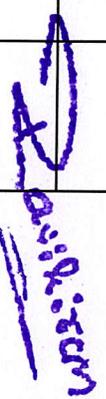


6.5.3 Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years

6.5.3.1: Number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years.

Year	Name of quality initiatives by IQAC / any other mechanism	Date/s of conducting the activity	Duration from – to	Number of participants		Link to the IQAC activities
				Teachers	Students	
2022-23	Public Speaking Skills	08/02/2023	1 Day, 08/02/2023	11	84	
2022-23	Save Water	02/09/2023	1 Day, 02/09/2023	11	85	
2022-23	Voting Awareness Program	04/10/2023	1 Day, 04/10/2023	11	86	
2022-23	Swachh Bharat Abhiyan	30/10/2023	1 Day, 30/10/2023	11	80	
2022-23	Innovative Teaching Methods and Learning Program	03/11/2023	1 Day, 03/11/2023	11	80	
2022-23	Education Awareness Programme	26/11/2023	1 Day, 26/11/2023	11	90	
2022-23	Students Introduction Programme	08/12/2023	1 Day, 08/12/2023	11	80	
2021-22	New Education Policy	12/01/2022	1 Day, 12/01/2022	11	90	
2021-22	Health and Hygiene Programme	25/01/2022	1 Day, 25/01/2022	11	86	
2021-22	How to Organize Waste Management	21/01/2022	1 Day, 21/01/2022	11	85	
2021-22	Innovative Pedagogies	22/02/2022	1 Day, 22/02/2022	11	85	
2021-22	New Emerging trends Enhancing Quality in Higher Education	18/03/2022	1 Day, 18/03/2022	11	80	
2021-22	Social Emotional Learning	09/05/2022	1 Day, 09/05/2022	11	85	
2020-21	AIDS Awareness Programme	29/01/2021	1 Day, 29/01/2021	8	80	
2020-21	Positive and Negative effects of Social Media	28/05/2021	1 Day, 28/05/2021	8	80	

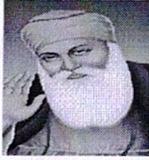


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2020-21	Environment Awareness Programme	05/06/2021	1 Day, 05/06/2021	8	85	
2020-21	Health Awareness Programme	27/09/2021	1 Day, 27/09/2021	8	87	
2020-21	Educational Psychology	26/11/2021	1 Day, 26/11/2021	8	80	
2019-20	Case Study of B.Ed students	16/02/2020	1 Day, 16/02/2020	8	82	
2019-20	Disaster Management	11/05/2020	1 Day, 11/05/2020	8	80	
2019-20	Free Covid-19 testing in Association with PHC Mailoor	15/10/2020	1 Day, 15/10/2020	8	60	
2019-20	Value Education	08/12/2020	1 Day, 08/12/2020	8	82	
2018-19	Child Protection Law	06/03/2019	1 Day, 06/03/2019	8	88	
2018-19	The role of arts and Humanities in human flourishing	11/04/2019	1 Day, 11/04/2019	8	80	
2018-19	Students enhancement skill developments	04/06/2019	1 Day, 04/06/2019	8	85	


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E-Mail IQAC: iqacgnbedc@gmail.com

Report on Public Speaking Skills

at

Guru Nanak College of Education, Bidar

Date: 8th - February - 2023

Location: Guru Nanak College of Education, Bidar

Resource Person: Prof. Sumitra

Dattagiri College of Education Bidar

On the 8th-Feb -2020, Guru Nanak College of Education in Bidar organized a comprehensive programme on Public Speaking skills

The event was attended by: Students from various education programmes at Guru Nanak College of Education. Faculty members and administrative staff.

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Abstract :

The college and career, strong public speaking skills will set you apart, make you feel more confident, and give you the ability to take on leadership roles.

Public speaking offers one of the most effective ways to get your point across, demonstrate your knowledge, and influence others. It can even help you stay organized and improve your writing and interpersonal communication.

Many people who appear completely comfortable in front of crowds started out with a significant fear of public speaking. By overcoming this fear, practicing, and gaining confidence, you can give yourself big advantages in life.

Objectives:

Study Great Public Speakers

Relax Your Body Language

Practice Voice and Breath Control

Prepare Talking Points

Conclusion

Good communication is never perfect, and nobody expects you to be perfect. However, putting in the requisite time to prepare will help you deliver a better speech. You may not be able to shake your nerves entirely, but you can learn to minimize them.

A handwritten signature in blue ink, appearing to read "David R. ...".

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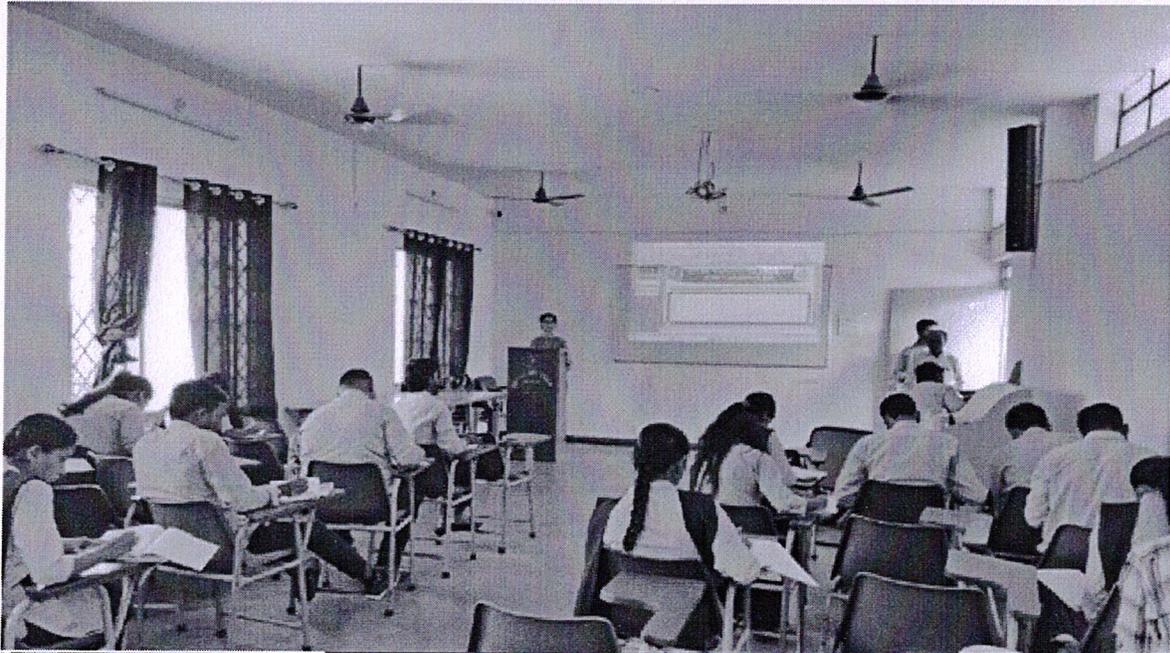
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Public Speaking Skills



D. Ravikiran
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E-Mail IQAC: iqacgnbedc@gmail.com

Report on Save Water

at

Guru Nanak College of Education, Bidar

Date: 2nd–September -2023

Location: Guru Nanak College of Education, Bidar

Resource Person: Prof. Chandrashekhar

Siddhrath College of Education, Bhalki

On the 2nd–Sept -2020, Guru Nanak College of Education in Bidar organized a comprehensive programme on Save Water.

The event was attended by: Students from various education programmes at Guru Nanak College of Education. Faculty members and administrative staff.

Abstract: Water is the most important and valuable natural resource on Earth. It sustains all life. There is no life without water. Water is not only important for human beings but for the entire ecosystem. Without enough water, the existence of humans, as

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well as animals, is next to impossible. After fresh air, water is the second most important natural resource for the survival of any living being.

Water is necessary for the survival of each living creature on this planet, be it a small worm, plant, or full-grown tree. Animals and plants cannot survive without water. About 71% of Earth's surface is covered with water. Unfortunately, only 3% of the water available is freshwater. About two-thirds of the freshwater lies in the form of frozen glaciers and ice caps. The rest of the small portion is available in the form of groundwater and surface water.

We totally depend on water for multiple purposes. Water is used in agriculture for the irrigation of crops. We use water for drinking, cooking, cleaning, bathing, and other domestic purposes. Water is used for recreational activities. In industries, water is used as a coolant, solvent and also used in other manufacturing purposes. Hydroelectricity is generated with the help of water. Water is also used for navigation and transportation of goods. This tells us how water is the most essential component of life and every drop of water is vital for sustenance. Therefore, water conservation is important to save life on this planet.

Saving Water: Need of the Hour

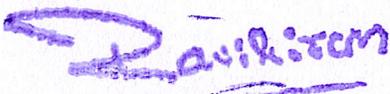
Many places face extreme water scarcity due to extremely bad weather conditions, leading to less rainfall and groundwater depletion. In other parts of the world, groundwater is either unusable or overused. As the world's population is growing, so increase in industries and globalisation, causing groundwater to be overused and resulting in water scarcity.

The World Health Organisation (WHO) data shows that many people on this planet don't have access to clean and fresh drinking water. These situations are becoming worse day by day, and we need an immediate plan to control this situation. Various collective measures have to be taken by every individual on this planet and the government of every country to control water scarcity.

Government should impose some strict rules for the conservation of water. The government and the citizens have to take the initiative to create awareness and promote the "conservation of water." One such initiative taken by the Modi government in India was "JANSHAKTI FOR JALSHAKTI." This programme began as a means of working toward a brighter future.

Initiatives taken by Some State Governments:

1. The Punjab government contributed to saving water resources by avoiding waterlogging and fixing the drain leakage.
2. The Rajasthan government has taken the initiative to construct small ponds, which helped the local people of Rajasthan in many ways.


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3. Villages of Telangana have constructed water tanks to conserve rainwater for future use.

These states are an inspiration, and others should also take a step forward to conserve and clean the water, water bodies, and groundwater.

Water saving should be and is the universal responsibility of every human being, living on this Earth.

There are many ways in which we can save water and reduce their pollution:

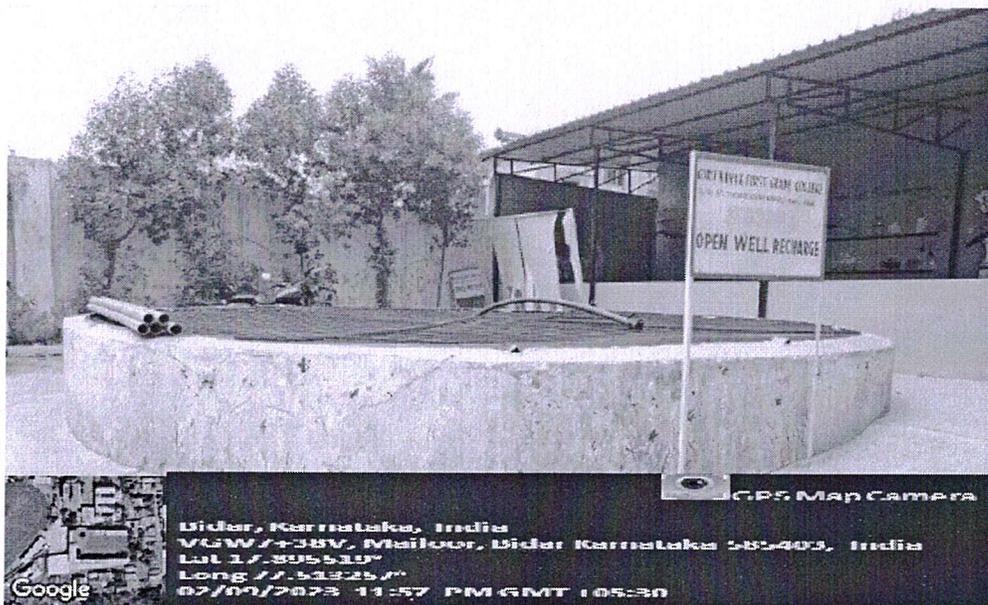
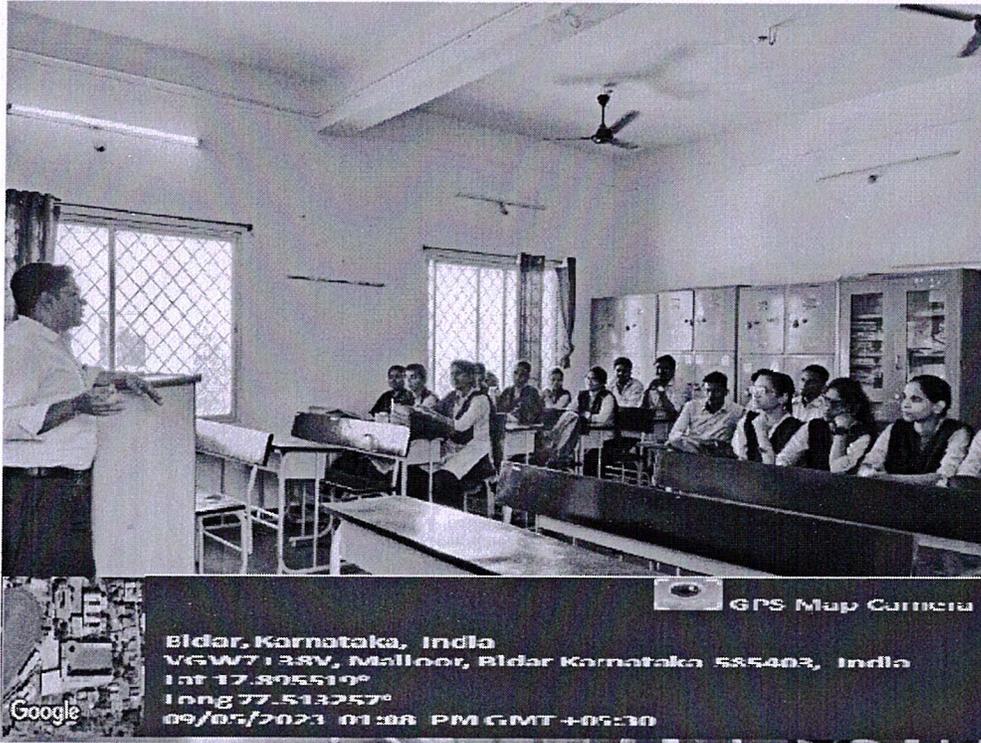
1. Be responsible to save water daily. Use only the required amount of water and avoid wastage. We should use water wisely.
2. We should use a washing machine to full capacity for washing clothes.
3. We should not let the tap run while washing hands and face.
4. We should water plants in the evening or early morning to minimise evaporation.
5. We should make provisions to store rainwater on rooftops and reuse the water for household purposes.
6. Bigger Communities and farmers should adapt to the practice of Rainwater harvesting.
7. The industrial waste should be treated properly instead of dumping it into rivers.
8. We should stop using plastics and dispose of them in an adequate way.
9. We can make people aware about water problems by means of social campaigns and other ways.

