 - Alumni Engagement

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

The Regional Institute of Education, NCERT, Bhopal alumni association registered in the name of Regional Old Students Welfare (ROSS) on 02/05/2011 vide registration number 01/01/01/23341/11 under M.P. Society Act 1973 (1973 Sr.No.44). TheROSSassociation, Bhopal has 305 students enrolled from batch of 1964-68 to 2021-22. During interactions theymentionedtheir positions and achievement 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 HEIs, 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. The valedictorians are also currently settled in different partsand outside the country in different prestigious posts. Alumni often participated as a resource person in the institute block level training program. The aluminigive specific knowledge of their respective fields andinteract and guide theRIE students for theirhigher studies and placements. The participation of alumniinacademic activities virtually was appreciable.

File Description	Documents
Details of office bearers and members of alumni association	View File
Certificate of registration of Alumni Association, if registered	View File
Any other relevant information	View File

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

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

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

5

File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View File
Any other relevant information	**No File Uploaded**

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

At RIE, Bhopal Alumni Association play significant roles in organization of various kinds of activities tomotivatestudents as well as recognizing, nurturing students'talent/s in the area of academic's sports and culture. In 2021-22 alumni association supported in the plantation programme on World Environment Day celebrated in the Institute. On the occasion of International YogaDay more than 100 members of alumni association participated along with the students of invited schools of the Bhopal. They also motivated students for continues practising Yoga and Meditation for physical and mental wellbeing. They shared their life experiences with the present students. The president of Alumni association along with members organized one special conference on 08/11/2021 on the occasion of National Mathematics Day under Amrut Bharat Ganit Yatra. They motivated and inspiredstudentsabout career inmathematics through their successful life journey and achievements.The members of alumni association also participated on the occasion of inauguration of Bharat Ratna Atal Bihari Bajpai Gyan Niketan Hostel by the Hon'ble Director, NCERT Prof. Dinesh Prasad Saklani.Alumni association ensured active participation in Green campus activities along with active participation.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

VISION

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

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

200 words

The Institute follows the Professional approach aimingat implementing the concept of innovativeness in managing academic and administrative matters reflecting the policy decision making, planning and administration, and office management.

The Institute enhances the quality at various levels – Principal,College Development Committee, IQAC & NAAC Committee, Various Committees, Academic Staff Welfare, Administrative and Non teaching Staff, NCC, NSS, all the stakeholders involve in the decentralisation and participative management and are working for efficient functioning.

1. Management: The Institutepromotes a culture of decentralisation and participative management involving all stakeholders in the process of decision making.

2. Administration: The administration plays an integral role, leading and supporting the development and implementation of policies, programs, and initiative that are associated with the vision and mission of the institute.

3. Faculty Members: Faculties maintains the healthy relationship with students, faculties, and community.

4. Departments: The Primary role of the department is to providethe academic excellence in all activities. The Departments and HODs are perform their role and responsibilities initiated with the vision and mission of the college.

5. Non Teaching Staff: In the administration non teaching staff plays crucial role in managing the day-to-day work and to meet operational and strategic objectives.

File Description	Documents
Relevant documents to indicate decentralization and participative management	[View File](#)
Any other relevant information	No File Uploaded

6.1.3 - The institution maintains transparency in its financial, academic, administrative and other functions Describe the efforts of the institution towards maintenance of transparency in its

financial, academic, administrative and other functions in not more than 100 - 200 words.

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

The Institute has also provisions for academic and administrative audit.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	View File
Any other relevant information	No File Uploaded

6.2 - Strategy Development and Deployment

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

more than 100 - 200 words

Institutional Strategic Plan:

- Efficient Teaching learning procedure
- Effective Leadership and Participative management
- Ensuring good academic performance
- Student's Overall Development
- Employees Advancement & Welfare
- Escalating Placements
- Student/Faculty Grievance
- Financial Planning & Management
- Institute – Industry Interaction
- Encouragement of Budding teachers
- Constant Growth in training, Research and Development
- Alumni Interaction and Outreach activities
- Mounting Physical Infrastructure
- Research culture in faculty and students
- Examination and Evaluation.

