

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

6.3.3.1: Total number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years

Year	Sl. No.	Programme for teaching staff			Programme for Non-teaching staff		
		Title	Date/s	No. of participants	Title	Date/s	No. of participants
2022-23	1	Empowerment of Women and Skill Development	8/2/2023	8	Computer Literacy	9/3/2023	5
2021-22	2	Innovative Teaching and Techniques	17/02/2022	8	Computer Literacy	10/1/2022	5
2020-21	3	Three Days Skill Development Programme	28/05/2021 To 30/05/2021	8	Computer Literacy	5/2/2021	5
2019-20	4	Innovative Teaching methods and learning program	22/02/2020	11	Computer Literacy	28/04/2020	5
2018-19	5	Innovative Padagogies	21/06/2019	11	Computer Literacy	26/05/2019	5



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College Website: www.gurunanakbed.org

Mail: Gurunanakbedcollege@gmail.com

E-Mail IQAC: iqacgnbedc@gmail.com

Report on Empowerment of Women and Skill Development Workshop at Guru Nanak College of Education, Bidar

Date: 8th –Feburary-2023

Location: Guru Nanak College of Education, Bidar

Resource Person: Dr. Shamala V Dutta

Principal Guru Nanak First Grade Degree College, Bidar

On the 8th –Feburary -2023 Guru Nanak College of Education in Bidar hosted a workshop focused on the Empowerment of Women and Skill Development. This initiative aimed to equip female students and staff with the necessary skills and knowledge to enhance their personal

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and professional growth, fostering a supportive environment that promotes gender equality and empowerment.

Workshop Overview

The Empowerment of Women and Skill Development workshop was a comprehensive, day-long event that featured a blend of motivational talks, skill-building sessions, and interactive activities. The workshop addressed various aspects of women's empowerment, including leadership, entrepreneurship, and personal development, along with practical skill development.

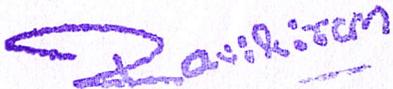
Participants

The workshop was attended by:

- Female students from various education programmes at Guru Nanak College of Education.
- Female faculty members and administrative staff.
- Guest speakers and facilitators with expertise in women's empowerment and skill development.

Key Components

- **Inaugural Session:** The workshop began with an inaugural session featuring speeches from the college principal and distinguished guests who emphasized the importance of women's empowerment and skill development. This session set the tone for the day, highlighting the objectives and expected outcomes of the workshop.


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- **Leadership and Empowerment:** This session included motivational talks by successful women leaders from various fields. They shared their personal journeys and challenges, providing insights and inspiration to the participants. Topics covered included leadership skills, self-confidence, and overcoming gender biases.
- **Entrepreneurship Training:** Participants received training on entrepreneurship, including how to start and manage a business, financial literacy, and accessing resources and support networks. This session aimed to inspire and equip women with the knowledge to pursue entrepreneurial ventures.
- **Skill Development Workshops:** Practical skill development workshops were conducted on various topics such as digital literacy, communication skills, time management, and creative arts. These hands-on sessions provided participants with valuable skills that are essential for both personal and professional success.
- **Interactive Activities:** The workshop included interactive activities such as group discussions, role-plays, and team-building exercises. These activities encouraged collaboration and networking among participants, fostering a sense of community and mutual support.
- **Health and Well-being:** Sessions on health and well-being were integrated into the workshop to address issues specific to women. Topics included mental health, work-life balance, and personal safety. Health professionals provided valuable tips and resources for maintaining overall well-being.
- **Feedback and Reflection:** The workshop concluded with a feedback session where participants shared their experiences and insights gained from the day's activities. This session also provided


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an opportunity for facilitators to address any questions and gather suggestions for future initiatives.

Outcomes

- **Empowered Participants:** The workshop successfully empowered women participants by providing them with the knowledge, skills, and confidence needed to pursue their goals and aspirations.
- **Skill Enhancement:** Participants acquired new skills in leadership, entrepreneurship, and various practical areas, enhancing their personal and professional capabilities.
- **Increased Awareness:** The event raised awareness about the importance of women's empowerment and the need for continuous skill development to achieve gender equality.
- **Community Building:** The workshop fostered a supportive community of women within the college, encouraging collaboration and networking among students and staff.

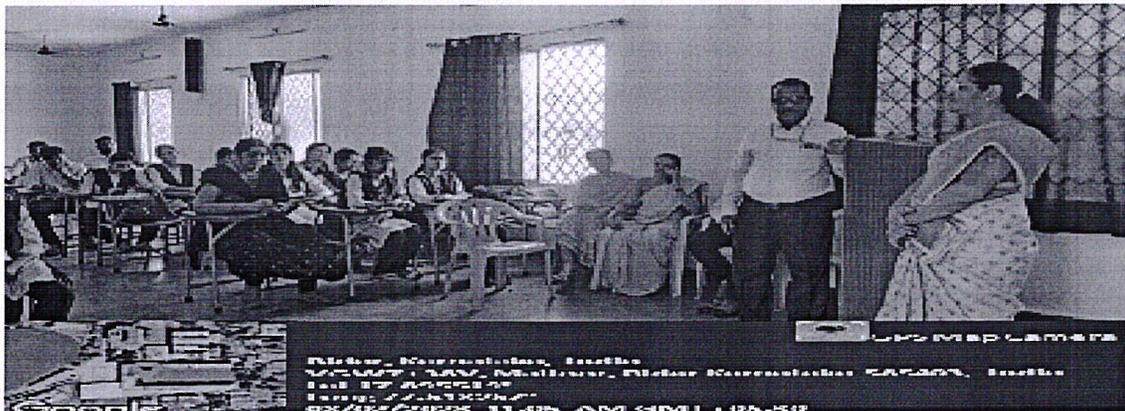
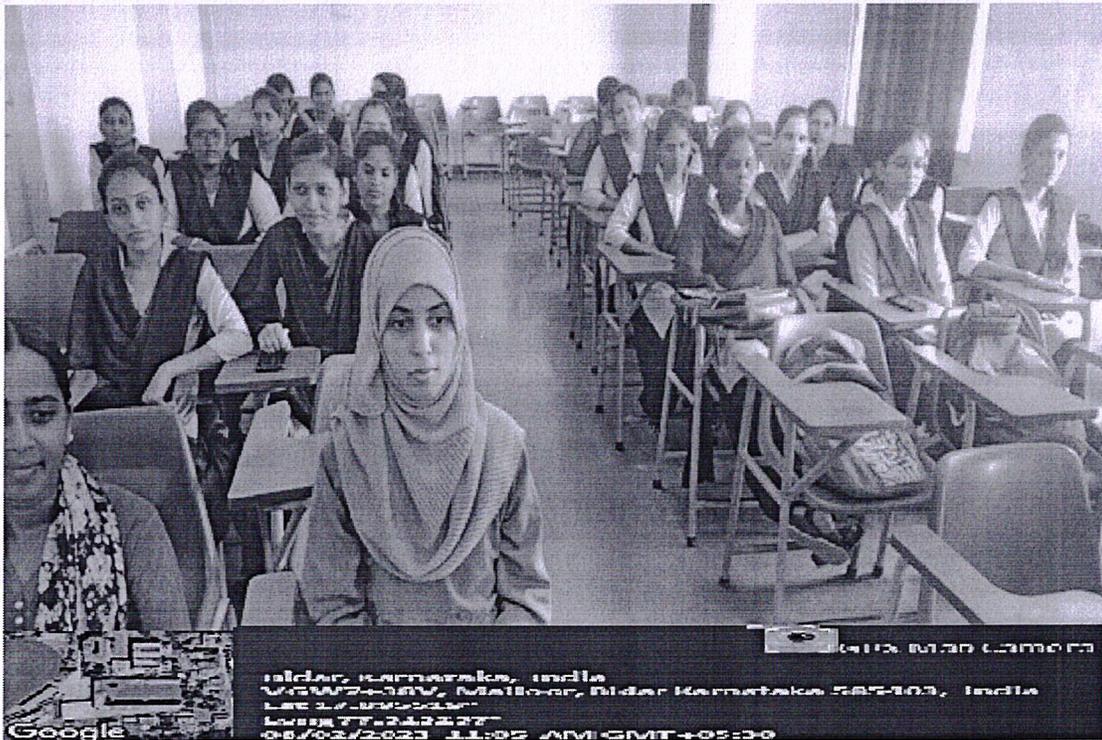
Conclusion

