



YEARLY STATUS REPORT - 2023-2024

Part A

Data of the Institution

| | | |
|---|---|--|
| 1.Name of the Institution | | Matrushree S. S. Govinda and Shrimati R. K. D. Khanushiya College of Education |
| • Name of the Head of the institution | Dr. Chhayaben M. Trivedi | |
| • Designation | Principal | |
| • Does the institution function from its own campus? | Yes | |
| • Alternate phone No. | 02742258322 | |
| • Mobile No: | 9428679177 | |
| • Registered e-mail ID (Principal) | bkpsrkdmed@gmail.com | |
| • Alternate Email ID | bkkadvapatidar@gmail.com | |
| • Address | Matrushree S. S. Govinda and Shrimati R. K. D. Khanushiya College of Education, Banaskantha kadva patidar sanskar mandal palanpur | |
| • City/Town | Palanpur | |
| • State/UT | Gujarat | |
| • Pin Code | 385001 | |
| 2.Institutional status | | |
| • Teacher Education/ Special Education/Physical Education: | Teacher Education | |

| | | | | | |
|---|---|------|-----------------------|---------------|-------------|
| • Type of Institution | Co-education | | | | |
| • Location | Urban | | | | |
| • Financial Status | Self-financing | | | | |
| • Name of the Affiliating University | Hemchandracharya North Gujarat University, Patan | | | | |
| • Name of the IQAC Co-ordinator/Director | Patel Jyantibhai Virabhai | | | | |
| • Phone No. | 9687402383 | | | | |
| • Alternate phone No.(IQAC) | 02742252322 | | | | |
| • Mobile (IQAC) | 9687402383 | | | | |
| • IQAC e-mail address | bkpsrkdmed@gmail.com | | | | |
| • Alternate e-mail address (IQAC) | bkkadvapatidar@gmail.com | | | | |
| 3.Website address | www.bkkpsm.org | | | | |
| • Web-link of the AQAR: (Previous Academic Year) | https://www.bkkpsm.org/Content/bkkpsm.org/Document/285Activities%20-%20IQAC%20Activities%20Report%20Upto%202022.pdf | | | | |
| 4.Whether Academic Calendar prepared during the year? | Yes | | | | |
| • if yes, whether it is uploaded in the Institutional website Web link: | https://www.bkkpsm.org/detail/540323/shrimati-rkdckhanusiya-med-college | | | | |
| 5.Accreditation Details | | | | | |
| Cycle | Grade | CGPA | Year of Accreditation | Validity from | Validity to |
| Cycle 1 | B | 2.16 | 2015 | 01/05/2015 | 30/04/2020 |
| 6.Date of Establishment of IQAC | 01/06/2015 | | | | |
| 7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ | | | | | |

IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMNTT etc.

| Institution/ Department/Faculty | Scheme | Funding agency | Year of award with duration | Amount |
|---------------------------------|--------|----------------|-----------------------------|--------|
| NIL | NIL | NIL | Nil | 0 |

8. Whether composition of IQAC as per latest NAAC guidelines

Nil

- Upload latest notification of formation of IQAC

[View File](#)

9. No. of IQAC meetings held during the year

2

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

Yes

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

[View File](#)

10. Whether IQAC received funding from any of the funding agency to support its activities during the year?

No

- If yes, mention the amount

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

1. Micro teaching skill development seminar and blueprint workshop and lesson planning workshop conducted during academic year 2. International Women's Day celebration on 6 March 2023, topic 'Women Empowerment'. Eminent speakers from varied fields were invited. 3. Study circle Activities under IQAC cell conducted for 06 events catering to research and extension 4. Various activities like quiz, debate, rangoli, etc. conducted under G20 celebration advised by KCG. 5. Many more educational activities conducted by college during this academic year.