Deployment:

The plans articulated by the administration are communicated to the faculty, students, staff and other stakeholders through meetings, mails and other forms of communication. The organization institute guides all the activities through well-defined policies and procedures for each of the activities.

Exemplar activity:

The STEAM Park of RIE, Bhopal gives 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 known 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
Link to the page leading to Strategic Plan and deployment documents	https://riebhopal.nic.in/Science-park1.html
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

The departmental meetings are held frequently to identify academic and administrative issues. The recommendations of the departments are forwarded to the principal. The Principal may consult administrative officer or Accounts officer wherever needed before taking final decision. Beinig the constitutentunit of the NCERT institute follows all the instructionsreceived from the council norms of the GoI, recommedations of the estlablishment, exicutive committee. Institute also take approval from the building and works committee in upkeep and development of physical infracructure. Institute also take the policy decision with the approval of Chairman of the management committee (VC of the Barkatulah University). Institute follows GFR, SRFR norms scrupulously.

File Description	Documents
Link to organogram on the institutional website	https://riebhopal.nic.in/IQAC/Organogram_and_Policy_rules.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	View File
Geo-tagged photographs	View File
Any other relevant information	View File

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

The departmental meetings are held frequently to identify academic and administrative issues. The recommendations of the departments are forwarded to the principal. The Principal may consult administrative officer or Accounts officer wherever needed before taking final decision. Beinig the constitutentunit of the NCERT institute follows all the instructionsreceived from the council norms of the GoI, recommedations of the estlablishment, exicutive committee. Institute also take approval from the building and works committee in upkeep and development of physical infractucture. Institute also take the policy decision with the approval of Chairman of the management committee (VC of the Barkatulah University). Institute follows GFR, SRFR norms scrupulously.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	View File
Action taken report with seal and signature of the Principal	View File
Any other relevant information	**No File Uploaded**

6.3 - Faculty Empowerment Strategies

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

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

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

2

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

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

26

File Description	Documents
Data as per Data Template	View File
Brochures / Reports along with Photographs with date and caption	View File
List of participants of each programme	View File
Any other relevant information	No File Uploaded

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

19

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	View File
Any other relevant information	No File Uploaded

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

The 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 theAPAR of all the teaching and non-teaching staff.

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

6.4 - Financial Management and Resource Mobilization

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

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.

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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
Report of Auditors of during the year signed by the Principal.	View File
List of audit objections and their compliance with seal and signature of the Principal	View File
Any other relevant information	**No File Uploaded**

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

0

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

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

RIE, Bhopal is an Autonomous Body Under Ministry of Education. It is funded by the Ministry. Though it is nonprofit 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
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	*View File*
Any other relevant information	**No File Uploaded**

6.5 - Internal Quality Assurance System

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

The 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:

1. Green Practices: Under the umbrella of the IQAC various green practices were implemented for 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.

2. 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
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	[View File](#)
Any other relevant information	No File Uploaded

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

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 academician 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 endeavor helps in making the institute as a center for excellence.

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

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

29

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

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

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://riebhopal.nic.in/IQAC/IQAC_MEETING _2022.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://riebhopal.nic.in/iqac.html
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	View File
Any other relevant information	No File Uploaded

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

1.Library

Initiatives taken in the Institute Library with regard to its augmentationof library resources and services as follows.

i. During the academic session 2017 - 2018 the emphasis was given on how to build up the library infrastructure like: latest computer hardware and other equipment. High-end Servers were procured, LAN was refurbished and extended up to hostels and classrooms. ii. In the next year 2018-2019 e-resources were procured in the library in the form of e-journals, e-books, etc. iii. In the year 2019-2020 more number of e-resources were added to the collection and formal e-library was established. iv. In 2020 2021, during Covid pandemic library provided its services to the students and faculties in On-line mode to support on-line classes and student preparation for examination from home. v. During 2021 - 2022 all resources and services of the library

converted to on-line mode.