The Empowerment of Women and Skill Development workshop at Guru Nanak College of Education in Bidar was a significant and impactful event that contributed to the personal and professional growth of its female participants. By providing a platform for learning, inspiration, and networking, the workshop reinforced the college's commitment to promoting gender equality and empowering women.



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Empowerment of Women and Skill Development



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Mail: Gurunanakbedcollege@gmail.com

E-Mail IQAC: igacgnbedc@gmail.com

Report on Innovative Teaching & Techniques Workshop

at Guru Nanak College of Education, Bidar

Date: 17- February -2022

Location: Guru Nanak College of Education, Bidar

Resource Person Dr. Rajkumar Shinde

HKE Basaweshwar College of Education Bidar

On the 17- February -2022, Guru Nanak College of Education in Bidar organized a workshop on Innovative Teaching & Techniques aimed at equipping both students and teachers with creative and effective strategies to enhance the learning experience. The workshop focused on exploring innovative approaches to teaching and learning, leveraging technology, and fostering student engagement in the classroom.

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Workshop Overview

The Innovative Teaching & Techniques workshop was a full-day event that featured a series of interactive sessions, hands-on activities, and practical demonstrations designed to inspire participants and provide them with practical tools and strategies to apply in their teaching practice. The workshop aimed to encourage experimentation, creativity, and adaptability in teaching methodologies, catering to the diverse learning needs of students.

Participants

The workshop was attended by: Students pursuing various education programmes at Guru Nanak College of Education. Faculty members representing different academic disciplines and levels of teaching experience.

Key Components

1. **Exploration of Innovative Pedagogies:** The workshop began with an exploration of various innovative teaching methodologies, including flipped classrooms, project-based learning, gamification, and inquiry-based learning. Participants learned about the principles behind each approach and discussed their potential applications in different educational contexts.

2. **Technology Integration:** Sessions were dedicated to showcasing the use of technology tools and digital resources to enhance teaching and learning. Participants were introduced to educational apps, multimedia presentations,


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- **Increased Collaboration:** The workshop fostered collaboration and networking among students and faculty, creating opportunities for sharing ideas, resources, and best practices in teaching and learning.
- **Empowered Educators:** By equipping participants with new tools and techniques, the workshop empowered educators to adapt to the evolving needs of students and leverage innovative approaches to enhance learning outcomes.

Conclusion

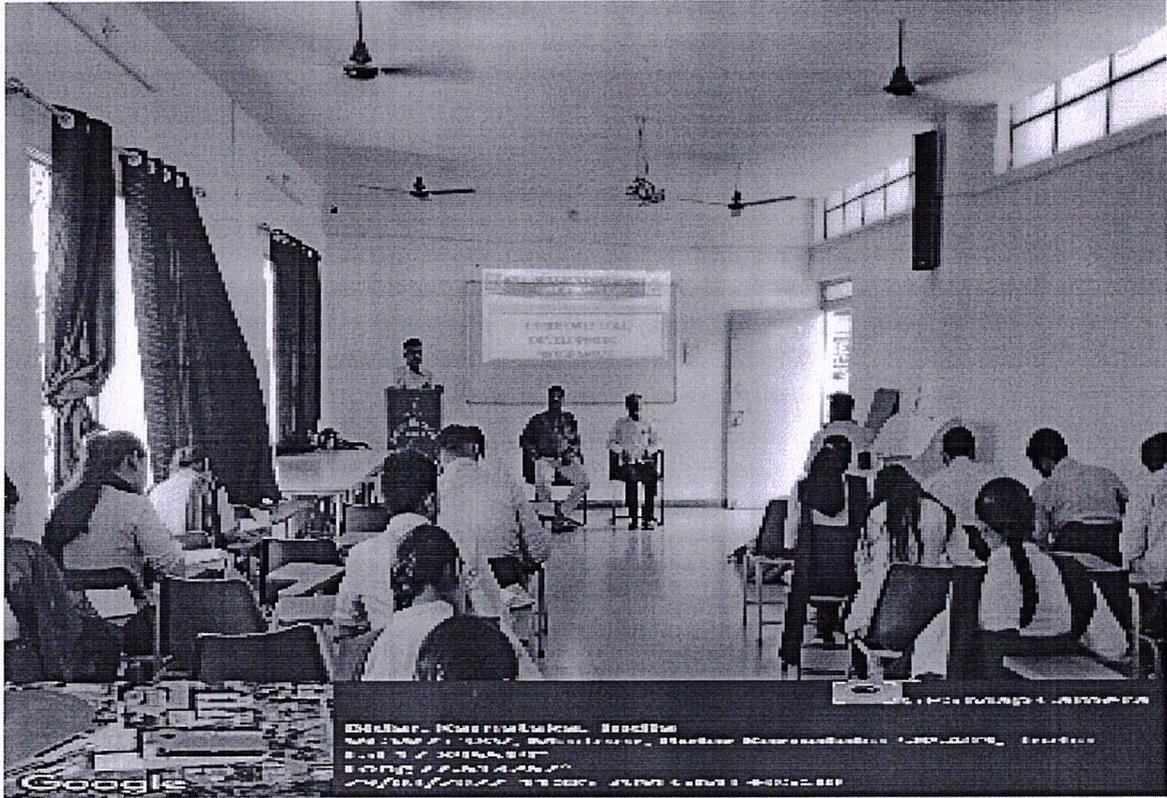
The Innovative Teaching & Techniques workshop at Guru Nanak College of Education in Bidar was a dynamic and enriching experience that inspired participants to rethink their teaching practices and explore new possibilities for engaging students and fostering learning. By promoting creativity, collaboration, and adaptability, the workshop contributed to the college's commitment to excellence in education and continuous improvement.

Recommendations for Future Workshops:

- Offer follow-up sessions or mentoring opportunities to support participants in implementing innovative teaching techniques in their classrooms.
- Incorporate case studies and real-world examples to demonstrate the practical application of innovative pedagogies.
- Explore opportunities for interdisciplinary collaboration and cross-fertilization of ideas to stimulate innovation and creativity in teaching and learning.
- Overall, the workshop served as a catalyst for innovation and transformation in teaching practice, reaffirming Guru Nanak College of Education's dedication to preparing educators who are equipped to meet the challenges of 21st-century education.