Conclusion

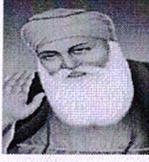
We cannot imagine our lives without water. It is unfortunate that mankind has neglected this precious gift from God. Conservation of water is a necessity to save life. All living organisms on this planet need water to survive. If we do not give importance to saving or conservation of water then our future generations will face water scarcity.


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Save Water



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Report on Voting Awareness Programme

at

Guru Nanak College of Education, Bidar

Date: 4th – October -2023

Resource Person: Prof. M. Kattimani

Guru Nanak College of Education Bidar

Location: Guru Nanak College of Education, Bidar

On 4th–Oct -2023, Guru Nanak College of Education in Bidar organized a comprehensive programme on Voting Awareness Programme.

The event was attended by: Students from various education programmes at Guru Nanak College of Education. Faculty members and administrative staff.

Abstract:

To persuade minorities, the homeless, disabled persons, and many others who lack access to the vote for a variety of reasons including poverty, illiteracy, intimidation, or unfair election processes to participate in the election process. To ensure that people understand their right as voters and exercise that right with full

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knowledge and responsibility To educate the voter about the importance of vote in democratic country like India by voting for a suitable and right candidate.

Objectives

- To impart knowledge on voting procedure.
- To educate them about the importance and use of Electors Photo Identity Cards (EPIC) in different Government Schemes, Passport Preparation and Opening Bank Accounts etc.
- To encourage the voters to participate in the democracy by enrolling themselves in the Electoral Rolls and voting at the time of Election.

Election process

- Importance of voting in an election.
- Enrolment as a voter and knowledge of Electoral roll.
- EPIC cards.
- Polling process-Process of identification, directions of polling staff, tendered votes etc.
- Awareness about EVM's and how to cast votes on EVM's.
- Basic knowledge about electoral offences and various do's and don'ts.
- Basics of Model code of conducts and the rights of citizens covered under MCC like prevention of defacement of private property, abuse of loudspeakers etc.

Electoral education

- Implies education of future voters.
- Should ideally start in schools.
- Should cover aspects like voter motivation and preparedness to participate in the electoral process, voting and electoral process, link between basic human rights and voting rights; the role, responsibilities and rights of voters; the relationship between elections and democracy and the conditions necessary for democratic elections; secrecy of the ballot; why each vote is important and its impact on public accountability; and how votes translate into seats.
- Voter awareness should be a continuous process instead of a one off exercise.
- After the election process sets in, there is not much time left for this exercise.
- Involvement of Industrial associations/ other organizations. Seminars should be organized at all the Industrial Units where young generation is in working class.
- Voter's Education Awareness Programmes should be conducted on a regular basis in the senior secondary schools, colleges and other Educational Institutions. Electoral process and EVM awareness should be included as a


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part of the curriculum. Organizing debates and competitions in schools/ universities should also be encouraged.

Conclusion:

By taking help of citizen groups, Mahila Mandals/ Yuwak Mandals and NGOs by holding meetings in their local area, to consider debate and discuss jointly what are the important issues before us, which require to be met, and what are we as citizens looking for. They can invite the candidates for an open meeting, and assess their abilities and their track record.

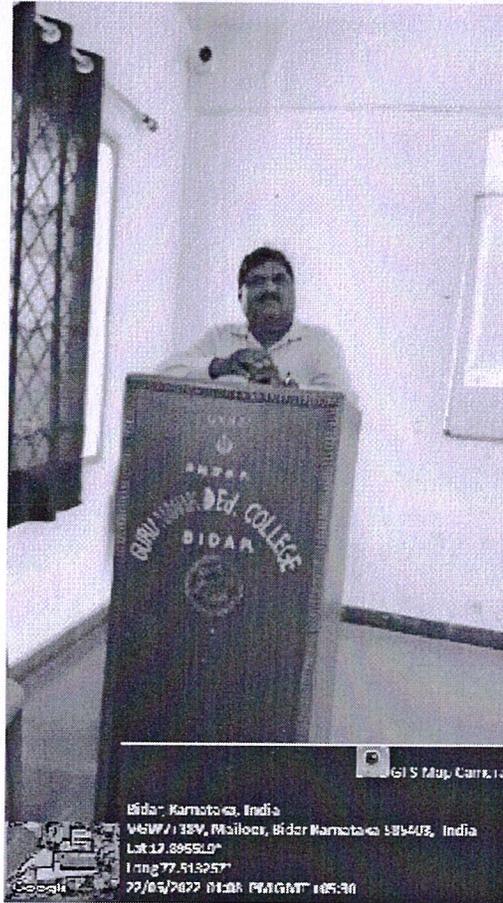


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Voting Awareness Program




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Report on Swachh Bharath Abhiyaan

at

Guru Nanak College of Education, Bidar

Date: 30th–October -2023

Resource Person: Prof. Priyadarshani

Guru Nanak First Grade College, Bidar

Location: Guru Nanak College of Education, Bidar

On the 30th–**October** -2023, Guru Nanak College of Education in Bidar organized a comprehensive programme on Swachh Bharath Abhiyaan.

“Cleanliness is next to Godliness.”

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

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Introduction:

It is the mantra of Mahatma Gandhiji, Father of Nation. He demonstrated, propagated and insisted for individual and community cleanliness throughout his life. Following his footprints, Swachh Bharat Mission campaign achieved encouraging results. This vision will be translated into action by bringing in community participation for clean toilets and integrated waste management.

CENTRAL OBJECTIVE: To contribute in swachh Bharat Abhiyan activity & undertake cleanliness drive

ACTIVITIES: It is everybody's responsibility and one should keep themselves and their surroundings clean and hygienic. It also brings good and positive thoughts in the mind which slows down the occurrence of diseases.

CONCLUSION:

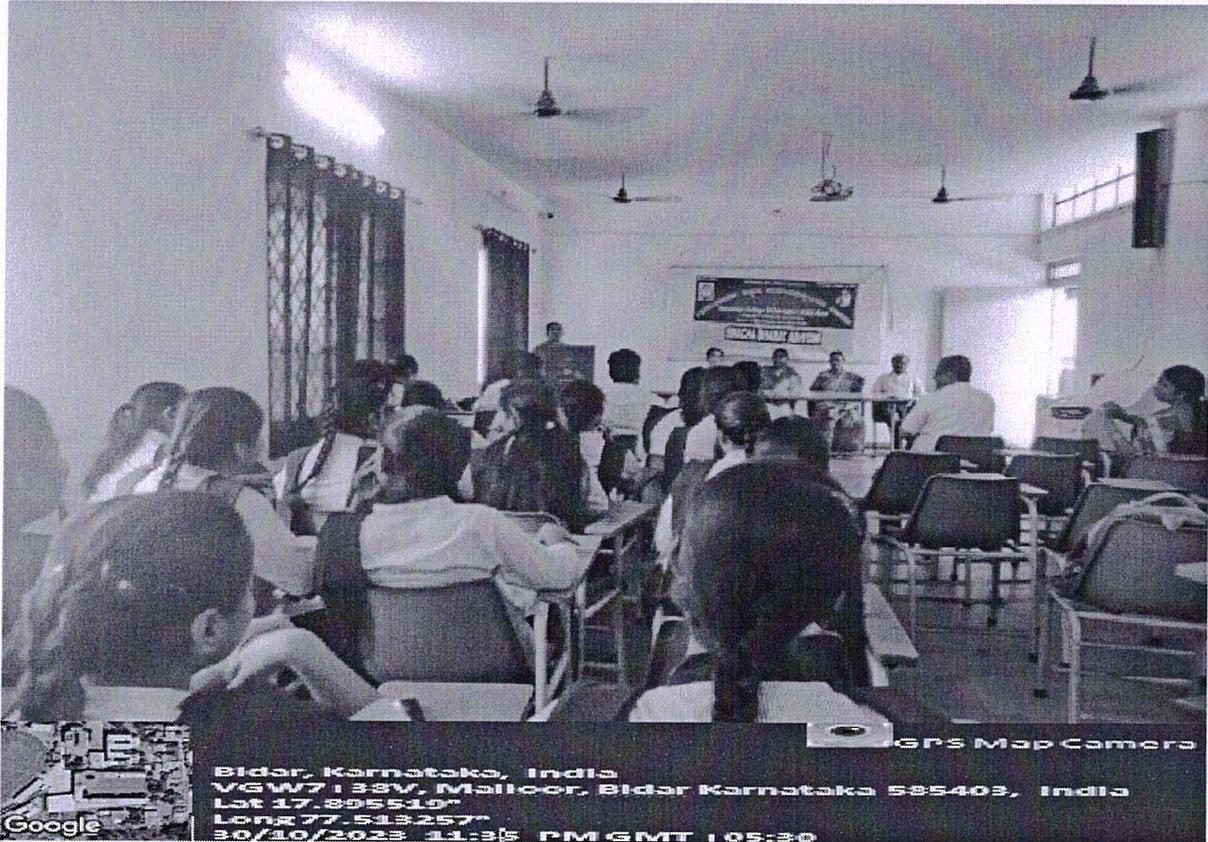
The Swachh Bharat Abhiyan is the most significant cleanliness campaign by the Government of India. Its responsibility of the entire citizens to keep their surrounding clean. Community people were encouraged to maintain their surrounding clean.



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Swachh Bharath Abhiyaan



Pravikiran

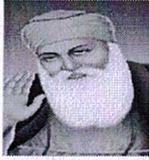
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Principals

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Report

on

Innovative Teaching Methods and Learning Programme

at

Guru Nanak College of Education, Bidar

Date: 3rd - November - 2023

Location: Guru Nanak College of Education, Bidar

Resource Person: Prof. Narasareddy

Rajeev Gandhi College of Education, Bidar

On the 3rd - November - 2023, Guru Nanak College of Education in Bidar organized a comprehensive programme on Innovative Teaching Methods and Learning Program

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The event was attended by: Students from various education programmes at Guru Nanak College of Education. Faculty members and administrative staff.