2.ICT Facilities:

On the basis of feedback received from various stockholders, institute rapidly worked on action plan provided by cell. Institute enhanced its physical infrastructure as well as ICT equipment's and softwares. Cell organized orientation programmes on use of ICT tools for teaching, learning, assessment, research.Faculty members started using tools such as Kahoot, Mentimeter, Verso, Plickers, Socrative, Flipgrid, Duoliingo, Google Podcast, GeoGebra, Virtual Museum, Boovan, Audacity, Open Shot video Editor etc.

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

Institute haspolicy in placefor energy conservation and effective steps are being taken for it. Institute has inatalled 75 kw solar energy plant on gridand 2 kw offgrid. All LEDs lights fitted in campus, offices, hostels, streats. Most of the Electrical Instruments such as ACs, Refrigerators, Geysers, LAB Equipements etc. are purchased on the basis of their BSE-5 star rating. Institute has initiated the use of sensor based LED lights in the corridors.

File Description	Documents
Institution's energy policy document	[View File](#)
Any other relevant information	[View File](#)

7.1.2 - Institution has a stated policy and procedure for implementation of waste management Give

a brief note on the institution policy for waste management along with its implementation procedure in not more than 100 - 200 words.

```
The 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 seweragesystem 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 collecting 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. Institutes keeps all
paper wastes together priodically sends these withcharges 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
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

File Description	Documents
Documentary evidence in support of each selected response	View File
Geo-tagged photographs	View File
Income Expenditure statement highlighting the specific components	View File
Any other relevant information	No File Uploaded

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

File Description	Documents
Income Expenditure statement highlighting the specific components	View File
Documentary evidence in support of the claim	View File
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

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

Isntitute is commited to maintain cleanliness, sanitation, green coverby day to day and official practices. Various green practices were implemented for 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. In hostels mess and canteens use of COAL is prohibited. Seperate Dustbins are placed in entirecampus for collection of different types of waste.Use of Bicycle and E-vehicles arepromoted and encouraged in the campus. Burning of Bio-Waste is totally restricted. Institute has constituted of full

fledge Committee named "GREEN COMMITTEE" toimplement and monitor such initiative in the campus. Institute has underground electric cable to avoid trimming of road side trees. The Gardensof the institute are maintainedand developed by CPWD horticulture.

File Description	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	No File Uploaded

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

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

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

217

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

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

Institute has taken various initiatives for leveraging local environment, locational knowledge and resources, community practices and challenges.Various Lectures,Seminars and activities are organized time to time for sensitization and awareness amongst students, teaching and non teaching staff and their family members living in or off campus. In entire capmpus trees are labled with botanical and common names as well as their usefullness. Various types of plants and herbs of medicinal, fruits, ornamentals etc are planted in the gardens of the institute besides all along the roadside and Institute buildings. To support traditional system of madicine such as aurvedic medicine. The institute promotes the plamtation of herabaceous mediciational in all available spaces. Institute has a 50 acres of farmland were more then 500 hundred plants trees shrubs and herbs of medicional importance hav benn planted.

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

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

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

7.2 - Best Practices

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

1. Theatre Pedagogy in teacher education

The objective was 1. To orient trainee teachers with exercises, related to personality development, speech therapy, psychological observation, removing audience fear besides conveying central theme as a life skill lession.

2. To train pre-service teachers with Indian Arts and Culture through theatre.

3. 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. 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. 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.

2. E-library

1. To enable library to manage very large amounts of digital information available in various forms like, e-books, online journals, databases, OA materials, Web materials, etc.

2. To preserve unique collections through digitisation

3. To preserve Institutional publications in digital form and provide online access to these materials.

4. To provide faster access to information on campus and off campus

5. To facilitate dealing with data from more than one location

6. To enhance distributed learning environments

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

7.3 - Institutional Distinctiveness

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

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 2021-22, 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-2019" 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 fiveconsultation 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
Photo and /or video of institutional performance related to the one area of its distinctiveness	View File
Any other relevant information	View File