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

| Plan of Action | Achievements/Outcomes |
|--|---|
| Orientation for UG and PG teacher trainee | Orientation for 2 days carried out for newly admitted UG and PG teacher trainee 21/22 June 2023. |
| Internship program | PG- for sem1, pre internship workshop followed by active internship in TEI's. For sem 2 and 3 followed by post internship workshop for academic admin work . For sem 4 have been carried out during the academic year. For UG- Pre internship workshop for 1 week for sem 1 and 2 followed by active internship in schools for sem 3 and 4, each 2 month |
| Teachers Day Celebration | Teacher's day was celebrated on 2 and 3rd September 2024 for PG and 5 september for UG Teacher trainee was celebrated. |
| Study Circle Activities Planned under IQAC | Study Circle Series 6.1 Lecture was held on 20th June 2023; Series 6.2 Lecture was held on 6th July 2023; Series 6.3 Lecture was held on 24 August 2023; Series 6.4 Lecture was held on 23rd September 2023; Series 6.5 Lecture was held on 27th January 2024 Study Circle Series 6.1 Lecture was held on 20th June 2023 on the Topic Language Proficiency for TAT-1 Main Examination Appearing Students. Expert on Gujarati language, Mr. Dashrathbhai Patni, Asst.Teacher in Shree M. B. Karnavat Highschool, Palanpur delivered lecture comprehensively on the TAT-1 Examination pattern and Curriculum of the Examination. Total 110 trainees of B.Ed. & M.Ed. And faculty members of |

College attended the lecture beside invited representatives from Teacher education Institutions of Banaskantha District. Study Circle Series 6.2 Lecture was held on 6th July 2023 on the Topic NCFS-SE, Expert- Shree D. L. Baloliya and Smt. Neesha Dave from Matrushree S S Govinda B. Ed. College, Palanpur. Study Circle Series 6.3 Lecture was held on 24 August 2023 on the Topic- Source of Research and Review, Expert- Dr. P. B. Patel, HoD, Matrushree R K D Khanushiya M. Ed. College, Palanpur. Study Circle Series 6.4 Lecture was held on 23rd September 2023 on the Topic- Tools Preparation and Data Analysis, Expert- Dr. Pathik Barot, Asst. Professor, Shree Vivekananda B. Ed. College, Mehsana Study Circle Series 6.5 Lecture was held on 27th January 2024 on the Topic- Classical Religious Education-IKS, Expert- Dr. C. M. Trivedi, Principal, Matrushree S S Govinda B. Ed. College, Palanpur

State level Seminar on IKS

One day State seminar on "Indian Knowledge Systems" was organized by Matrushree S. S. Govinda and Shrimati R. K. D. Khanushiya College of Education (M.Ed.), Palanpur (NCTE Code-325049, NAAC Accredited-B), Affiliated with Hemchandracharya North Gujarat University, Patan, Gujarat (College Code-280) on 04 November 2023. National Education Policy (NEP) 2020 aims for a complete metamorphosis of the higher education landscape of the country in all its

structural, content-related, and pedagogical dimensions. The rich heritage of ancient and eternal Indian knowledge and thought has been a guiding light for NEP-2020. The NEP 2020 has stressed upon the promotion of Indian Languages, Arts and Culture, and has recommended for the integration of IKS into curriculums at all levels of education. Indian Knowledge Systems (IKS) (Bhṛatya-Jñāna-Parampara) encompasses the treasure of knowledge in various disciplines that emerged systematically from the ancient times in India over generations. Integrating IKS in curriculum for capacity building in faculty and educating the students as envisaged by NEP 2020 requires strengthening the role of the faculty and evolving them into energized, motivated, and capable faculty. Faculty of Higher Education Institutions (HEIs) require additional familiarization efforts through Teacher training/orientation for the Indian Knowledge Systems. Integration of IKS in the curriculum at various levels involves an introduction to IKS, its Scope & History, and amalgamation of fundamental IKS concepts into modern textbooks, leading to developing Indian Thought Models based on available IKS literature, and their application into various contemporary problems solving methods. Hence with a view to above stated NEP guidelines the purpose of this Seminar was for the awareness of teacher trainee