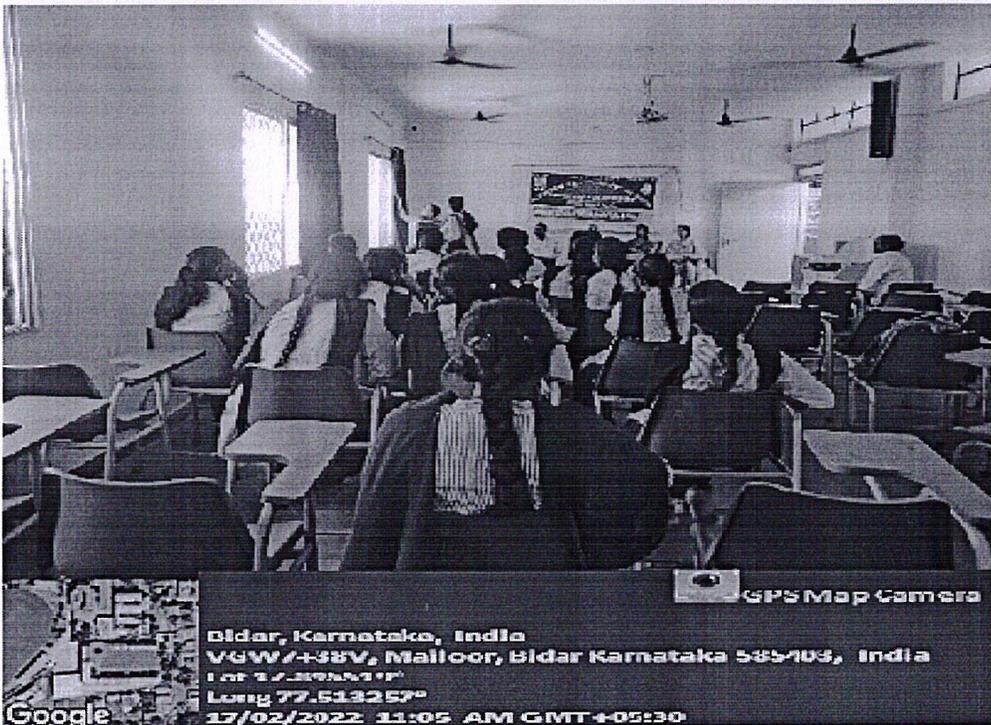
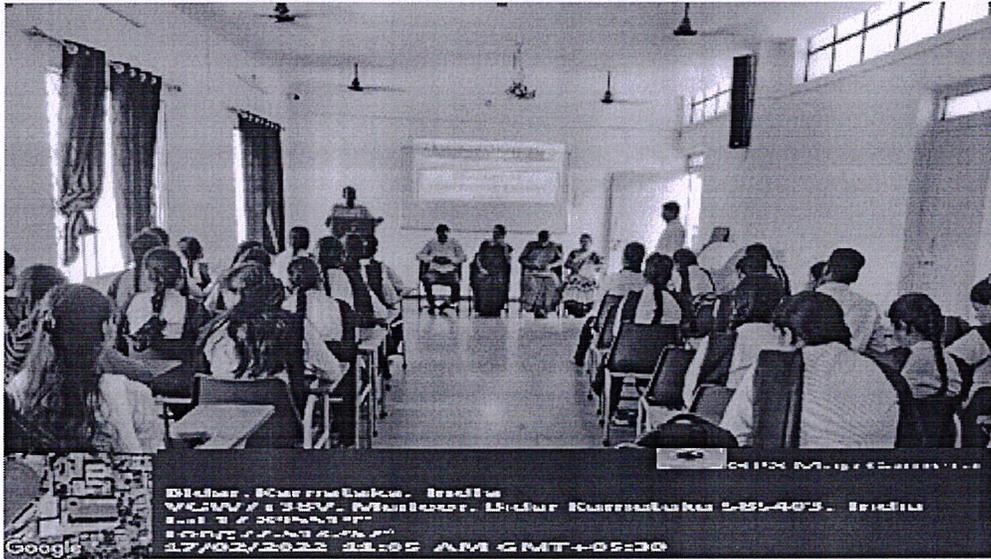


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Innovative Teaching & Techniques Workshop



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College Website: www.gurunanakbed.org

Mail: Gurunanakbedcollege@gmail.com

E-Mail IQAC: iqacgnbedc@gmail.com

Report on Three-Day Skills Development Programme

at Guru Nanak College of Education, Bidar

Dates: 28th, 29th & 30th –May-2021

Location: Guru Nanak College of Education, Bidar

Resource Person Dr. Amarnath Reddy

Principal Global College of Education, Bidar

From the, 28th, 29th & 30th –May-2021 Guru Nanak College of Education in Bidar organized a comprehensive Three-Day Skills Development Programme for students and staff. The programme aimed to enhance participants' professional skills, foster personal growth, and promote a culture of contlearning within the college community.

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Programme Overview

The Skills Development Programme consisted of a series of workshops, seminars, and hands-on activities designed to cover a wide range of topics relevant to both academic and professional development. The programme incorporated interactive sessions, practical exercises, and expert-led discussions to engage participants and facilitate active learning.

Participants

The programme was attended by: Students enrolled in various education programmes at Guru Nanak College Education. Faculty members representing diverse academic disciplines and areas of expertise.

Key Components

1. Workshops on Pedagogical Techniques:

Participants engaged in workshops focused on innovative teaching methodologies, instructional design, and classroom management strategies. These sessions aimed to equip educators with the tools and techniques necessary to create engaging and effective learning environments.

2. Skill Enhancement Sessions:

The programme included sessions dedicated to developing essential skills such as communication, critical thinking, problem-solving, and teamwork. Participants participated in group activities, role-plays, and simulations to practice and refine these skills in real-world scenarios.



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3. Professional Development Seminars:

Expert speakers were invited to deliver seminars on topics relevant to career advancement and professional growth. These sessions covered areas such as resume writing, interview skills, networking, and personal branding, providing participants with valuable insights and practical advice.

4. Hands-on Training:

Participants had the opportunity to gain practical experience through hands-on training sessions conducted in collaboration with industry partners and local organizations. These sessions allowed participants to apply their theoretical knowledge in real-world settings and develop practical skills relevant to their future careers.

Outcomes

- **Enhanced Professional Skills:** Participants developed a range of professional skills essential for success in their chosen fields, including teaching, communication, leadership, and problem-solving.
- **Increased Confidence:** Through active participation and practical exercises, participants gained confidence in their abilities and expanded their comfort zones.
- **Networking Opportunities:** The programme provided a platform for students and staff to connect with peers, mentors, and industry professionals, facilitating valuable networking opportunities and potential collaborations.



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Recommendations for Future Workshops:

- Organize regular follow-up sessions and mentoring programs to support the ongoing development of participants.
- Expand the scope of skill development workshops to include advanced training and certification programs.
- Foster partnerships with local businesses and organizations to provide real-world opportunities and resources for women entrepreneurs.
- Overall, the workshop was a valuable initiative that highlighted the importance of women's empowerment and skill development, aligning with the broader goals of promoting equality and fostering a supportive learning environment at Guru Nanak College of Education.