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


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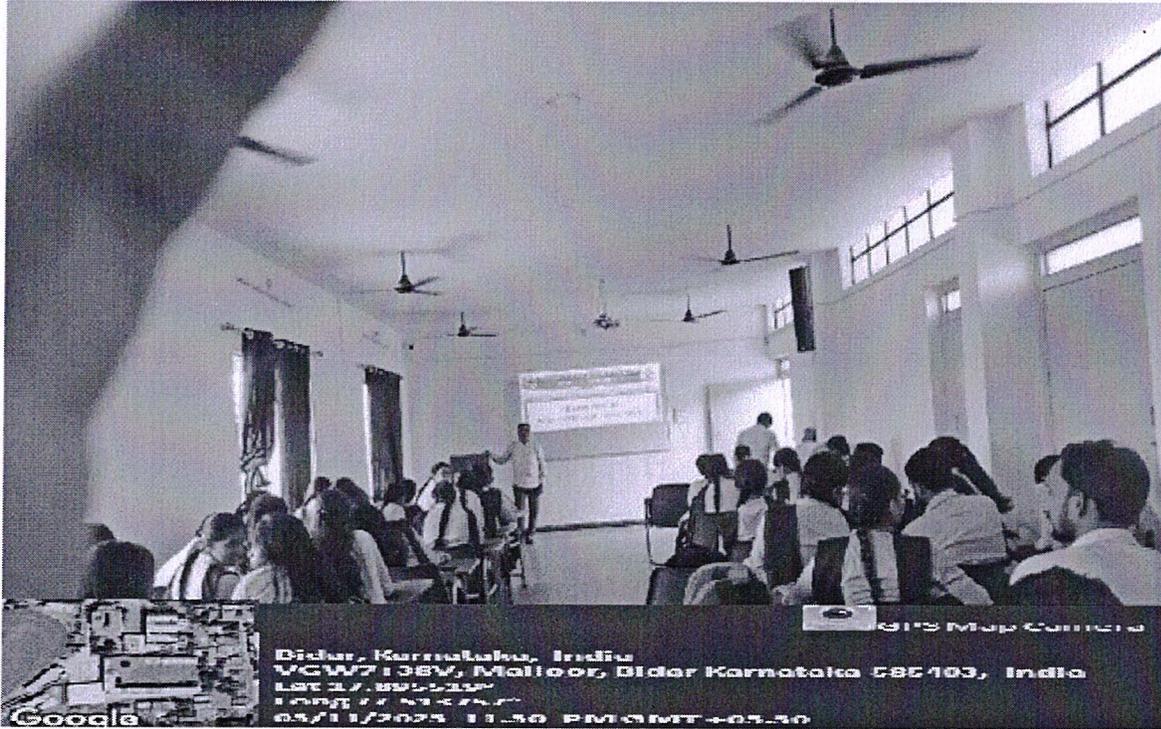
same time it also led to widespread concern on the quality and relevance of the higher education. To address these concerns, the National Policy on Education (NPE, 1986) and the Programme of Action (PoA, 1992) that spelt out strategic plans for the policies, advocated the establishment of an independent 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

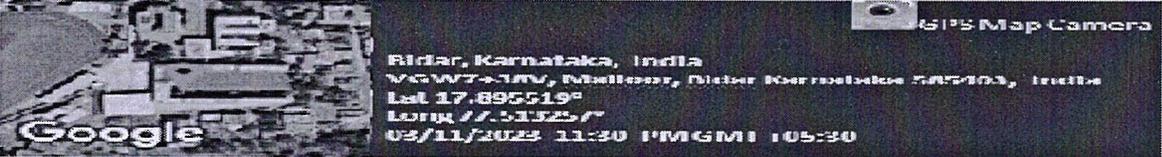
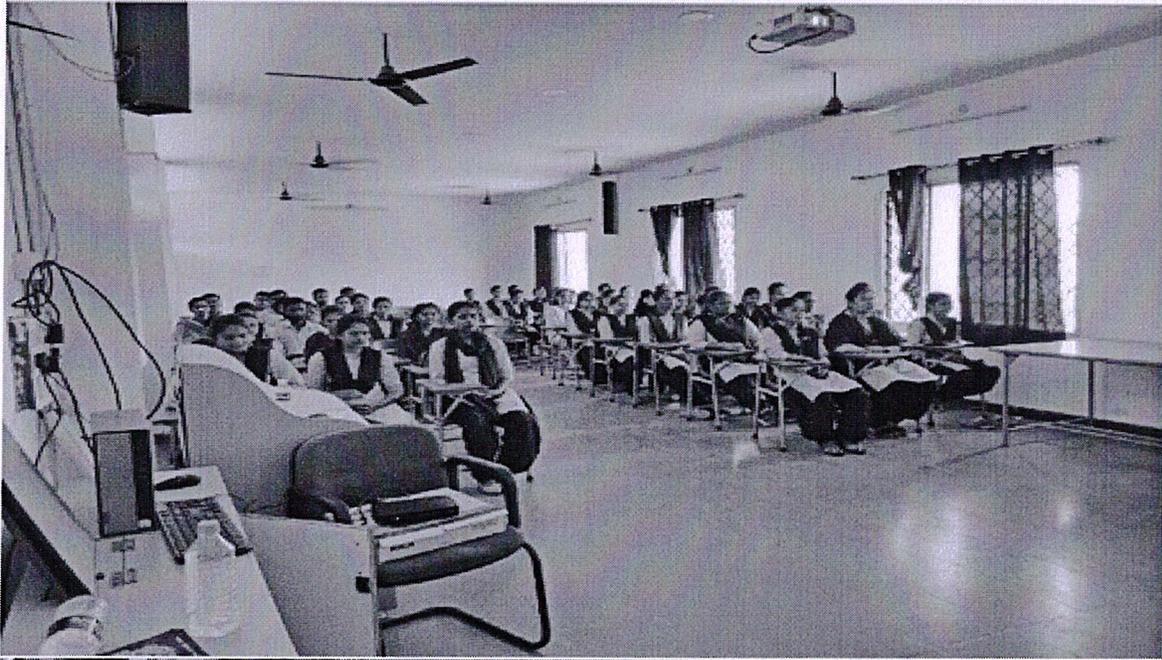
New technologies continue to emerge and bring with them the promise to reform and revitalize today's higher education system. In this paper, we discussed such major technologies including Computerized Grading; E - Textbooks; Simulation Technology; Gamification; Flipped Classrooms; Active Learning Classrooms; 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



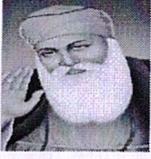
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Report on Education Awareness Programme for Dropout students in Mailoor

Date: 26th Novemeber-2023

Guru Nanak College of Education, Bidar

Resource Person: S.B. Kulkarni

Basaveshwar College of Education Jevergi

Introduction:

On 26th Novemeber-2023, an Education Awareness Programme was conducted at Guru Nanak College of Education, Bidar, with a focus on addressing the issue of dropouts in Chitta Village. The programme aimed to educate both students and staff about the importance of education and strategies to prevent dropout rates in rural areas.

Programme Overview:

The programme commenced at 10:00 AM and continued until 1:00 PM. It consisted of various sessions and activities designed to engage participants and raise awareness about the significance of education. The key components of the programme included:

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Introduction to the Issue:

The session began with an overview of the dropout problem in Chitta Village, highlighting the factors contributing to high dropout rates such as poverty, lack of infrastructure, and societal norms.

Statistics and case studies were presented to underscore the urgency of addressing this issue.

Importance of Education:

A session emphasizing the importance of education in individual growth, societal development, and nation-building was conducted.

Discussions were held to explore how education empowers individuals, improves livelihoods, and fosters social progress.

Interactive Workshops:

Interactive workshops were organized to brainstorm solutions to prevent dropouts and enhance educational participation in rural areas.

Participants were encouraged to share their insights and experiences, fostering a collaborative approach to addressing the issue.

Role of Community and Institutions:

The role of community leaders, educational institutions, and government agencies in tackling dropout rates was discussed.

Strategies for building stronger community-school partnerships and providing support to at-risk students were explored.

Awareness Campaigns:

Plans for conducting awareness campaigns in Chitta Village to highlight the benefits of education and dispel myths surrounding schooling were outlined.

Volunteers were invited to participate in these campaigns and contribute to spreading awareness in the community.

Conclusion:


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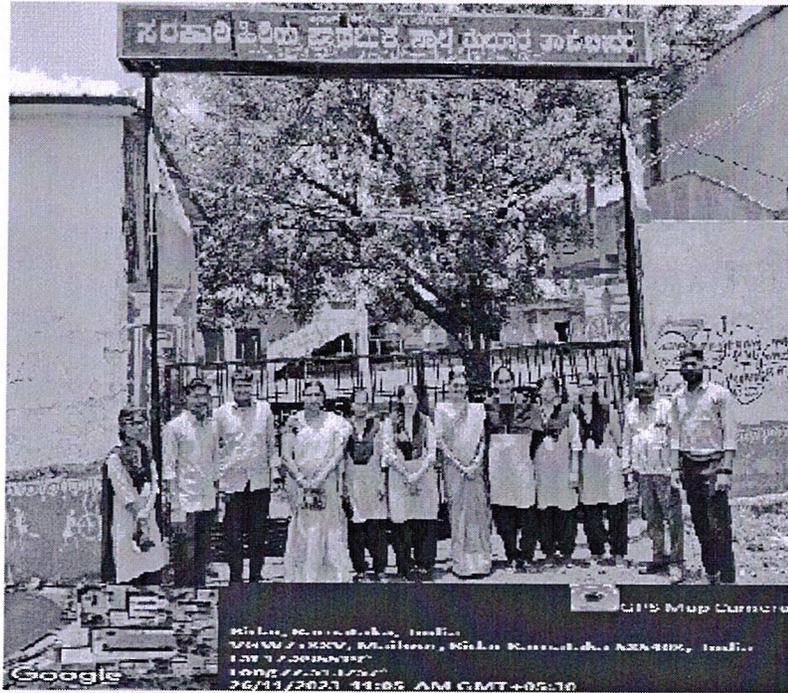
The Education Awareness Programme for Dropouts in Chitta Village concluded with a renewed commitment from participants to take proactive measures to address the issue of dropout rates. It was emphasized that sustained efforts from all stakeholders are essential to create a conducive environment for education and reduce dropout rates effectively.

Recommendations:

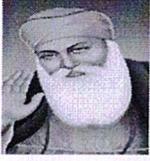
- Continued engagement with Chitta Village community members to understand their specific challenges and tailor interventions accordingly.
- Regular monitoring and evaluation of dropout rates to assess the impact of awareness campaigns and intervention strategies.
- Collaboration with local authorities and NGOs to implement sustainable solutions for improving access to education and reducing dropout rates in rural areas.
- Overall, the programme served as a catalyst for initiating dialogue and action towards promoting educational inclusivity and reducing dropout rates in Chitta Village and similar rural communities.


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Education Awareness Programme for Dropout students in Mailoor



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Report on Students Introduction Programme at Guru Nanak College of Education, Bidar

Date: 8th December -2023

Location: Guru Nanak College of Education, Bidar

Resource Person: Dr. Basavaraj B.A

Rural College of Education, Aurad (B)

On the 8th December 2023, Guru Nanak College of Education in Bidar organized a Students Introduction Programme aimed at welcoming new students and providing them with essential information about the college, its facilities, and academic expectations. The programme also served as an opportunity for new students to meet faculty members, staff, and fellow classmates, fostering a sense of belonging and community within the college.

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Programme Overview

The Students Introduction Programme was a half-day event that included a series of orientation sessions, interactive activities, and campus tours designed to familiarize new students with the college environment and resources available to them. The programme was structured to address both practical and academic aspects of student life, ensuring a smooth transition for incoming students.

Participants

The programme was attended by: New students who had recently enrolled in various education programmes at Guru Nanak College of Education. Faculty members, administrative staff, and senior students who served as guides and mentors during the event.

Key Components

- 1. Welcome Address:** The programme began with a warm welcome from college administrators, who introduced new students to the college's mission, values, and academic programmes. This session provided an overview of what to expect during their time at Guru Nanak College of Education.
- 2. Campus Tour:** New students were taken on a guided tour of the college campus, including classrooms, laboratories, libraries, and other facilities. This tour familiarized students with the physical layout of the college and highlighted key resources available to them.
- 3. Academic Advising:** Faculty members and academic advisors conducted sessions to provide information about course requirements, academic policies,


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and support services available to students. This session helped new students understand their academic responsibilities and plan their course of study effectively.

4. **Interactive Activities:** The programme included interactive ice-breaking activities and group discussions to facilitate introductions and promote interaction among new students. These activities encouraged students to get to know each other and build relationships with their peers.

5. **Q&A Session:** The programme concluded with a question-and-answer session where new students had the opportunity to ask questions and seek clarification on any aspect of college life. Faculty members and senior students were available to provide guidance and address concerns.

Outcomes

- **Increased Familiarity:** New students gained a better understanding of the college environment, resources, and academic expectations, reducing feelings of anxiety and uncertainty.
- **Community Building:** The programme facilitated connections and friendships among new students, as well as between students and faculty members, fostering a sense of belonging and support within the college community.
- **Empowerment:** By providing essential information and support, the programme empowered new students to navigate their college journey with confidence and make informed decisions about their academic and personal development.