and refresher cum induction programme for faculty to provide a roadmap to familiarize them about the Indian Knowledge Systems (IKS) and identify strategies to incorporate IKS into their specific classroom teachings. Participants of the Seminar will acquire the concept of the Indian Knowledge System and apply it in real life for the advancement and creation of knowledge. The National Seminar started with Inauguration ceremony by lighting the lamp with Saraswati Pujan by all the dignitaries and the National seminar started under the Chairmanship of Chief Guest eminent educationist Dr. Girishbhai Thakar, Veteran Officer on Special Duty, Somnath Sanskrit University; Dr. J. K. Joshi, Professor, IITE, Gandhinagar gave key note address on the main theme topic; Dr. Deepika Patel, Associate Professor, IITE, Gandhinagar served as a guest of honour; Mr. Ishwarbhai A. Karnavat President of SBKKPS Mandal Palanpur gave presidential blessing and Dr. P. B. Patel, Prof.&Head, gave a Directorial speech on the National Seminar with the background reality of the attempt made by the Government of India for the past policies and gave the brief of the latest position and attempt made by MHRD in framing the New Education Policy. 145 delegates comprises of Research Scholars, Professional Educators and Students from various Teacher Education Institutions from

| | |
|---------------------------------------|---|
| | among the district attended Session of the Seminar. The event was closed with vote of thanks by Mr. Dineshbhai Baloliya, Asst. Professor Matrushri S S Govinda B. Ed. College, Palanpur. |
| Micro Teaching | PG- for sem1, pre internship workshop followed by active internship in TEI's. For semester 2 and 3 followed by post internship workshop for academic admin work. For semester 4 have been carried out during the academic year. For UG- Pre internship workshop for 1 week for semester 1 and 2 followed by active internship in schools for semester 3 and 4, each 2 months. |
| To discussion about result of student | Result of B. Ed. and M. Ed. was analyzed. The college professors worked hard to improve the college's results, and the colleges were able to get a 100 % result. |
| Job Fair (Student Placement) | A job fair was conducted from 29th June 2024 to provide placements for all B. Ed and M. Ed. Students of semester 4 and alumina students. It was successfully conducted with 60% placements in various schools of Banaskantha district. |
| Sport Activity | It was organized on 17/02/2024 at Matrushree S. S. Govinda and Shrimati R.K.D. Khanushiya College of Education, Palanpur. All the trainees of Semester - IV & II participated in it various games were held during this game day like 100m run, 200m run, kabadi, shot-put, |

wheel throw etc. All trainee brothers and sisters participated enthusiastically. First a 100m race was organized for brothers, followed by a race for sisters, then 200m race organized for brothers, followed by a race for sisters. Then a ball throw was organized in which brothers and sisters were played separately. There were three rounds. A Kabadi game was organized for the trainee brothers and sisters. A team of brothers from semester - IV & II were pitted against same. In kabaddi brothers, the team of trainee brothers of semesters from semester 4 & 2 were pitted against same IN kabaddi sisters the team of trainee sisters of semester - 4 was the winner. Finally slow cycling was don trainee brothers and sisters participated in it. On the day of the game, all the trainee brothers and sisters watched the entire game quietly. Three numbers were announced by the teachers during that game. We all the trainees had a lot of fun All the faculty friends encouraged the players by giving proper guidance in different games. The sport day was celebrated with great fun fare. The faculty were very very supportive in the sport day. All the trainees had a lot of fun. Thus the game day was successfully declared complete.

Procuring students' feedback

Feedback about the college and teachers was taken from the students. The feedbacks helped the staffs to perform better