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Conclusion

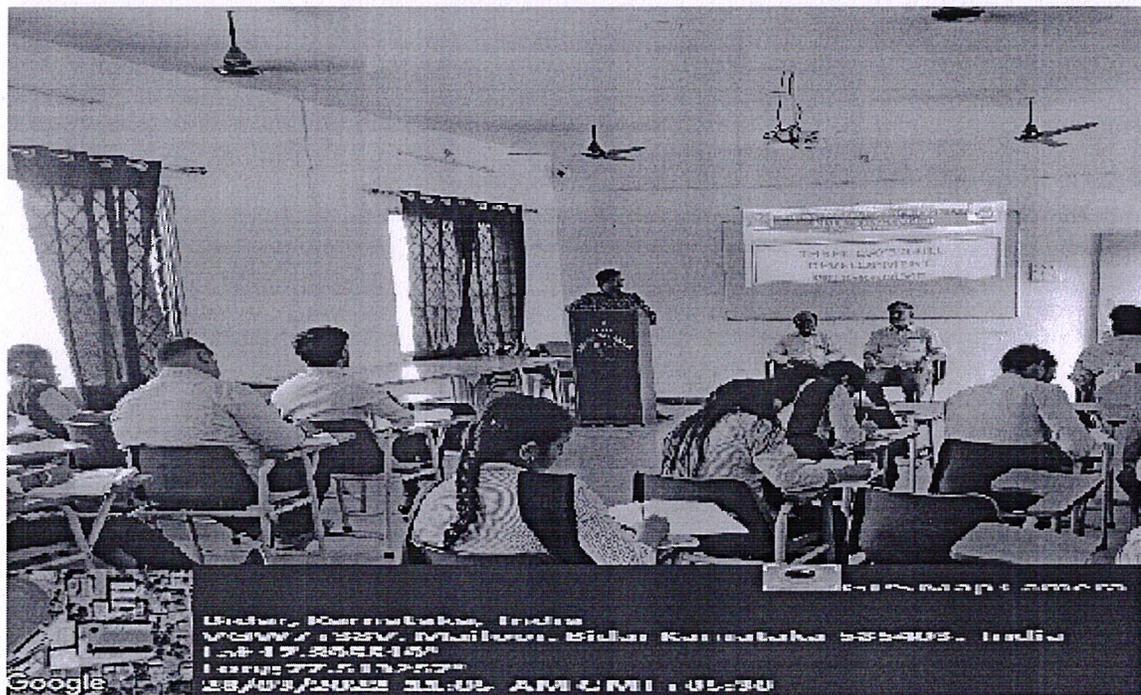
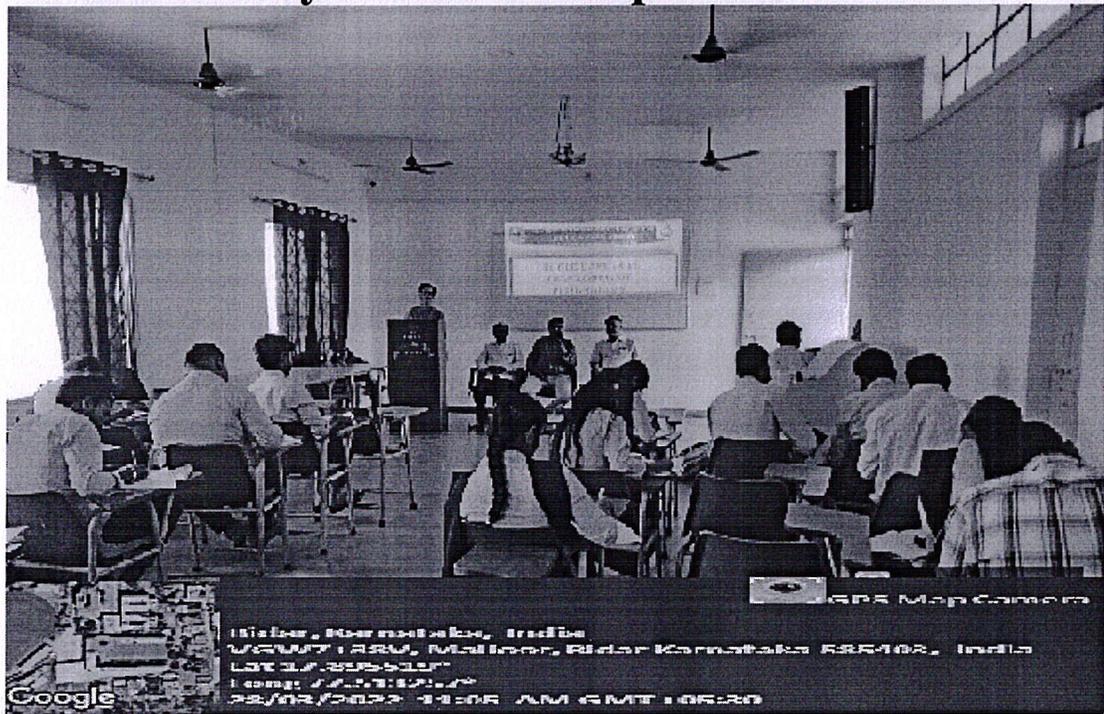
The Three-Day Skills Development Programme at Guru Nanak College of Education in Bidar was a resounding success, providing participants with a holistic learning experience that encompassed both academic and professional development. By focusing on skill enhancement, practical training, and networking, the programme equipped students and staff with the tools and resources necessary to excel in their academic pursuits and future careers.

Recommendations for Future Programmes:

- Incorporate feedback mechanisms to gather input from participants and tailor future programmes to their needs and interests.
- Explore opportunities for ongoing skills development and continuing education initiatives to support lifelong learning among students and staff.
- Foster partnerships with industry experts and local organizations to provide participants with access to real-world learning experiences and practical training opportunities.
- Overall, the Skills Development Programme served as a valuable investment in the personal and professional growth of the college community, reaffirming Guru Nanak College of Education's commitment to excellence in education and continuous.


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Three Days Skill Development



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College Website: www.gurunanakbed.org

Mail: Gurunanakbedcollege@gmail.com

E-Mail IQAC: iqacgnbedc@gmail.com

Report

on

Innovative Teaching Methods and Learning Programme

at

Guru Nanak College of Education, Bidar

Date:22–February -2020

Location: Guru Nanak College of Education, Bidar

Resource Person: Prof. Narasareddy

Rajeev Gandhi College of Education, Bidar

On the 22–February -2020, Guru Nanak College of Education in Bidar organized a comprehensive programme on Innovative Teaching Methods and Learning Program

The event was attended from various education programmes at Guru Nanak College of Education. Teaching staff.

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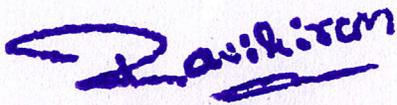
Abstract:

This Seminar will discuss the goals and benefits and as well as specific general objectives of innovative teaching methods. This topic is an essential one in modern society because children have to develop along with the world's newest technologies. Also, learning programs and psychological approaches must be considered in this discussion, as the use of multimedia without a proper understanding of it is pointless for young people who cannot appropriately analyze what they see. Moreover, this paper will analyze innovative schools as potential business projects, as this type of education still must be popularized in various countries.

Objectives

1. To study the importance of quality teaching.
2. To evaluate the importance of innovative Teaching tools and techniques.
3. To find out the emerging tools and techniques for state-of-the-art teaching

Importance of Quality Education India has one of the largest and diverse education systems, in the world. Privatization, widespread expansion, increased autonomy and introduction of programs in new and emerging areas has improved access to higher education. At the same time it also led to widespread concern on the quality and relevance of the higher education. To address these concerns, the National Policy on Education (NPE, 1986) and the Programme of Action (PoA, 1992) that spelt out strategic plans for the policies, advocated the


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establishment of an independent National accreditation agency. While understanding the importance of quality in education Govt. of India had established the NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL (NAAC) in 1994 as an autonomous institution of the University Grants Commission (UGC). The mandate of NAAC as reflected in its vision statement is in making quality assurance an integral part of the functioning of Higher Education Institutions (HEIs).