Conclusion

The Students Introduction Programme at Guru Nanak College of Education in Bidar was a valuable initiative that set a positive tone for new students' college experience. By providing a welcoming and informative environment, the


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programme ensured a smooth transition for incoming students and laid the foundation for their academic success and personal growth.

Recommendations for Future Programmes:

- Incorporate feedback from new students to continuously improve and refine the orientation programme.
- Provide ongoing support and resources for new students throughout their first semester to facilitate their adjustment and integration into college life.
- Encourage active participation and engagement from both new students and college staff to maximize the effectiveness of the orientation programme.
- Overall, the Students Introduction Programme demonstrated Guru Nanak College of Education's commitment to supporting student success and fostering a sense of community and belonging among its diverse student body.


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Students Introduction Programme



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Report on New Education Policy Programme

at Guru Nanak College of Education, Bidar

Date: 12th –January -2022

Location: Guru Nanak College of Education, Bidar

Resource Person: Prof. Shivakumar Uppe

Govt. First Grade Degree College, Bidar

On the 12th –January -2022, Guru Nanak College of Education in Bidar organized a comprehensive programme to discuss the New Education Policy (NEP) with its students and staff. The objective of the programme was to familiarize the college community with the key aspects of the NEP and its implications for the future of education in India.

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Programme Overview

The NEP programme was structured as a full-day event comprising expert talks, interactive sessions, and group discussions. The focus was on understanding the core principles of the policy, its impact on teaching and learning, and the roles and responsibilities of educators and students in implementing the new framework.

Participants

The event was attended by: Students from various education programmes at Guru Nanak College of Education. Faculty members and administrative staff. Education experts and policymakers who provided insights into the NEP.

Key Components

- 1. Inaugural Session:** The programme began with an inaugural session where the principal introduced the objectives of the NEP and the importance of aligning the college's educational practices with the new policy. This session set the stage for an informative and engaging day.
- 2. Overview of the New Education Policy:** An education expert provided a detailed overview of the NEP, covering its vision, mission, and key components. The presentation included the policy's emphasis on holistic and multidisciplinary education, the integration of vocational education, and the focus on foundational literacy and numeracy.
- 3. Curriculum and Pedagogy:** Sessions were conducted on the changes in curriculum and pedagogy proposed by the NEP. These sessions highlighted the shift towards experiential learning, critical thinking, and the use of technology in education. Participants were encouraged to think about how these changes could be implemented in their teaching practices.



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4. Teacher Education and Professional Development: A session focused on the implications of the NEP for teacher education and professional development. Topics included the new standards for teacher training, continuous professional development, and the role of teachers in fostering an inclusive and equitable education system.

5. Assessment Reforms: Discussions on assessment reforms proposed by the NEP were held, emphasizing formative assessments, competency-based assessments, and the reduction of high-stakes examinations. Participants explored how these reforms could lead to a more comprehensive evaluation of students' abilities.

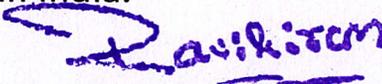
6. Inclusive and Equitable Education: The programme included a session on the NEP's commitment to ensuring inclusive and equitable education for all students, regardless of socio-economic background. Strategies for supporting diverse learning needs and creating an inclusive classroom environment were discussed.

7. Interactive Workshops: Interactive workshops were conducted where participants engaged in group activities to brainstorm ideas on implementing the NEP in their classrooms. These workshops fostered collaboration and creative thinking among students and faculty.

8. Feedback and Q&A Session: The day concluded with a feedback and Q&A session where participants had the opportunity to ask questions, share their perspectives, and provide feedback on the programme. This session helped clarify doubts and reinforced the understanding of the NEP.

Outcomes

- **Enhanced Understanding:** Participants gained a comprehensive understanding of the New Education Policy and its implications for the future of education in India.


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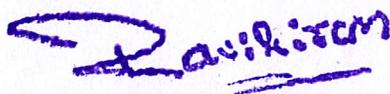
- **Practical Insights:** Faculty members and students received practical insights and strategies for implementing the key components of the NEP in their educational practices.
- **Increased Engagement:** The interactive nature of the programme fostered active participation and engagement, encouraging attendees to take an active role in the implementation of the NEP.
- **Preparedness for Change:** The programme prepared the college community for the changes and opportunities brought about by the NEP, promoting a proactive approach to adopting new educational practices.

Conclusion

The New Education Policy programme at Guru Nanak College of Education in Bidar was a successful and enlightening event that equipped students and staff with the knowledge and tools necessary to embrace the changes proposed by the NEP. By fostering a deeper understanding of the policy and encouraging active participation, the programme ensured that the college is well-prepared to implement the new educational framework.

Recommendations for Future Programmes:

- Conduct follow-up sessions and workshops to continue exploring specific aspects of the NEP and their practical applications.
- Establish a task force within the college to oversee the implementation of the NEP and support faculty and students in adapting to the new policy.
- Facilitate partnerships with other educational institutions and organizations to share best practices and resources for effective NEP implementation.
- Overall, the programme demonstrated Guru Nanak College of Education's commitment to staying at the forefront of

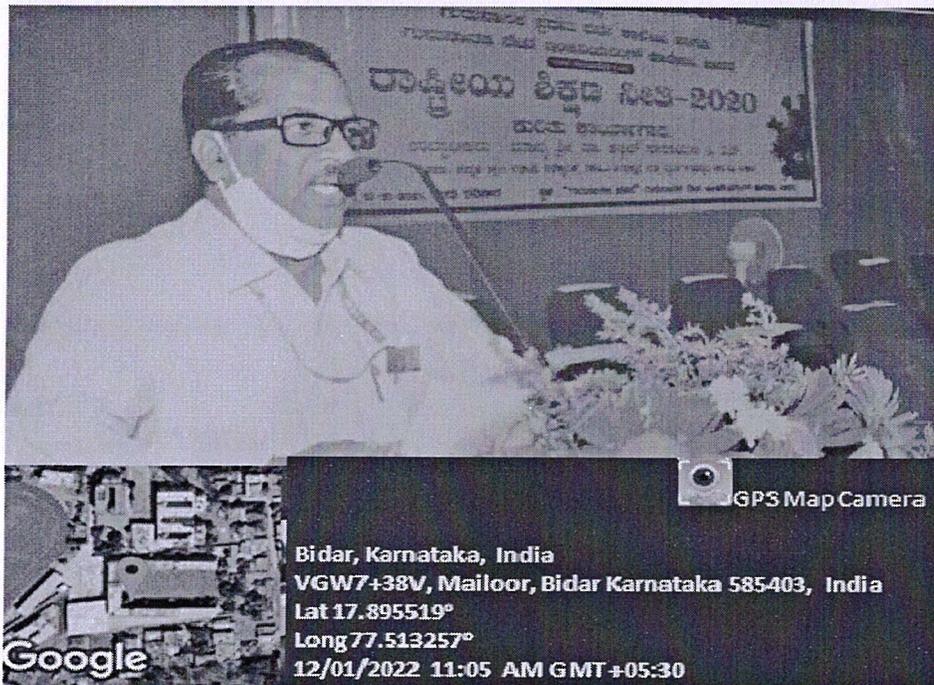
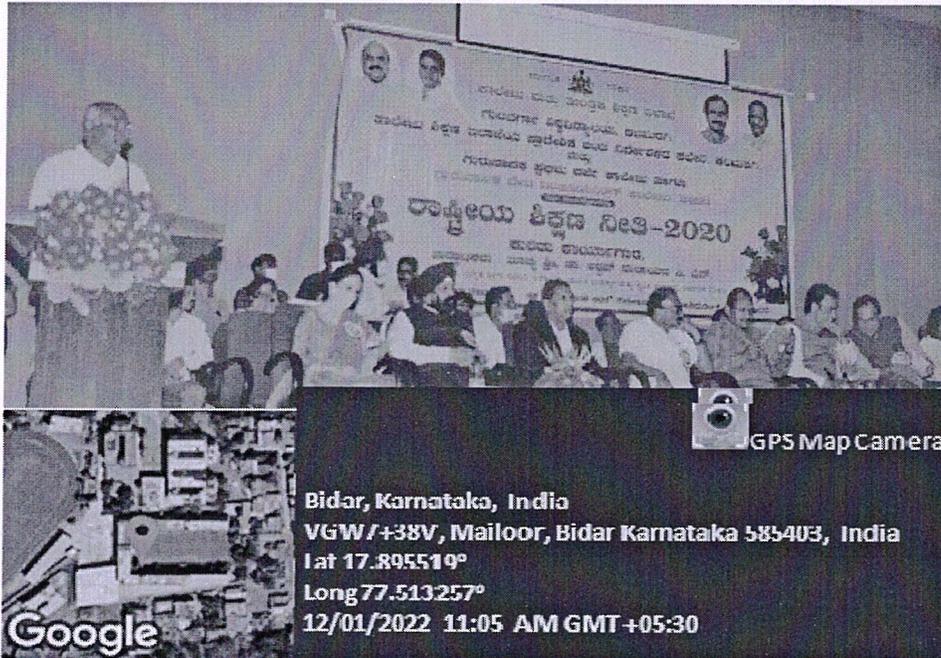


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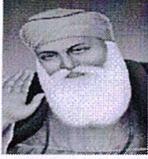
educational reforms and ensuring that its community is well-informed and prepared for the future of education in India.

New Education Policy -2020



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Report on Health and Hygiene Programme

at Guru Nanak College of Education, Bidar

Date: 25 - January - 2022

Location: Guru Nanak College of Education, Bidar

Resource Person: Dr. Suvin Patil

Personal & Environmental Hygiene

Introduction :

The Health and Hygiene Programme conducted at Guru Nanak College of Education, Bidar, was an informative event designed to promote awareness and practices related to personal health and hygiene among students and staff. The program featured healthcare professionals, educators, and public health experts who provided valuable insights and practical advice on maintaining good health and hygiene.

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Objectives of the Programme

1. Health Awareness : To educate participants on the importance of maintaining good health and hygiene.
2. Preventive Measures : To provide information on preventive measures against common diseases.
3. Hygiene Practices : To encourage the adoption of effective hygiene practices in daily life.
4. Community Health : To promote a culture of health and hygiene within the college community.

Key Topics Covered

1. Personal Hygiene :

- Importance of regular handwashing.
- Oral hygiene practices.
- Personal grooming and cleanliness.

2. Healthy Living:

- Balanced diet and nutrition.
- Importance of physical exercise.
- Mental health and stress management.

3. Disease Prevention:

- Common infectious diseases and their prevention.
- Vaccination and its importance.
- First aid and emergency care basics.

4. Environmental Hygiene:

- Maintaining cleanliness in living and learning environments.
- Waste management and recycling practices.
- Role of hygiene in preventing illness.



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1. Speakers and Their Contributions

- Dr. Suvin Patil Public Health Expert: Provided a comprehensive overview of personal and environmental hygiene practices.
- Dr. Suvarna jailata , Nutritionist:* Shared insights on maintaining a balanced diet and the role of nutrition in overall health.
- Dr. Gnyaneshwar , Fitness Coach:* Discussed the importance of physical activity and demonstrated simple exercises.
- Dr. Jaishree b, Mental Health Professional:* Talked about stress management techniques and mental well-being

Activities and Workshops

- 1. Handwashing Demonstration: A practical session on the proper technique for handwashing to prevent the spread of germs.
- 2. Nutrition Workshop: Interactive session on planning balanced meals and understanding nutritional labels.
- 3. Exercise Session: Group exercise activities led by the fitness coach to emphasize the importance of physical fitness.
- 4. Mental Health Awareness: Activities and discussions focused on reducing stress and promoting mental health.

Outcomes and Feedback

- Participant Feedback: Attendees reported an increased awareness of health and hygiene practices. They found the practical sessions particularly beneficial.
- Health Pledge: Participants took a pledge to maintain personal and environmental hygiene and to spread awareness in their communities.
- Follow-up Plan:*The college intends to organize periodic health and hygiene sessions and establish a health club to promote ongoing awareness and activities.


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Conclusion

The Health and Hygiene Programme at Guru Nanak College of Education, Bidar, was a successful event that significantly raised awareness about essential health and hygiene practices. The program equipped participants with the knowledge and skills to maintain good health and fostered a commitment to creating a healthier community within the college.