| | | | | | |
|--|--------------------|----------------------------|--------------------|------------|------------|
| 13. Whether the AQAR was placed before statutory body? | Yes | | | | |
| <ul style="list-style-type: none"> Name of the statutory body | | | | | |
| <table border="1"> <tr> <td>Name of the statutory body</td> <td>Date of meeting(s)</td> </tr> <tr> <td>HNGU PATAN</td> <td>30/04/2024</td> </tr> </table> | | Name of the statutory body | Date of meeting(s) | HNGU PATAN | 30/04/2024 |
| Name of the statutory body | Date of meeting(s) | | | | |
| HNGU PATAN | 30/04/2024 | | | | |
| 14. Whether institutional data submitted to AISHE | | | | | |
| <table border="1"> <tr> <td>Year</td> <td>Date of Submission</td> </tr> <tr> <td>2022-23</td> <td>20/02/2024</td> </tr> </table> | | Year | Date of Submission | 2022-23 | 20/02/2024 |
| Year | Date of Submission | | | | |
| 2022-23 | 20/02/2024 | | | | |
| 15. Multidisciplinary / interdisciplinary | | | | | |
| <p>With the vision of fulfilling the need of a band of young people who will take the responsibility as educators with right attitude, research mind, fully ready to undertake innovative practices to make the classroom teaching effective and enjoyable, the college strives to become a centre of excellence in the field of teacher education. From its humble beginning in the year 2008, the college has grown towards excellence in the field of education thereby transforming itself into a holistic multidisciplinary institution. From the Institutional approach towards the integration of humanities and science with STEM our college has provided guidance to the Arts, Science and Commerce Colleges in the same campus thereby to future planning of ITEP programmes like integrated B.A./B.Sc./B.Com. B.Ed. We offer flexible and innovative curricula that includes creditbased courses and projects in the areas of community engagement and service, environmental education, and value-based towards the attainment of a holistic and multidisciplinary education as prescribed by affiliating University HNGU, Patan. Regarding institutional plan for offering a multidisciplinary flexible curriculum that enables multiple entry and exits at the end of 1st, 2nd and 3rd years of undergraduate education while maintaining the rigor of learning already affiliating university has adopted NEP 2020 provision for the same and we are also following the same. On the name of good practice/s of the institution to promote Multidisciplinary / interdisciplinary approach in view of NEP 2020 we undertake Social Research project work each year under our IQAC Cell.</p> | | | | | |
| 16. Academic bank of credits (ABC): | | | | | |

To fulfill the requirement of Academic bank of credits as proposed in NEP 2020 College has invited the Expert from the affiliating University under G 20 Sensitization Seminar in the beginning of the Academic year. The Expert Dr. Kuntal Prajapati, In-charge Principal BKKPSM M.Sc. College, Palanpur gave PPT presentation on how to Create ABC account with Dig locker and Hand on Practice was provided to every trainee and were motivated to create their own ABC account. Further our institution is in the process to get registered under the ABC to permit our learners to avail the benefit of multiple entries and exit during the chosen programmed. faculties s also are encouraged to design their own curricular and pedagogical approaches within the approved framework, including textbook, reading g material selections, assignments, and assessments etc.

17.Skill development:

1. Research skills: Students will understand various research methods will be equipped wiht relevant research tools, equipments and techniques, will be able to collect and analyze data using statistical data. Able to apply conceptual understanding in practical research work and write a research report. 2. Analytical and interpretive skills: To enhance analytical and and interpretation skills of data, trainees will be well trained in using software (SPSS, MS Excel) etc. for statiscal analysis. 3. Skills for decision making: The trainees will be able to solve various problems of school management and classroom management. 4. Social upliftment: Understanding social institutions and be able to cope with the adverse life situations and resist social exploitation.

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

Appropriate integration of Indian Knowledge system Teacher education? Student's knowledge + teacher's knowledge & Teacher education? Traditional knowledge + modern knowledge. Teaching is a cultural exercise, embedded in at least one particular knowledge system and one particular set of values. The Indigenous Knowledge Systems and Practices (IKSPs) have been proven to contribute to the sustainability and productivity of many ecosystems, Re-shaping the curriculum is essential to utilize the natives' knowledge and ultimately to benefit both students and teachers. It is noteworthy that though traditional knowledge is important in teacher education and the modern knowledge is also equally important. Indigenous knowledge includes a local community's traditional technology; social, economic and philosophical learning grounded in spirituality skills, practices and ways of being in nature. It encompasses many