Conclusion

New technologies continue to emerge and bring with them the promise to reform and revitalize today's higher education system. In this paper, we discussed such major technologies including Computerized Grading; E - Textbooks; Simulation Technology; Gamification; Flipped Classrooms; Active Learning Classrooms; MOOCs; Collaborative Distance Learning Environments; and the Active Learning Forum platform. While research supports the effectiveness of several of these technologies in improving student learning and achievement (e.g., Active Learning Classrooms, Simulation Technology), we note that most of them have not been fully evaluated and likely will need to be refined iteratively as weaknesses are identified and new challenges arise. Furthermore, we recognize that educators must be fully trained and encouraged to use new technologies. These technologies, Tools and others not yet conceptualized will surely be incorporated into higher education as it evolves necessary to meet the global challenges of 21st-century learning



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Innovative Teaching Methods and Learning Programs




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College Website: www.gurunanakbed.org

Mail: Gurunanakbedcollege@gmail.com

E-Mail IQAC: iqacgnbedc@gmail.com

Report on INNOVATIVE PEDAGOGIES

Session at Guru Nanak College of Education, Bidar

Date: 21-June -2019

Location: Guru Nanak College of Education, Bidar

Resource Person: Prof. Rajendra Sherikar

Introduction

Innovation and diffusion of knowledge are at the heart of the growth process, be it in the area of education or industry. Continuous innovation is, therefore, crucial for all the educational systems. The skill to think and to innovate is a desirable 21st century skill from the students. Innovation in education encourages students and demands teachers to be proactive to research, explore, and use multiple strategies to come out with novel ideas or a strategy to uncover something new.

The event was attended by students from various education program and guru nanak college of education faculty members and administrative staff.

Innovation involves a different way of looking at problems and solving them.. It also contributes to improve overall quality of education because it catalyses students to think out of the box, and helps to solve complex problems. The school environment must focus on giving space and encouragement for teachers to innovate. Increasingly, innovation in education at school is more than just a buzzword. It is fast becoming a way of learning and teaching for both students and teachers respectively. It is

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commendable that India is moving forward on innovations, as the Global Innovation Index Report 2020 (World Intellectual Property Organization (WIPO)) has ranked India as the 48th most innovative nation in the world amongst 131 countries.

Nurturing Innovation in Classrooms

To make children innovative they have to be nurtured in such a way that it becomes their second nature. For this, the teachers have to be geared up for facing the upcoming challenges in the rigid classroom settings. Walking on a new and uncharted path, one has to overcome fears, take risks and be ready to face failures too.

However, if the teachers think out of the box, there are many ways that teachers can gradually attempt to introduce innovation in the classroom. Some of them are:

- Giving problem-solving activities to the students, providing opportunities to think
- Differently and work independently. Continuously providing challenges and problems to coax children to think differently.
- Accommodate and accept multiple perspectives and diverse opinions.
- Using varied pedagogies like collaborative learning, story-telling, integrating art and
- Music to interact and teach the students and not merely stick to the traditional process of teaching. Creating an element of curiosity and encouraging students to ask questions and search for the answers collaboratively.
- Providing ample time to the students to think, act, repeat and innovate.
- Starting from what the students already know and make the entire teaching learning
- Process enjoyable. Motivating the students continuously.

With NEP -2020 in place now and the new curriculum framework for teacher educators in the making, it is imperative that it should be framed in a way that there are enough opportunities and sufficient time for the prospective teachers to think, reflect and innovate.

Recommendations in NEP-2020 on the Theme

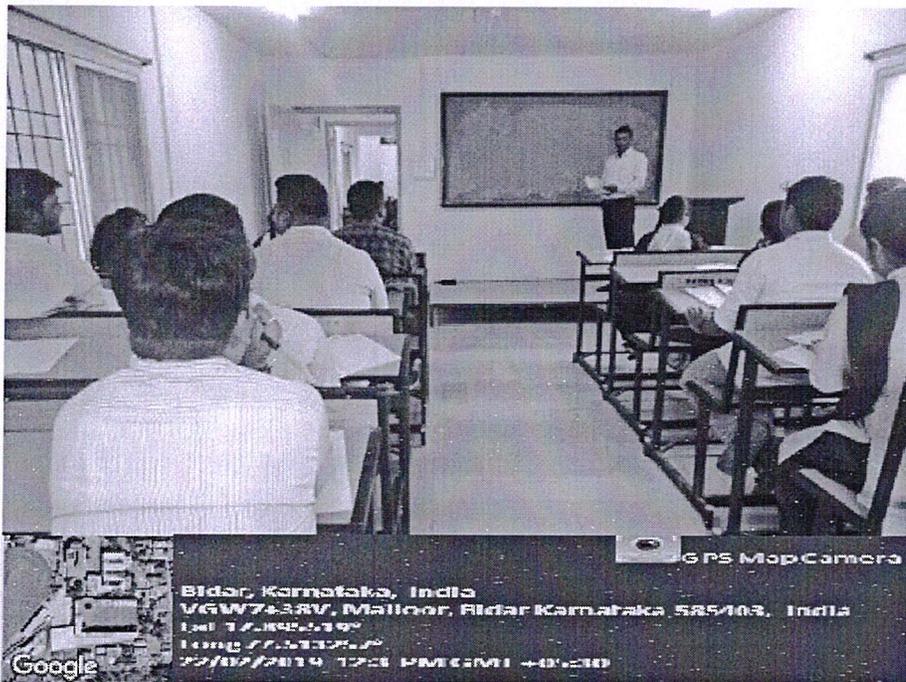
1. The fundamental principles of the National Education Policy 2020 are to identify and foster the unique capabilities of each student by promoting creativity and critical thinking to encourage logical decision-making and innovation.
2. It also facilitates extensive use of technology in teaching and learning, removing language barriers and educational planning and management. It encourages innovation and out-of-the-box ideas through autonomy, good governance, and empowerment. It promotes outstanding research as a requisite for outstanding education and deployment.


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3. NEP-2020 envisions nurturing innovation in all domains of education and recommends the need to innovate in all fields of education. It emphasises on promoting creativity and critical thinking, which contribute to innovation.
4. The vision of the policy is to improve the quality of education by giving an equal space to creativity and innovation and transform India into a vibrant knowledge society.

Conclusion:

Creating a conducting and enabling environment for innovation and not merely sticking to the traditional method of teaching and testing is the need of the hour. Combining various disciplines, moving beyond the basics, reaching out of the classroom and achieving altogether a new and different outcome will help in developing a streak of innovation in students right from the start. While knowing the basics is an initiating point, it has to be further leveraged to apply and find solutions by exploring until students find the best answers.



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Teachers Colony Manhalli Road Tq & Dist : Bidar-585 403

College Website: www.gurunanakbed.org

Mail : Gurunanakbedcollege@gmail.com

E-Mail IQAC: iqacgnbedc@gmail.com

Report on Computer Literacy At Guru Nanak College of Education, Bidar

Date : 09-march-2023

Resource Person – Gurunath Mulge
Govt, Degree College Bidar

On the 09-march-2023 Guru Nanak College Of Education Bidar. Organized a workshop on computer literacy aimed at equipping non-teaching staff with creative and effective strategies to computer literacy the workshop focused on exploring computer Literacy.