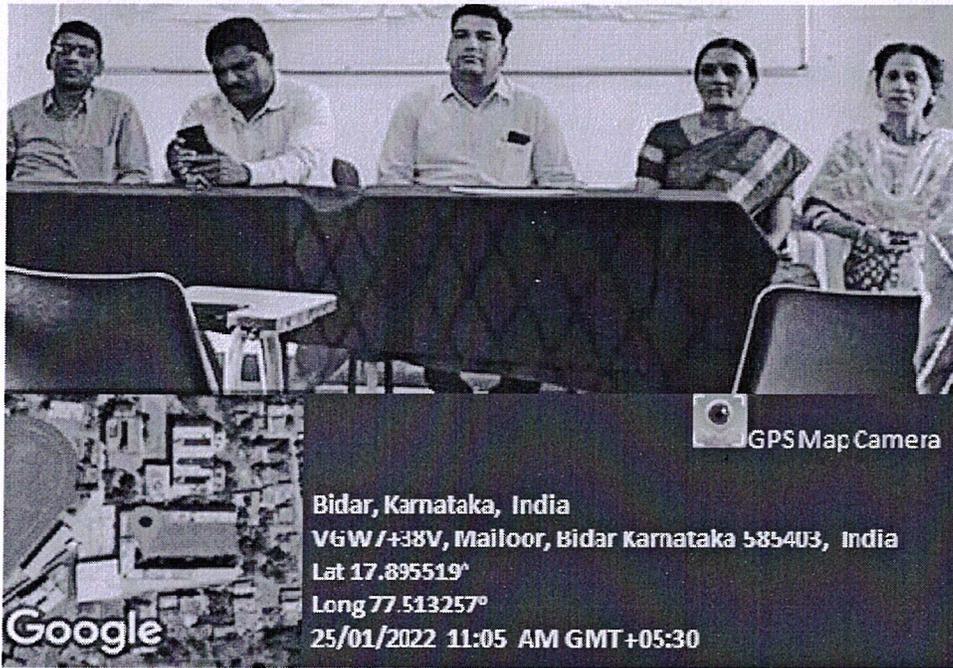
Prepared by:

Mr. Rajendra S

Guru Nanak College of Education, Bidar


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Health and Hygiene Programme



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Report on How to organize the Waste Management at Guru Nanak College of Education, Bidar

Date: 21st – January -2022

Location: Guru Nanak College of Education, Bidar

Resource Person: Prof. Ramesh

Yellaling College of Education, Naubad Bidar

On the 21st –Jan -2021, Guru Nanak College of Education in Bidar organized a comprehensive programme on Organize the Waste Management.

The event was attended by: Students from various education programmes at Guru Nanak College of Education. Faculty members and administrative staff.

Waste Material Organizational responsibility

Many industrial processes produce hazardous waste. For example, in **the heavy construction industry**, waste includes asphalt wastes (widely recycled), petroleum distillates, and used oil. Industries generating the

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most hazardous waste are chemical manufacturing, paint manufacturing and paper manufacturing.

The most cost-effective way to minimize waste is to not initially generate it. However, many businesses are not willing to go down this road. Therefore, the next option is pollution minimization: reducing and reusing company waste.

Start re-evaluating waste management

Organizations must look for ways to reuse and recycle materials, decreasing waste in landfill. Asking the following questions:

How much waste do we generate?

How can we generate less waste?

Reuse or recycle more?

Buy and/or sell used materials?

Utilize materials and equipment more efficiently?

What do the legislation/policies say?

Companies can reduce waste in many ways. One is by using fewer and more sustainable materials for packaging. Reducing excess packaging is a simple option.

An efficient waste management system helps businesses:

maximize resources

reduces waste disposal costs

meet environmental obligations.

Efficient waste management has huge economic benefits. Rather than simply reacting to waste, manufacturers should utilize it.

Include waste management in the materials management strategy.

This means that by looking into what materials can be bought (used or new), what materials can be reused within the organization, what materials can be sold to another company for reuse, and what materials can be recycled and sorted, an organization can better manage the cycle and reduce the waste they generate.

If businesses focus too much on achieving the requirements for diversion from landfills, sending poorly sorted materials towards



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recycling, these might eventually end up in landfill anyway (contaminating their batch of recyclables in the process).

The economic benefits of waste management

It goes without saying that investing in good waste management benefits the environment. However, in addition to this, having an effective waste management plan is also a cost-efficient solution.

Waste management can result in sustainable and cost-efficient processes because:

Materials are cheaper when they're bought used;

Finding points for reuse will reduce the need to buy new materials;

And the costs of waste disposal will be lower if less waste leaves the premises.

Such economic benefits are a powerful tool when translating the need for an updated waste management strategy to the board.

Conclusion:

Waste management is not only environmentally beneficial, but also cost-efficient; and being recognized as a sustainable/green organization is good for a company's reputation. With the help of waste management software businesses can track and report on waste movements, meet environmental obligations, and make the most of their materials.

Every positive initiative helps to sustain the environment, no matter how small, and with local infrastructure supporting businesses' efforts sustainable management of waste can become the norm.



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How to organize the Waste Management

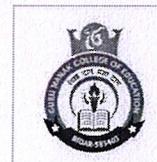


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Report on INNOVATIVE PEDAGOGIES

Session at Guru Nanak College of Education, Bidar

Date: 22nd –Feb -2022

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.

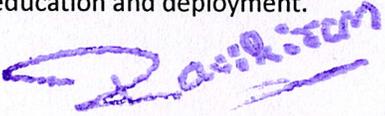
However, if the teachers think out of the box, there are many ways that teachers can gradually attempt to introduce innovation in the classroom. Some of them are:

- 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

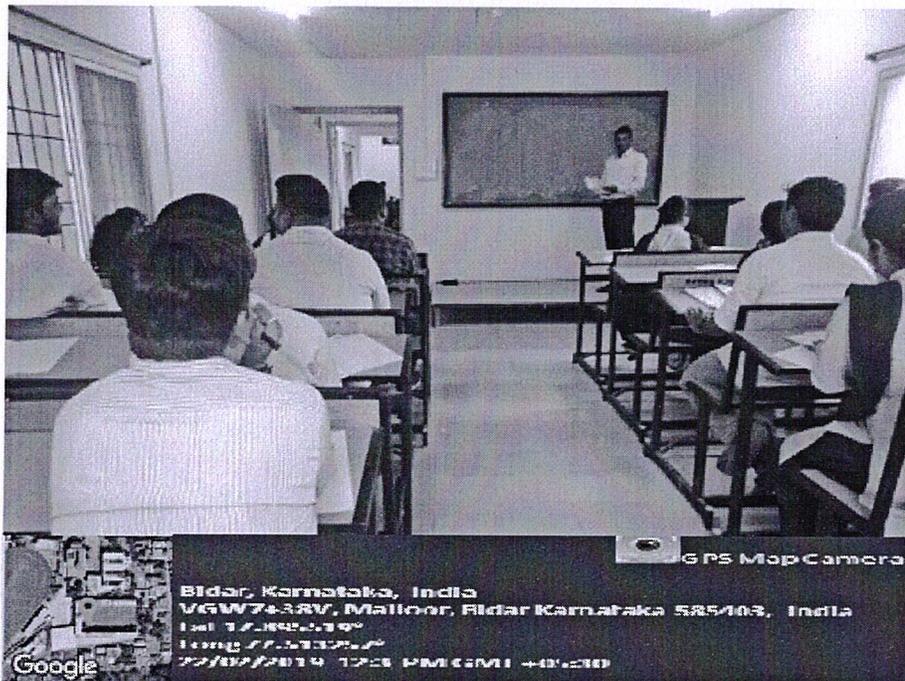
1. The fundamental principles of the National Education Policy 2020 are to identify and foster the unique capabilities of each student by promoting creativity and critical thinking to encourage logical decision-making and innovation.
2. It also facilitates extensive use of technology in teaching and 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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Report on the Seminar: "New Emerging Trends Enhancing Quality in Higher Education"

at Guru Nanak College of Education, Bidar

Date: 18th – March -2022

Location: Guru Nanak College of Education, Bidar

Resource Person: Prof. Manjula D

GNFC, Bidar

Introduction

The two-day seminar on "New Emerging Trends Enhancing Quality in Higher Education" held at Guru Nanak College of Education, Bidar, brought together academics, educators, researchers, and policymakers to discuss the latest trends and innovations in higher education. The event aimed to explore how these emerging trends can improve the quality of education and prepare institutions to meet future challenges.

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Objectives of the Seminar :

- 1. Innovative Practices:** To introduce participants to innovative teaching and learning practices.
- 2. Quality Assurance:** To discuss methods for ensuring and enhancing quality in higher education.
- 3. Technological Integration:** To explore the role of technology in transforming higher education.
- 4. Policy and Governance:** To understand the impact of educational policies on quality enhancement.
- 5. Research and Collaboration:** To encourage research and collaboration among educational institutions.

Day 1: Key Sessions and Discussions :

1. Inaugural Address:

- **Dr. Rajshekhar B Almaje, Principal of Guru Nanak College of Education:** Welcomed participants and set the stage for discussions on enhancing educational quality.

2. Session 1: Innovations in Teaching and Learning :

- Speaker: Prof. Manjula D, Education Expert
- Topics Covered:
- Active learning and student engagement techniques.
- Flipped classrooms and blended learning models.
- Use of multimedia and interactive tools in teaching.

3. Session 2: Quality Assurance in Higher Education :

- Speaker: Dr. Shivam, Quality Assurance Specialist
- Topics Covered:
- Accreditation and quality assurance frameworks.


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- Continuous improvement processes.
- Metrics for evaluating educational outcomes.

4. Panel Discussion: The Role of Technology in Higher Education :

- Panelists:
- Dr. Pandurangrao Education Expert
- Ms. Subhod, IT Specialist
- Mr. Kannika University Administrator

Topics Covered:

- Integration of digital tools in the curriculum.
- Online learning platforms and MOOCs.
- Data analytics and personalized learning.

Day 2: Key Sessions and Workshops :

1. Session 3: Educational Policies and Governance :

- **Speaker:** Prof. Pranal Policy Analyst
- **Topics Covered:**
- Impact of national and international education policies.
- Governance models for higher education institutions.
- Policy reforms for quality enhancement.

2. Session 4: Research and Collaboration in Higher Education :

- **Speaker:** Dr. Sumit, Research Coordinator
- **Topics Covered:**
- Promoting interdisciplinary research.
- Collaborative projects and partnerships.
- Funding opportunities and research grants.

3. Workshop: Implementing Quality Improvement Strategies :

- **Facilitator:** Mrs. Suvarna , Quality Management Expert
- **Activities:**
- Interactive group activities to design quality improvement plans.
- Case studies on successful quality enhancement initiatives.
- Practical tools and techniques for quality management.



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4. Closing Session: Reflections and Future Directions :

1. Speakers:
2. Mr.Rajendra S , Seminar Coordinator
3. Mr Soulshekar . , Guest Speaker

- Discussion:

- Summary of key takeaways from the seminar.
- Future trends and challenges in higher education.
- Action plans for implementing learned strategies.

Outcomes and Feedback :

1. Participant Feedback: Attendees expressed that the seminar was highly informative and provided valuable insights into improving educational quality. The interactive sessions and practical workshops were particularly appreciated.
2. Action Plans: Institutions represented at the seminar planned to adopt new teaching methods, integrate more technology into their curricula, and implement robust quality assurance processes.
3. Collaboration: Several participants initiated discussions for future collaborative research projects and partnerships.

Conclusion :

The seminar on "New Emerging Trends Enhancing Quality in Higher Education" at Guru Nanak College of Education, Bidar, successfully highlighted innovative practices and strategies for enhancing educational quality. It provided a platform for educators and policymakers to share knowledge, discuss challenges, and develop actionable plans for improving higher education.