areas from farming to law and psychology to mathematics. The prehistoric paragon of Indian Knowledge and Customs and Traditions have been transcended through courses like, Perspective in Education. Here, philosophy of Vivekananda, Tagore, Gandhiji, Maharshi Arvind, Raja Ram Mohan Ray, etc. have a place. Sanskrit Sambhashan has been arranged for sensitizing youth towards our great wealth. As we have been inheriting the Indus Valley knowledge system which has been regarded as one of the ancient cultures all over the globe. It captures all the elements with immediate relevance, such as diversity, openness, scientific-rationale, and logic, to its very core. Indian knowledge systems comprising traditional ways of learning are covered and well introduced across curriculum through the courses of education, philosophy, art, literature, sciences, yoga and sports. Our B.Ed. Programmed includes various components strengthening cultural identity, awareness, and uplifting societies are effective, in terms of enhancing understanding of cultural identity, language acquaintance and the perception of inheritance. Language across curriculum is introduced to ensure proficiency in Indian languages has been integrated well in various programmed offered at the College. The NEP 2020 is an initiative speaking both the intent and the content. Due to value-based existence, ancient practices succeeded in enduring the loss from the violence of time and found contemporary relevance and acceptance in the modern Era through the NEP 2020. This College is trying to sustain teaching learning practices in effective shape through the Indian knowledge system. The rich Indian Cultural heritage is full of examples proving the significance of continual learning irrespective of any barriers of age or place for that matter. The modern problems and challenges are multidisciplinary in nature. Hence, a cross disciplinary approach is required to solve them. IITE has offered best of the content of learning through such concerns. These Indigenous learning styles has been interwoven in Curriculum with observation, imitation use of narrative/storytelling, collaboration, and cooperation, as seen among local communities.

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

Focus on Outcome based education the teaching-learning process at this College has aims and objectives, so there has been a central vision as outcome based process. The twenty-first century is being regarded as the age of ICT, where preserving information and to assimilate is very easy, so there are specific outcomes of very specific teaching learning programmes. Our university, HNGU, Patan has been offering very specific teacher education programmes under its Faculty of Education where a very noble objective is set to achieve and that is to make such a teacher education programme which

is globally viable and locally accepted. Indian Knowledge System is internationally recognized scientific and effective system so following Outcome Based Education (OBE) are envisaged: UG Programme: B.Ed. and PG Programme M. Ed. programmes have been specifically aiming at multicore development of school teachers and teacher educators who can lead, manage and administer teaching learning processes at school and college level. Research Programmes: Innovation and research studies are integral part of Higher Education, the College has Ph.D. guides/Supervisors and under their guidance 8 students are working for Ph.D.

20.Distance education/online education:

Distance Education/On line Education Corona situation has compelled us and affiliating university and UGC also have issued Guidelines for Distance Education and Online Education with Hybrid mode of Education. It is also a need of the hour. This College has made effective use of Online Mode during pandemic. At present the College is not thinking about Distance Education but institution is catering the diversified need of our learners in Hybrid Mode with a combination of Online learning through Google Classroom, MOOC Platform, Zoom Seminar etc. with regular teaching and learning process.

Extended Profile

1.Student

2.1 324

Number of students on roll during the year

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

2.2 165

Number of seats sanctioned during the year

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

2.3 212

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

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

2.4 165

Number of outgoing / final year students during the year:

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

2.5Number of graduating students during the year 165

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

2.6 165

Number of students enrolled during the year

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

2.Institution

4.1 62803808.18

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

4.2 93

Total number of computers on campus for academic purposes

3.Teacher

5.1 22

Number of full-time teachers during the year:

Extended Profile

1.Student

2.1 324

Number of students on roll during the year

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

2.2 165

Number of seats sanctioned during the year

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

2.3 212

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

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

2.4 165

Number of outgoing / final year students during the year:

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

2.5 Number of graduating students during the year 165

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

2.6 165

Number of students enrolled during the year

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

2.Institution

| | |
|--|-------------|
| 4.1 | 62803808.18 |
| Total expenditure, excluding salary, during the year (INR in Lakhs): | |
| 4.2 | 93 |
| Total number of computers on campus for academic purposes | |

3.Teacher

| | |
|---|----|
| 5.1 | 22 |
| Number of full-time teachers during the year: | |