Computer literacy refers to having a basic understanding of computer systems and the ability to use various software and hardware effectively. This includes skills such as

1. **Understanding Hardware and Software:** Knowing what components make up a computer (like the CPU, RAM, hard drive) and the difference between software (applications and operating systems) and hardware.
2. **Basic Operations:** Being able to turn a computer on and off, use a mouse and keyboard, and navigate an operating system (like Windows, macOS, or Linux).
3. **Using Applications:** Proficiency in using common applications like word processors (e.g., Microsoft Word), spreadsheets (e.g., Excel), and presentation software (e.g., PowerPoint). This also includes familiarity with internet browsers and email clients.
4. **File Management:** Understanding how to create, save, organize, and retrieve files and folders.
5. **Internet Navigation:** Knowing how to search for information online, use search engines effectively, and understand basic web concepts like URLs and hyperlinks.
6. **Digital Communication:** Using email, messaging apps, and social media platforms responsibly and effectively.
7. **Basic Troubleshooting:** Identifying and resolving common computer issues, such as connectivity problems or software crashes.
8. **Cybersecurity Awareness:** Understanding basic principles of online safety, such as recognizing phishing scams, using strong passwords, and protecting personal information.

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Teachers Colony Manhalli Road Tq & Dist : Bidar-585 403

College Website: www.gurunanakbed.org

Mail : Gurunanakbedcollege@gmail.com

E-Mail IQAC: iqacgnbedc@gmail.com

Computer literacy is an essential skill in today's digital world, whether for personal use, education, or professional work.

Writing a letter involves several key steps, whether it's a formal letter for business purposes or an informal letter to a friend. Here's a general guide to help you with both types:

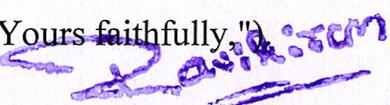
1. Determine the Purpose and Format

- **Formal Letter:** Typically used for business or official communication.
- **Informal Letter:** Used for personal communication with friends or family.

2. Format and Structure

Formal Letter

1. **Sender's Address:**
 - Top right corner of the page.
 - Include your address and date.
2. **Date:**
 - Written below your address, on the right side of the page.
3. **Recipient's Address:**
 - On the left side, below the date.
 - Include their full name, title (if applicable), company (if applicable), and address.
4. **Salutation:**
 - Use a formal greeting (e.g., "Dear Mr. Smith," or "Dear Dr. Johnson,").
5. **Body:**
 - **Introduction:** State the purpose of the letter.
 - **Main Content:** Provide details or information.
 - **Conclusion:** Summarize and state any desired outcome or action.
6. **Closing:**
 - Use a formal sign-off (e.g., "Sincerely," "Yours faithfully,").


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7. Signature:

- Leave space for your signature if it's a printed letter, then type your full name.

8. Enclosures (if applicable):

- Mention any documents you are including with the letter.

Informal Letter

1. Date:

- Positioned at the top left corner.

2. Salutation:

- Use a casual greeting (e.g., "Dear Jane," or "Hi Tom,").

3. Body:

- Write in a conversational tone.
- Share news, ask questions, or chat about various topics.

4. Closing:

- Use a friendly sign-off (e.g., "Best wishes," "Love," "See you soon,").

5. Signature:

- Simply sign your name, or you can add a casual closing like "Love, [Your Name]".

3. Writing Tips

- **Be Clear and Concise:** Stick to the main points and avoid unnecessary details.
- **Proofread:** Check for spelling and grammar mistakes.
- **Tone:** Match the tone to the recipient and purpose. Formal for business, friendly for personal.
- **Handwritten vs. Typed:** Consider the formality and purpose when choosing between handwriting or typing the letter.

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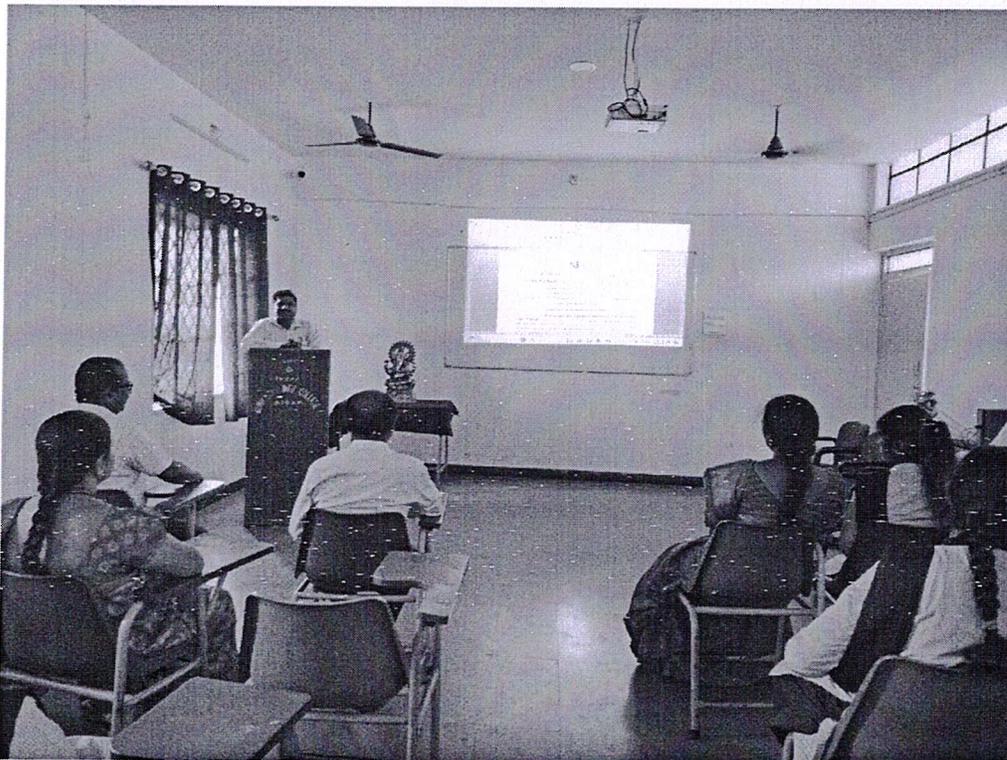
Mail : Gurunanakbedcollege@gmail.com

E-Mail IQAC: iqacgnbedc@gmail.com

Conclusion

The computer literacy program at Guru Nanak College of Education Bidar was a resounding success by focusing on skill enhancement practical training and networking, the program equipped non teaching staff with the tools and resources necessary to excel in their academic pursuits and future careers.

Computer Literacy for non-teaching staff



Pravir Singh

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Gurunanak College of Education

BIDAR-585403



Sri Nanak Jhira Saheb Foundation

GURU NANAK COLLEGE OF EDUCATION

Teachers Colony Manhalli Road Tq & Dist: Bidar-585 403

College Website: www.gurunanakbed.org

Mail: Gurunanakbedcollege@gmail.com

E-Mail IQAC: iqacgnbedc@gmail.com

Report on Computer Literacy

At Guru Nanak College of Education, Bidar

Date : 10-Jan-2022

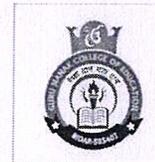
Resource Person – Sanjay Mainalle
Lecturer, GNFC Bidar

On the 10-Jan-2022 Guru Nanak College Of Education Bidar. Organized a workshop on computer literacy aimed at equipping non-teaching staff with creative and effective strategies to computer literacy the workshop focused on exploring computer Literacy.

Computer literacy refers to having a basic understanding of computer systems and the ability to use various software and hardware effectively. This includes skills such as

1. **Understanding Hardware and Software:** Knowing what components make up a computer (like the CPU, RAM, hard drive) and the difference between software (applications and operating systems) and hardware.
2. **Basic Operations:** Being able to turn a computer on and off, use a mouse and keyboard, and navigate an operating system (like Windows, macOS, or Linux).
3. **Using Applications:** Proficiency in using common applications like word processors (e.g., Microsoft Word), spreadsheets (e.g., Excel), and presentation software (e.g., PowerPoint). This also includes familiarity with internet browsers and email clients.
4. **File Management:** Understanding how to create, save, organize, and retrieve files and folders.