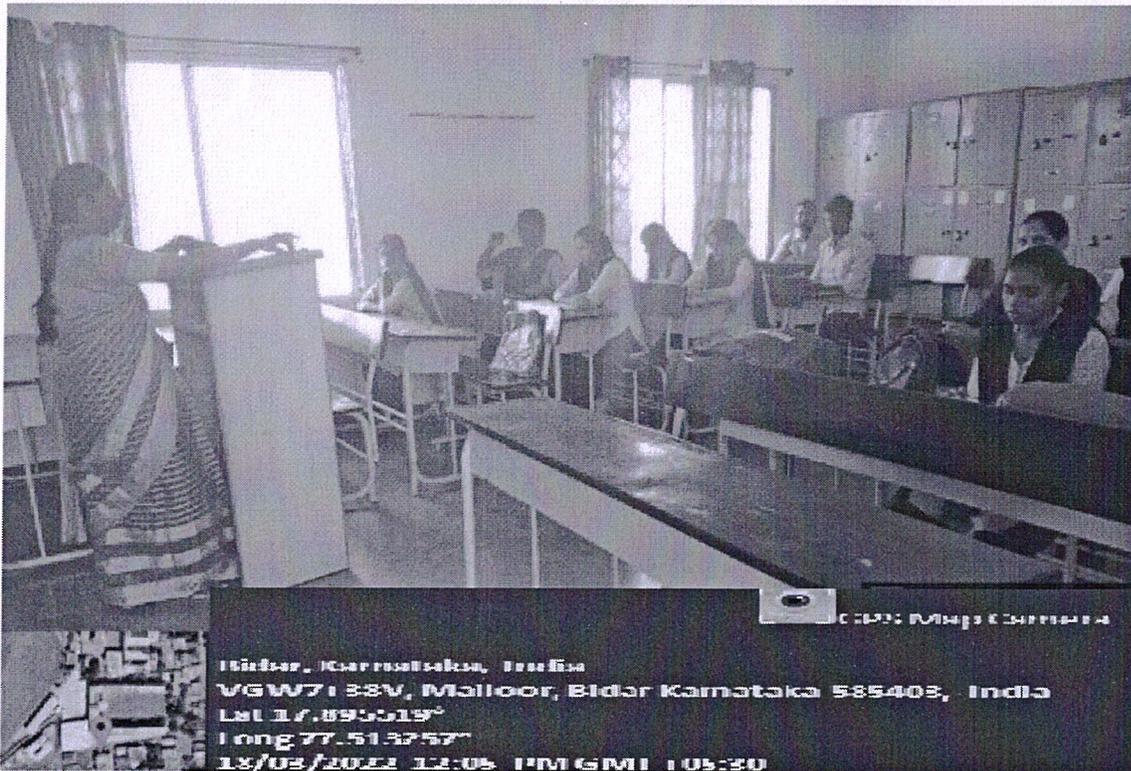
Prepared by:

Mrs.Renuka M

Lecturer

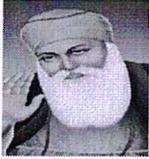
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Report on Social Emotional Learning (SEL) Session at Guru Nanak College of Education, Bidar Date: 9th –May -2022

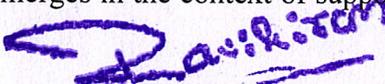
Location: Guru Nanak College of Education, Bidar

**Resource Person: Prof. Ramdani
Principal Rajeev Gandhi B.Ed. Collge, Bidar**

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

Introduction

Being in an environment for the first time, meeting strange people is not easy and simple for everyone. Some people need help in controlling its own emotions or the others emotions and feelings. This help can come from the parents at home, teachers and classmates at school or colleagues at working place. Social Emotional Learning (SEL) is a process of learning life skills, such as how to deal with ourselves and the relationship with the others, as well as how to work effectively. In dealing with ourselves, SEL helps in recognition of our emotions and learning how to manage these feelings. In dealing with others, SEL helps develop understanding and empathy for others, and maintaining positive relationships. SEL also focuses on dealing with a variety of situations in a constructive and ethical way. The programming of this process is based on the understanding that the best learning emerges in the context of supportive relationship that


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make learning challenging, engaging and meaningful. SEL is an approach that teaches students to recognize, regulate, and express the social and emotional aspects of their lives so they can operate successfully in the world and manage life tasks.

SEL programs are aimed at developing five core social and emotional competencies:

Self-awareness: identifying and recognizing emotions; recognizing personal interests and strengths; maintaining a well-grounded sense of self-confidence

Self-management: regulating emotions to handle stress, control impulses, and motivating oneself to persevere in overcoming obstacles, setting and monitoring progress toward the achievement of personal and academic goals; expressing emotions appropriately.

Social awareness: being able to take the perspective of and empathize with others; recognizing and appreciating individual and group similarities and differences .

Relationship skills: establishing and maintaining healthy and rewarding relationships based on cooperation and resistance to inappropriate social pressure, preventing, managing, and constructively resolving interpersonal conflict; seeking help when needed

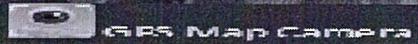
Conclusion

Base on what is written above all schools are recommended to implement a curriculum for Social Emotional Learning program which will foster tools important for social and emotional competence, and increase positive peer interactions and reduction in negative internal emotions. It is important to also recognize that this kind of program and should start from home itself and then continue at school. Teachers and parents should have a continues cooperation in order to facilitate children adapt in an unfamiliar environment. The skills taught through SEL, all of which benefit ourselves and others, ultimately help us to cultivate more positive emotions. The goal, however, is not to feel positive emotions all the time, but rather to understand how emotions, both negative and positive, impact us. Instead of acting out of fear, hate, and anger, we can take a deep breath and try to empathize with what the other person is feeling or experiencing and then make the choice to respond with care. Teacher should understand that social and emotional learning (SEL) is critical to student success in school, work, and life. To be effective, schools must concentrate on their fundamental mission of teaching and learning. And they must do it for all children.


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David Kiran

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Report on AIDS Awareness Programme

at

Guru Nanak College of Education, Bidar

Date: 29th-January-2021

Location: Guru Nanak College of Education, Bidar

Resource Person: Prof. Rajendra

Guru Nanak Narsing College, Bidar

On the 29th-Jan -2021, Guru Nanak College of Education in Bidar organized a comprehensive programme on AIDS Awareness Programme.

The event was attended by: Students from various education programmes at Guru Nanak College of Education. Faculty members and administrative staff.

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Introduction :

The detrimental impact of the acquired immunodeficiency syndrome (AIDS) on global health has continued since the first reported cases of human immunodeficiency virus (HIV) infection in the early 1980s. Thus, facilitating worldwide awareness of HIV/AIDS is of paramount importance in public health campaigns aimed at prevention of new infections.

The dissemination of HIV information is a task largely undertaken by community health care workers, advocacy groups, and journalists. Of these professions, journalists probably are the most able to efficiently disseminate pertinent information on a global scale [1,2] and must do so in languages that are understood by the general public. By contrast, misinformation about HIV/AIDS might result in an increase in HIV transmission.

Purpose of this evaluation

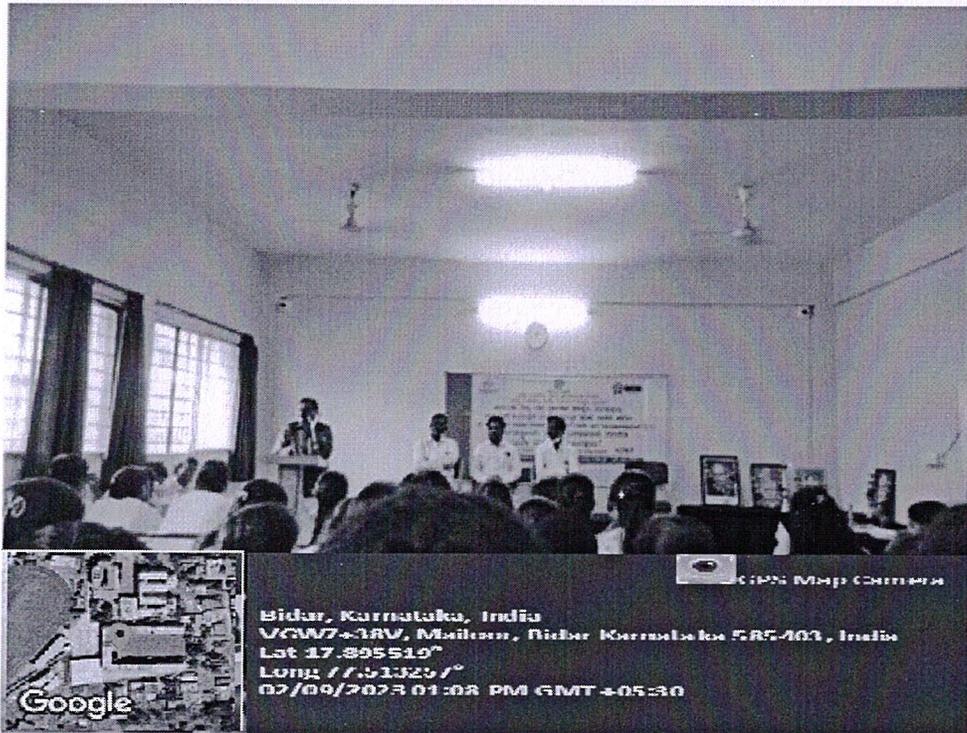
- a) assess the relevance of the curriculum content and didactic quality of information delivered to journalists (process evaluation) and,
- b) explore the effects of such programs on reporting of HIV/AIDS related information (outcome evaluation).
- c) assess journalists' perceptions as to how this training program affected their coverage of HIV/AIDS, and
- d) determine whether the program had resulted in improved provision of information to communities about truths and misconceptions about HIV/AIDS.

Conclusion

HIV awareness to vulnerable populations, hopefully helping to lower rates of infection and educating those who are infected by HIV to seek adequate help. Public awareness can help to guide public opinion and influence government policy in a positive way and to counter stigma, which is often a result of misperceptions about HIV/AIDS. J


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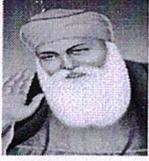
AIDS Awareness Programme



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Report on A Study on Positive and Negative Effects of Social Media on Society

at Guru Nanak College of Education, Bidar

Date: 28th –May -2021

Location: Guru Nanak College of Education, Bidar

RESOURCE Person Dr. Somshekhar

Associate. Professor Guru Nanak PG Centre Bidar

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

INTRODUCTION

Social media is a platform for public around the World to discuss their issues and opinions. Before knowing the actual aspects of social media people must have to know what does social media mean? Social media is a term used to describe the interaction between groups or

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individuals in which they produce, share, and sometimes exchange ideas, images, videos and many more over the internet and in virtual communities.

Children are growing up surrounded by mobile devices and interactive social networking sites such as Twitter, MySpace, and Facebook, Orkut which has made the social media a vital aspect of their life. Social network is transforming the behavior in which youthful people relate with their parents, peers, as well as how they make use of technology.

The effects of social networking are twofold. On the positive side, social networks can act as invaluable tools for professionals. They achieve this by assisting young professionals to market their skills and seek business opportunities. Social networking sites may also be used to network efficiently. On the negative side, the internet is laden with a number of risks associated with online communities. Cyber bullying, which means a type of harassment that is perpetrated using electronic technology, is one of the risks. In this paper we cover every aspect of social media with its positive and negative effects. Focus is on the particular field like health, business, education, society and youth. During this paper we explain how these media will influence the society in a broad way.

A. Positive Effects of Social Media on Health

Sharing of Doctors prescriptions to friends, relatives and colleagues. Consulting Doctors online anywhere and anytime.

Sharing Suggestions among friends, relatives and colleagues about various diseases and its symptoms. Access to information in developing regions.

Support and mutual accountability on online health forums. Support for health-related causes. Helping health services to prioritize critical cases.

Increased accountability to consumers more data available to health researchers.

B. Negative Effects of Social Media on Health

Health Incorrect self-diagnosis

Potential breach of privacy

CONCLUSION

As the technology is developing, the web-based social networking has turned into the routine for every last individual, people; groups are seen dependent with this technology consistently. Online networking has expanded the quality and rate of coordinated effort for students.[8] Business uses online networking to upgrade an organizations execution in different courses, for example, to fulfill business goals, expanding yearly offers of the organization. Youths are found in contact with these media every day .Social media has different merits yet it likewise has a few faults which influence individuals contrarily. False data can lead the training


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framework to disappointment, in organizations wrong promotion will influence the productivity, online networking can man handle the general public by attacking on individuals' security, some pointless sites can impact youth that can end up plainly savage and can take a few wrong activities. Last but not least, all the citizens are advised to adopt the positive aspects of social media and avoid negative effects



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Report on Environment Awareness Programme

at Guru Nanak College of Education, Bidar

Date: 5th –June -2021

Location: Guru Nanak College of Education, Bidar

Resource Person: Prof. Bhadrash Raj

C.B. Degree College Bhalki

On the 5th –june -2021, Guru Nanak College of Education in Bidar organized an Environment Awareness Programme aimed at educating students and staff about environmental issues and promoting sustainable practices. The programme sought to foster a sense of environmental responsibility and encourage proactive steps towards environmental conservation.


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Programme Overview

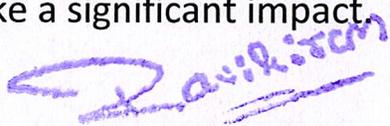
The Environment Awareness Programme was a full-day event that included a variety of sessions such as expert talks, interactive workshops, and practical activities. The focus was on raising awareness about environmental challenges and providing participants with actionable strategies to contribute to environmental sustainability.

Participants

The programme was attended by: Students from various education programmes at Guru Nanak College of Education. Faculty members and administrative staff. Environmental experts and guest speakers specializing in sustainability and conservation.

Key Components

- 1. Inaugural Session:** The event commenced with an inaugural session where the college principal and key organizers highlighted the importance of environmental awareness and the goals of the day's activities. This session set a positive and engaging tone for the event.
- 2. Expert Talks on Environmental Issues:** Environmental experts delivered informative talks on various topics such as climate change, pollution, deforestation, and biodiversity loss. These sessions provided participants with a comprehensive understanding of the pressing environmental issues facing the world today.
- 3. Sustainable Practices Workshop:** Workshops were conducted to educate participants on sustainable practices that can be implemented in daily life. Topics included waste reduction, recycling, water conservation, and energy efficiency. Practical demonstrations showcased how small changes can make a significant impact.


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4. **Tree Plantation Drive:** As a hands-on activity, a tree plantation drive was organized within the college campus. Participants planted saplings, contributing directly to increasing green cover and promoting biodiversity. This activity also served to instill a sense of responsibility towards nature.

5. **Interactive Sessions on Eco-Friendly Living:** Interactive sessions encouraged participants to discuss and share ideas on how to live more eco-friendly lives. Group activities and discussions focused on reducing carbon footprints, sustainable transportation, and the benefits of organic farming.

6. **Environmental Education Projects:** Students were encouraged to develop and present projects on various environmental topics. This segment allowed participants to explore specific areas of interest, conduct research, and propose innovative solutions to environmental problems.

7. **Documentary Screening:** An environmental documentary was screened to provide visual insight into global environmental issues and inspire participants through real-life examples of conservation efforts and success stories from around the world.

8. **Feedback and Reflection:** The programme concluded with a feedback session where participants shared their experiences and reflections on what they had learned. This session provided valuable insights and reinforced the commitment to environmental stewardship.

Outcomes

- **Increased Environmental Awareness:** The programme significantly increased participants' awareness of environmental issues and the importance of sustainability.


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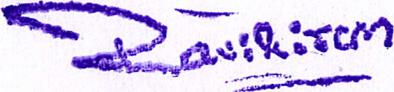
- **Adoption of Sustainable Practices:** Participants gained practical knowledge on sustainable living and were motivated to adopt eco-friendly practices in their daily lives.
- **Enhanced Community Engagement:** The event fostered a sense of community and collective responsibility towards environmental conservation among students and staff.
- **Active Participation:** The tree plantation drive and project presentations encouraged active participation and hands-on learning, reinforcing the principles of environmental stewardship.

Conclusion

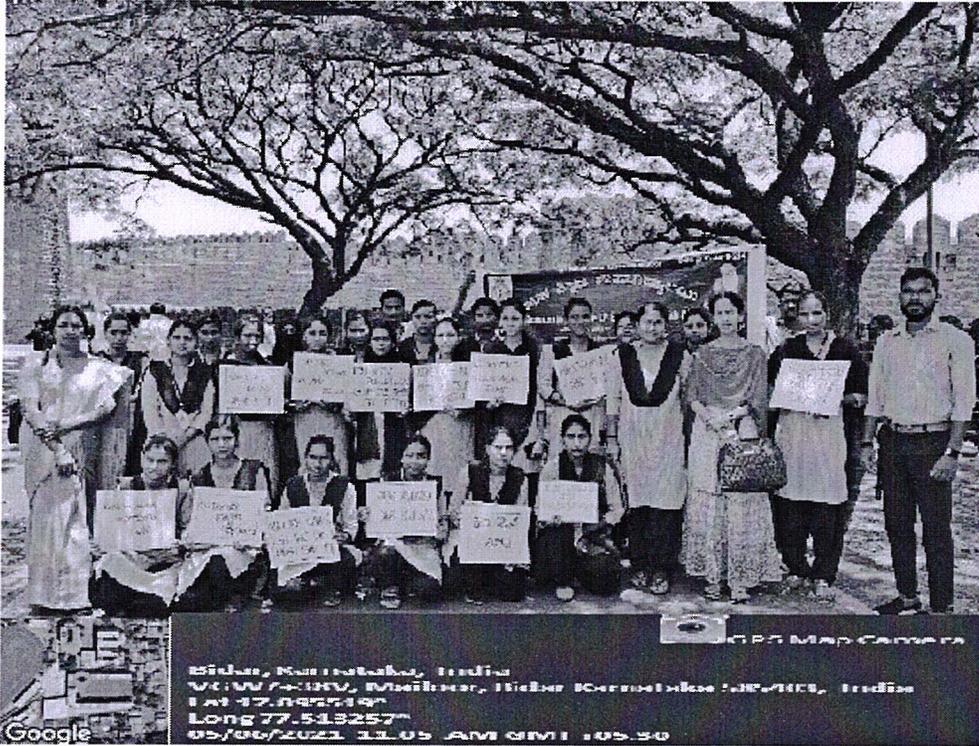
The Environment Awareness Programme at Guru Nanak College of Education in Bidar was a highly successful event that educated and inspired participants to take meaningful action towards environmental conservation. By addressing key environmental issues and promoting sustainable practices, the programme contributed to building a more environmentally conscious college community.

Recommendations for Future Programmes:

- Organize regular environmental awareness events to keep the momentum and reinforce sustainable practices.
- Include field trips to local environmental sites or conservation projects to provide experiential learning opportunities.
- Establish an environmental club within the college to spearhead ongoing sustainability initiatives and engage more students and staff in environmental activities.
- Overall, the Environment Awareness Programme demonstrated the college's commitment to fostering environmental responsibility and sustainability, ensuring that the college community is well-informed and actively contributing to the protection of our planet.


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Environment Awareness Programme



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Report on Educational Psychology

at

Guru Nanak College of Education, Bidar
Date: 26th – November -2021

Location: Guru Nanak College of Education, Bidar

Resource Person: Dr. Sanjay Mainalle

GNFC Bidar

On the 26th November -2020, Guru Nanak College of Education in Bidar organized a comprehensive programme on Educational Psychology.

The event was attended by: Students from various education programmes at Guru Nanak College of Education. Faculty members and administrative staff.

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Abstract :

Today's educational system is highly complex. There is no single learning approach that works for everyone.

That's why psychologists working in the field of education are focused on identifying and studying learning methods to better understand how people absorb and retain new information.

Educational psychologists apply theories of human development to understand individual learning and inform the instructional process. While interaction with teachers and students in school settings is an important part of their work, it isn't the only facet of the job. Learning is a lifelong endeavor. People don't only learn at school, they learn at work, in social situations and even doing simple tasks like household chores or running errands. Psychologists working in this subfield examine how people learn in a variety of settings to identify approaches and strategies to make learning more effective.

Course Objectives: The primary goal of this course is to establish a foundation of knowledge for the understanding and acceptance of educational psychology in its many forms.

Educational Psychology Applied

Psychologists working in education study the social, emotional and cognitive processes involved in learning and apply their findings to improve the learning process. Some specialize in the educational development of a specific group of people such as children, adolescents or adults, while others focus on specific learning challenges such as attention deficit hyperactivity disorder (ADHD) or dyslexia.


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No matter the population they are studying, these professionals are interested in teaching methods, the instructional process and different learning outcomes.

Objectives of Educational Psychology: The general objectives of educational psychology are:

1. To provide a body of facts and methods which can be used in solving teaching problems.
2. To develop a scientific and problem-solving attitude.
3. To train in thinking psychologically about educational problems.

Conclusion: influential far beyond their immediate awareness. Therefore, it is necessary that the teachers know consciously their personal psychology in order to understand the psychology of their students


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Educational Psychology



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Report on Health Awareness Programme at Guru Nanak College of Education, Bidar

Date: 27- September - 2021

Location: Guru Nanak College of Education, Bidar

Resource Person: Priyadarshni

GNFC Bidar

On the 27-September-2021 Guru Nanak College of Education in Bidar organized a series of Health Awareness Programme for its students and staff. The initiative aimed to educate the college community on various health issues, promote healthy lifestyles, and provide practical advice on maintaining overall well-being.

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rogramme Overview*

The Health Awareness Programmes comprised multiple sessions throughout the day, each focusing on different aspects of health and wellness. The event featured expert talks, interactive workshops, and health screenings to ensure a comprehensive approach to health education.

Participants

The event was attended by: Students from various education programmes at Guru Nanak College of Education. Faculty members and administrative staff. Healthcare professionals and guest speakers specializing in different health fields.

Key Components

- 1. Inaugural Session:** The programme began with an inaugural session where the principal and key organizers outlined the importance of health awareness and the objectives of the day's events. This session set a positive and motivating tone for the day.
- 2. General Health Education:** Healthcare professionals provided educational talks on general health topics, including the importance of regular exercise, balanced nutrition, and adequate sleep. These sessions emphasized the basics of maintaining a healthy lifestyle.
- 3. Mental Health Awareness:** Mental health experts conducted sessions on recognizing signs of stress, anxiety, and depression, and provided strategies for managing mental health. Participants learned about the importance of mental well-being and were encouraged to seek help when needed.



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4. **Nutrition and Diet:** Nutritionists offered practical advice on healthy eating habits, the benefits of a balanced diet, and how to make nutritious food choices. Demonstrations on preparing healthy meals were also included to provide actionable tips.

5. **Exercise and Fitness:** Fitness trainers led interactive workshops on incorporating physical activity into daily routines. Participants engaged in exercise sessions, including yoga and aerobics, highlighting the role of physical fitness in overall health.

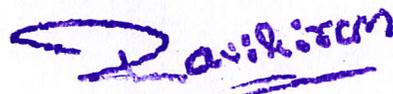
6. **Preventive Health Measures:** Sessions focused on preventive health measures, such as vaccinations, regular health check-ups, and hygiene practices. The importance of early detection and prevention of diseases was emphasized.

7. **Health Screenings:** Free health screenings were provided, including blood pressure checks, glucose level testing, and BMI measurements. These screenings aimed to identify potential health issues early and provide appropriate referrals for further medical attention.

8. **Interactive Q&A Sessions:** Each session included interactive Q&A segments where participants could ask questions and seek advice from health experts. These interactions ensured that participants' specific concerns were addressed.

Outcomes

- **Increased Awareness:** The programmes significantly increased awareness among participants about various health issues and the importance of a healthy lifestyle.



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- **Practical Knowledge:** Participants gained practical knowledge and tips on maintaining physical and mental health, which they could apply in their daily lives.
- **Proactive Health Management:** The health screenings and preventive health measures encouraged participants to take a proactive approach to their health.
- **Community Engagement:** The event fostered a sense of community engagement and collective responsibility towards health and well-being.