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BIDAR-585403



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5. **Internet Navigation:** Knowing how to search for information online, use search engines effectively, and understand basic web concepts like URLs and hyperlinks.
6. **Digital Communication:** Using email, messaging apps, and social media platforms responsibly and effectively.
7. **Basic Troubleshooting:** Identifying and resolving common computer issues, such as connectivity problems or software crashes.
8. **Cybersecurity Awareness:** Understanding basic principles of online safety, such as recognizing phishing scams, using strong passwords, and protecting personal information.

Computer literacy is an essential skill in today's digital world, whether for personal use, education, or professional work.

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2. Format and Structure

Formal Letter

1. **Sender's Address:**

- Top right corner of the page.
- Include your address and date.

2. **Date:**

- Written below your address, on the right side of the page.

3. **Recipient's Address:**

- On the left side, below the date.
- Include their full name, title (if applicable), company (if applicable), and address.

4. **Salutation:**

- Use a formal greeting (e.g., "Dear Mr. Smith," or "Dear Dr. Johnson,").

5. **Body:**

- **Introduction:** State the purpose of the letter.
- **Main Content:** Provide details or information.
- **Conclusion:** Summarize and state any desired outcome or action.

6. **Closing:**

- Use a formal sign-off (e.g., "Sincerely," "Yours faithfully,").

7. **Signature:**

- Leave space for your signature if it's a printed letter, then type your full name.

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8. Enclosures (if applicable):

- o Mention any documents you are including with the letter.

Informal Letter

1. Date:

- o Positioned at the top left corner.

2. Salutation:

- o Use a casual greeting (e.g., "Dear Jane," or "Hi Tom,").

3. Body:

- o Write in a conversational tone.
- o Share news, ask questions, or chat about various topics.

4. Closing:

- o Use a friendly sign-off (e.g., "Best wishes," "Love," "See you soon,").

5. Signature:

- o Simply sign your name, or you can add a casual closing like "Love, [Your Name]".

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- **Handwritten vs. Typed:** Consider the formality and purpose when choosing between handwriting or typing the letter.

Conclusion

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Mail: Gurunanakbedcollege@gmail.com

E-Mail IQAC: iqacgnbedc@gmail.com

Computer Literacy for non-teaching staff



D. Ravikiran

PRINCIPAL
Gurunanak College of Education
BIDAR-585403



Sri Nanak Jhira Saheb Foundation

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Mail : Gurunanakbedcollege@gmail.com

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Report on Computer Literacy
At Guru Nanak College of Education, Bidar

Date : 05-Feb-2021

Resource Person –Pratibha Panth

Lecturer, GNFC Bidar

On the 05-Feb-2021 Guru Nanak College Of Education Bidar. Organized a workshop on computer literacy aimed at equipping non-teaching staff with creative and effective strategies to computer literacy the workshop focused on exploring computer Literacy.

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Sri Nanak Jhira Saheb Foundation

GURU NANAK COLLEGE OF EDUCATION

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2. **Date:**
 - Written below your address, on the right side of the page.
3. **Recipient's Address:**
 - On the left side, below the date.
 - Include their full name, title (if applicable), company (if applicable), and address.
4. **Salutation:**
 - Use a formal greeting (e.g., "Dear Mr. Smith," or "Dear Dr. Johnson,").
5. **Body:**
 - **Introduction:** State the purpose of the letter.
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6. **Closing:**
 - Use a formal sign-off (e.g., "Sincerely," "Yours faithfully,").


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7. Signature:

- Leave space for your signature if it's a printed letter, then type your full name.

8. Enclosures (if applicable):

- Mention any documents you are including with the letter.

Informal Letter

1. Date:

- Positioned at the top left corner.

2. Salutation:

- Use a casual greeting (e.g., "Dear Jane," or "Hi Tom,").

3. Body:

- Write in a conversational tone.
- Share news, ask questions, or chat about various topics.

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Conclusion


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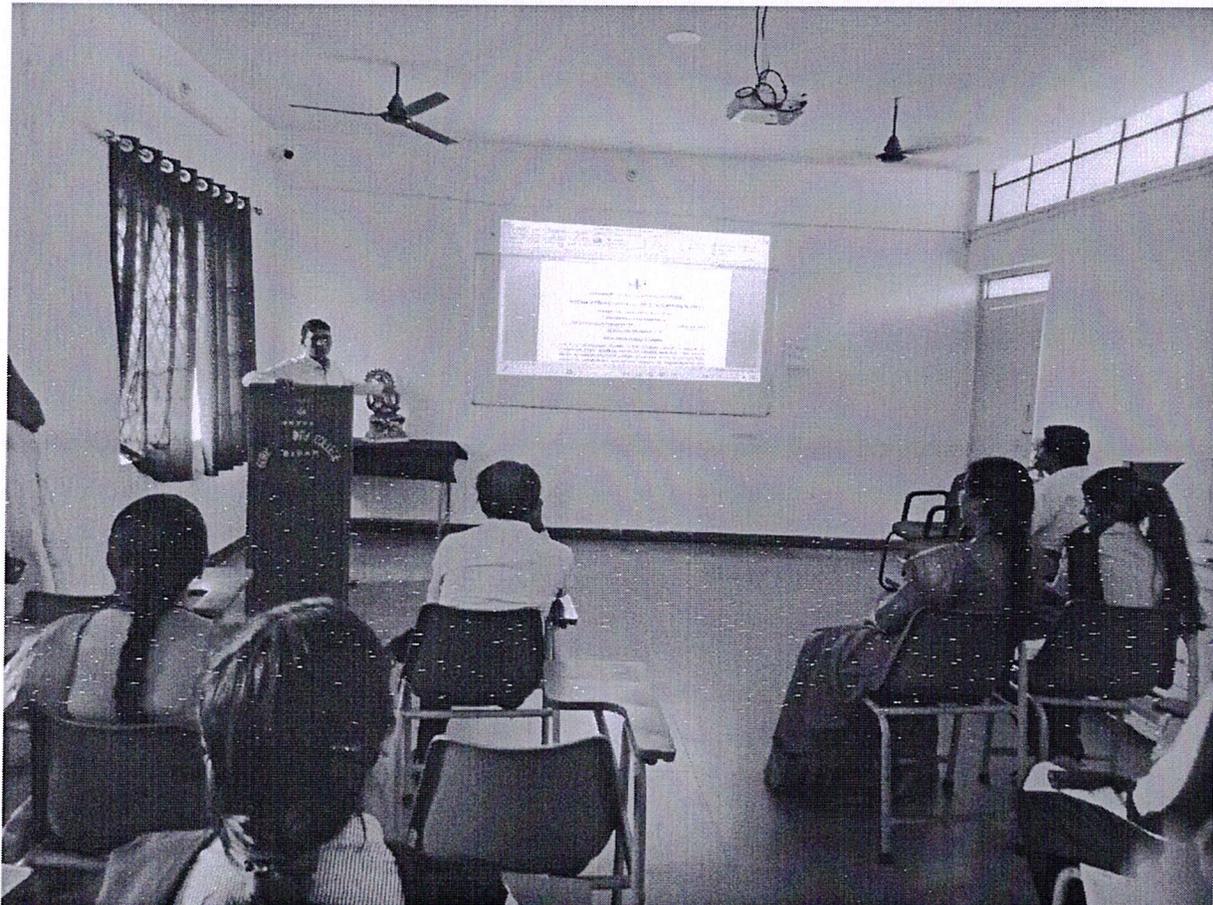
College Website: www.gurunanakbed.org

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The computer literacy program at Guru Nanak College of Education Bidar was a resounding success by focusing on skill enhancement practical training and networking, the program equipped non teaching staff with the tools and resources necessary to excel in their academic pursuits and future careers.