Conclusion

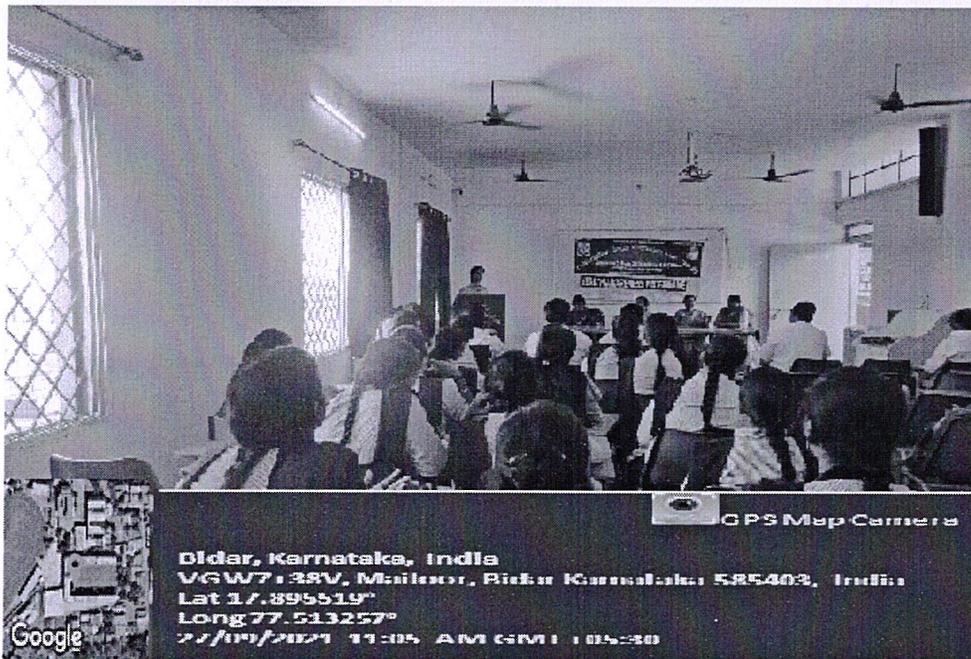
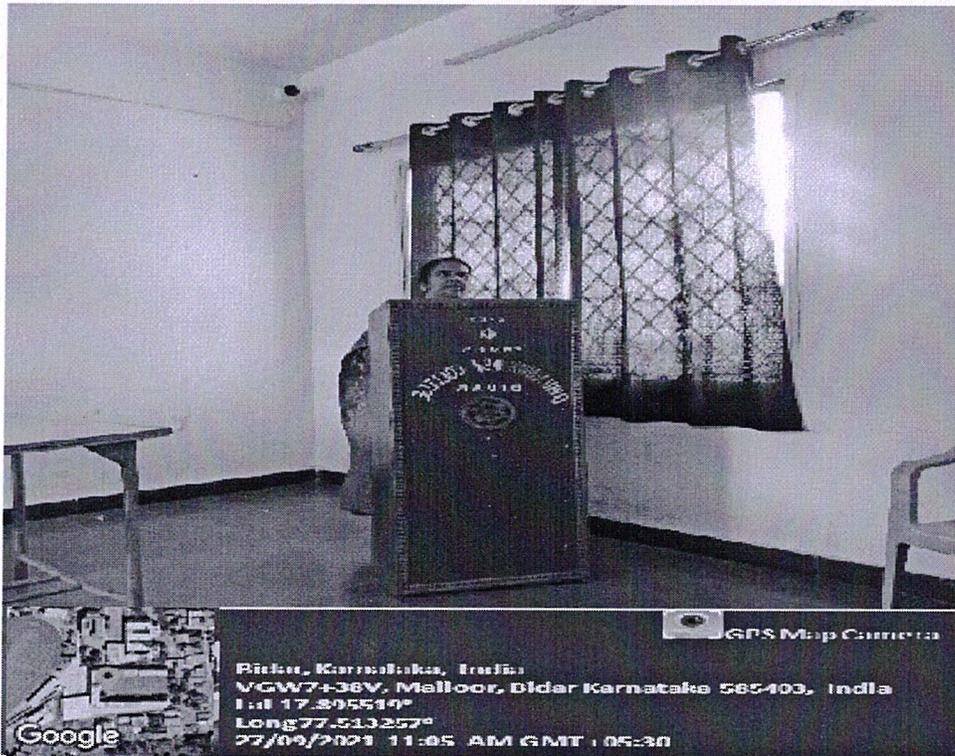
The Health Awareness Programmes at Guru Nanak College of Education in Bidar were a resounding success, providing valuable health education and resources to students and staff. By addressing a wide range of health topics and promoting preventive measures, the programmes contributed to a healthier, more informed college community.

Recommendations for Future Programmes:

- Conduct regular health awareness events to keep the college community informed and engaged in health matters.
- Expand the scope to include specialized health topics such as chronic disease management and women's health.
- Partner with local health organizations to provide ongoing support and resources for health education and screenings.
- Overall, the Health Awareness Programmes demonstrated the college's commitment to the well-being of its students and staff, fostering a culture of health and wellness within the institution.


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Health Awareness Programme



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Report on

Case Study for B. Ed. Students:

at Guru Nanak College of Education, Bidar

Date: 16th –Feb--2020

Location: Guru Nanak College of Education, Bidar

Resource Person: Prof. Bharath Kulkarni

NV B.Ed College Kalburgi

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

Introduction:

Seminar is now required for all students entering in the college. The goal is to provide interaction between faculty and small groups of students early in every program of study to personalize the university, to get the students to work collaboratively from the start, and to introduce the students to academic life. Some of the offered seminars are general, applicable to any major, and other seminars are included in courses specific to particular majors, has been modified to include a seminar and is effectively required for all students entering a range of

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majors. One of the goals for this particular seminar class is to acquaint the students with the courses in their majors, and how the courses integrate with the goals of the major. A case study was developed based on a damaged lawn mower, and presented in the seminar. The problem presented in the case study was purposely incomplete, with a series of tasks listed which would be necessary to resolve the damage to the lawnmower. The students were required to search the courses of their major to determine which course provides the tools to accomplish the listed tasks. The case study was re-visited in a subsequent week for concluding remarks about the integration of the courses in the major.

The case study is presented in this paper, and suggestions for development of other case studies applicable to B.Ed students. Additional information presented in a subsequent class is described, as is an evaluation of the benefits of the case study as it was presented the first time. Observations for improvement of the effectiveness of case studies in B.Ed seminars are also presented. Development of a Case Study Entering freshmen often come with little experience and few skills applicable to tasks, yet they resent spending up to four semesters in preparation for engineering courses. The movement to B.Ed experiences is intended to introduce them to the techniques of the profession early in their program of study, and to motivate the students to study in the support courses. Often the students have no knowledge or experience to use as a base for such an introduction. Logical content of case studies for B.Ed must be

- (1) Limited to that which can be explained in the case study,
- (2) Generic enough that all students can be expected to have some experience with the device or subject. In an introductory seminar, the case study must also be brief since generally such seminars have limited class hours and it is not desirable to devote more than a period or two to any one case study. This is unlike the sort of case studies prepared for more advanced audiences, such as the excellent case studies written over past years

Conclusion

Case studies can be effective teaching and learning tools in B.Ed seminars if written and used in a way appropriate to the audience. Based on this writer's experience, to be effective for the majority of students in B.Ed seminars, case studies must be short, provide full explanation of core subjects beyond high school general science, and describe equipment or situations already familiar to the readers. Discussion questions and a written assignment should be read by the students prior to class discussion, but the written assignment should be a continuation of the classroom discussion rather than independent work by the student. The set from which answers to written assignments may be selected must be constrained to the desired range to keep students focused on the subject at hand.


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Report on Disaster Management Workshop

at Guru Nanak College of Education, Bidar

Date: 11th –May -2020

Location: Guru Nanak College of Education, Bidar

Resource Person: Sumaira

HKA Degree College, Bidar

On the 22nd of February 2018, Guru Nanak College of Education in Bidar organized a comprehensive workshop on Disaster Management. This workshop aimed to equip students and staff with essential knowledge and skills to effectively respond to and manage various types of disasters. The event focused on increasing awareness, preparedness, and resilience within the college community.

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Workshop Overview

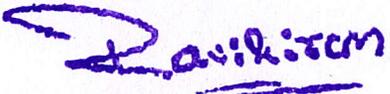
The Disaster Management workshop was a full-day event that included a series of presentations, practical demonstrations, and interactive sessions. The workshop covered various aspects of disaster management, including risk assessment, emergency response, and recovery strategies. It aimed to prepare participants to handle potential disasters with confidence and efficiency.

Participants

The workshop was attended by: Students from different education programmes at Guru Nanak College of Education. Faculty members and administrative staff of the college. Local emergency response professionals who provided expertise and practical demonstrations.

Key Components

- 1. Introduction to Disaster Management:** The workshop began with an introduction to disaster management principles, including the types of disasters (natural and man-made), phases of disaster management (mitigation, preparedness, response, recovery), and the importance of community preparedness.
- 2. Risk Assessment and Mitigation:** Sessions focused on identifying potential risks and vulnerabilities specific to the Bidar region. Participants learned about risk assessment tools and techniques, as well as strategies to mitigate the impact of disasters through planning and infrastructure improvements.


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3. **Emergency Preparedness:** Practical sessions on emergency preparedness covered the development of emergency plans, the establishment of communication protocols, and the creation of emergency kits. Participants were taught how to conduct drills and simulations to ensure readiness for various disaster scenarios.

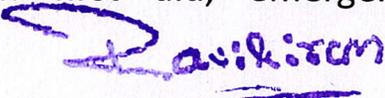
4. **Response and Recovery:** The workshop included detailed discussions on effective response strategies, including evacuation procedures, first aid, and coordination with emergency services. Recovery planning, including post-disaster support and rebuilding efforts, was also addressed to ensure comprehensive disaster management.

5. **Hands-on Demonstrations:** Local emergency response professionals conducted hands-on demonstrations of first aid techniques, fire safety procedures, and search and rescue operations. These practical sessions provided participants with valuable skills that could be crucial in an actual disaster situation.

6. **Interactive Activities:** The workshop featured interactive activities such as group discussions, role-plays, and scenario-based simulations to engage participants and reinforce their learning. These activities encouraged teamwork and critical thinking, essential components of effective disaster management.

Outcomes

- **Increased Awareness:** Participants gained a deeper understanding of disaster risks and the importance of preparedness and proactive measures.
- **Practical Skills:** The hands-on sessions equipped participants with practical skills in first aid, emergency response, and risk


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mitigation, enhancing their ability to respond effectively in real-life situations.

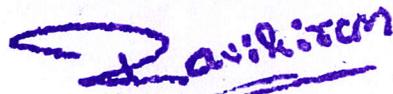
- **Community Resilience:** By fostering a culture of preparedness and collaboration, the workshop contributed to building a more resilient college community capable of handling disasters.

Conclusion

The Disaster Management workshop at Guru Nanak College of Education in Bidar was a significant step toward enhancing the safety and preparedness of the college community. By providing essential knowledge and practical skills, the workshop empowered students and staff to take proactive measures in disaster situations, thereby contributing to a safer and more resilient environment.

Recommendations for Future Workshops:

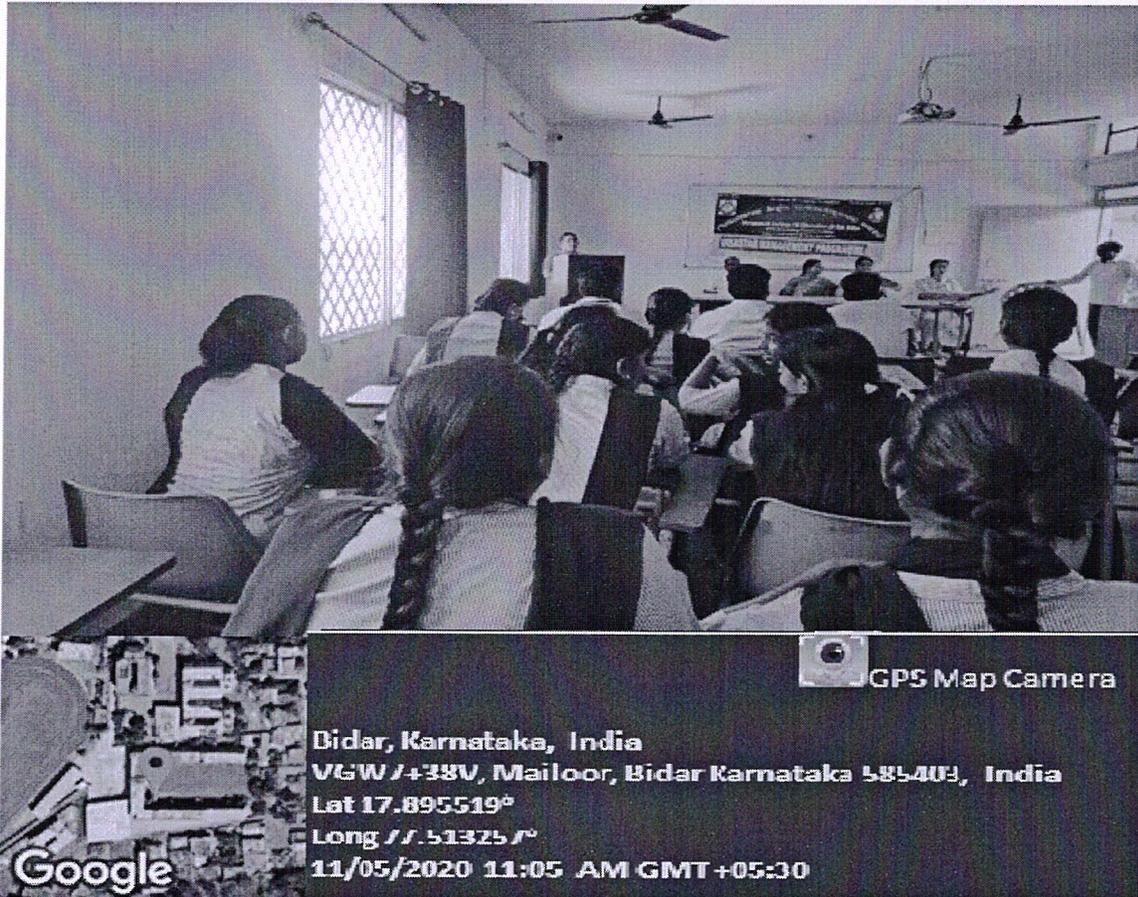
- Conduct regular follow-up sessions and drills to maintain a high level of preparedness.
- Expand the workshop to include broader community participation, involving local schools and organizations.
- Incorporate feedback from participants to continuously improve the content and delivery of the workshop.
- Overall, the workshop was a valuable initiative that reinforced the importance of disaster management and preparedness, aligning with the college's commitment to ensuring the well-being and safety of its students and staff.



PRINCIPAL

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Disaster Management



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