Computer Literacy for non-teaching staff



Davidson
PRINCIPAL
Gurunanak College of Education
BIDAR-585403



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GURU NANAK COLLEGE OF EDUCATION

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Report on Computer Literacy

At Guru Nanak College of Education, Bidar

Date : 28-April-2020

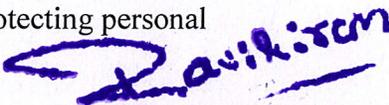
Resource Person –Dr. Soulshekhar

Lecturer, GNFC Bidar

On the 28-April-2020 Guru Nanak College Of Education Bidar. Organized a workshop on computer literacy aimed at equipping non-teaching staff with creative and effective strategies to computer literacy the workshop focused on exploring computer Literacy.

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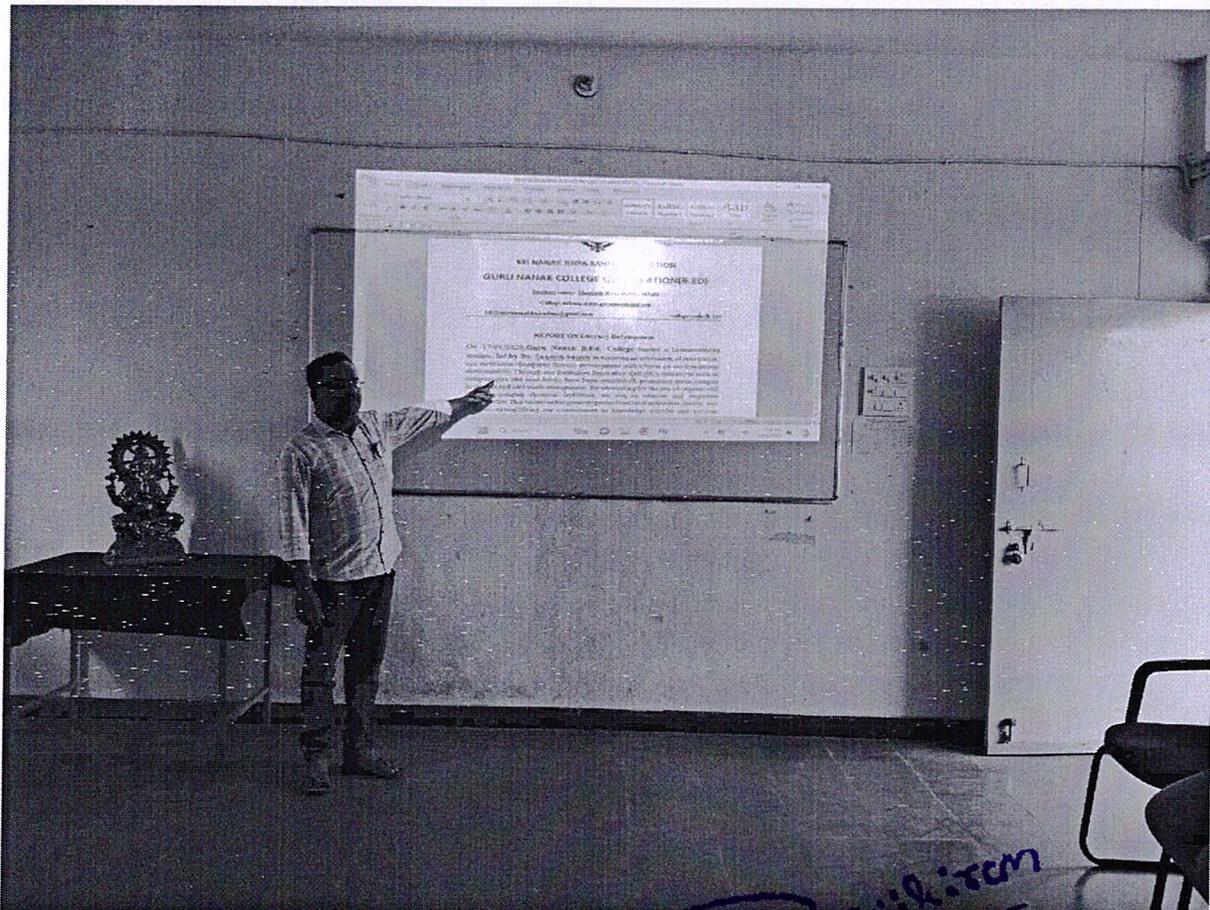
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Computer Literacy for non-teaching staff



[Handwritten Signature]
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Report on Computer Literacy
At Guru Nanak College of Education, Bidar
Date : 26-May-2019
Resource Person – Dr. Sanjay Mainalle
Lecturer , GNFC Bidar

On the 26-May-2019 Guru Nanak College Of Education Bidar. Organized a workshop on computer literacy aimed at equipping non-teaching staff with creative and effective strategies to computer literacy the workshop focused on exploring computer Literacy.

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Gurunanakbed College of Education



Sri Nanak Jhira Saheb Foundation

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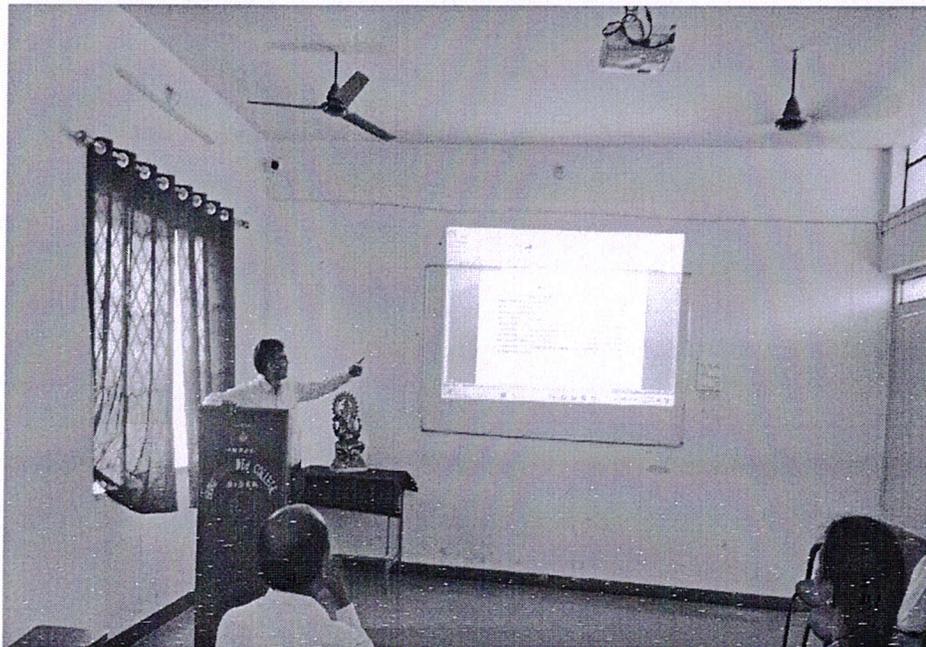
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D. Avikishan
PRINCIPAL
Gurunank College of Education
BIDAR-585403