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |
| Data Template | View File |

| | |
|--|----|
| 5.2 | 22 |
| Number of sanctioned posts for the year: | |

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Planning

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

Our College have a unique and transparent system of curriculum transaction as per the guidelines provided by HNGU. To achieve the target of the curriculum the college has two different programmes B.Ed. and M.Ed. In the B.Ed. Course, there is a strategy of connecting curricular and co- curricular area to fulfill the objective of curriculum. Teaching strategies act as a bridge to fulfil this aspect of curriculum. An annual Academic Calendar is framed at the starting of each academic year and it lays down the

programme Orientation, school internship, teaching aids competition, micro teaching, preliminary examination etc. and tentative timeframe. All faculties carry out their responsibilities both in curricular and co- curricular areas. In the M.Ed. Course, transaction of the curriculum is done through lecture mode, interactive mode, seminar, workshop, project work, minor research works. Utilization of IT is encouraged. Internship of the M.Ed. Student-teachers is conducted in other B.Ed. Colleges or in DIET. The most important part of M.Ed. Course such as academic writing, reviewing of literature and writing of synopsis and eventually writing of dissertation are carried out before the final exam. Students are allotted their own mentor, who gives them the guidance as a care taker in college.

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

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

A. All of the above

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

1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers

A. All of the Above

| File Description | Documents |
|--|--|
| Data as per Data Template | View File |
| URL to the page on website where the PLOs and CLOs are listed | www.bkkps.org |
| Prospectus for the academic year | View File |
| Report and photographs with caption and date of student induction programmes | View File |
| Report and photographs with caption and date of teacher orientation programmes | View File |
| Any other relevant information | No File Uploaded |

1.2 - Academic Flexibility

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

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

1

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

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

4

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

4

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

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

165

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

165

| File Description | Documents |
|---|---------------------------|
| List of the students enrolled in the value-added course as defined in 1.2.2 | View File |
| Course completion certificates | View File |
| Any other relevant information | View File |

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

One of the above

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template | View File |
| Document showing teachers' mentoring and assistance to students to avail of self-study courses | No File Uploaded |
| Any other relevant information | View File |

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

0

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

0

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

1.3 - Curriculum Enrichment

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

The field of teacher education is recognized here as one whose problems have been well known for a long time. Basic understanding of the teacher education is being taught by the faculty members signifying the value of micro teaching and individual development of the pupil. Student teacher of PG are oriented for research bent of mind so as to make them competent researcher. For that important observations and skill training practice is imparted. Model classes with audio visual classes and language lab are conducted. Final evaluation of the students are done with the performance of the students. Students of B.Ed. and M. Ed. are sent to various school and colleges for teaching practice to acquire the skill and knowledge with experience in the real class rooms.

| File Description | Documents |
|--|---------------------------|
| List of activities conducted in support of each of the above | View File |
| Documentary evidence in support of the claim | View File |
| Any other relevant information | No File Uploaded |
| Photographs indicating the participation of students, if any | View File |

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

Number of strategies are being done for the development of school system. There are the ways to improve the Indian Education system namely skill bases learning, rural education, gender neutral education, teacher training, infrastructure, subsidizing professional courses, basic computing in rural areas, make sports compulsory. Various boards of school education like government, Matric, CBSC and Anglo-Indian have been illustrated with its syllabus, mechanism and evaluation process. Norms and standards of the above schemes are clearly outlined with illustrations. Evaluation and assessment systems of the various boards of education are dealt with. By the way, how the variations are occurring in the state level and international level.

| File Description | Documents |
|--|---------------------------|
| Action plan indicating the way students are familiarized with the diversities in Indian school systems | View File |
| Documentary evidence in support of the claim | View File |
| Any other relevant information | View File |

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

Efforts are being by the management to develop understanding of various learning engagements. It's also our aim to make them ready for the professional field of the completing their studies in B.Ed. and M.Ed. courses. The following simple ways to engage and motivate the students were sincerely implemented in our institution. 1. Set clear learning goals, 2. Make learning convenient, 3. Get creative with course content, 4. Reward learners for engagement, 5. Create open communication channels, 6. Offer real-life reward for successful training and improved performance, 7. Use on the job training relatable stimulations.

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

1.4 - Feedback System

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

Four of the above

| File Description | Documents |
|--|---------------------------|
| Sample filled-in feedback forms of the stake holders | View File |
| Any other relevant information | No File Uploaded |

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

Feedback collected, analyzed and action taken

| File Description | Documents |
|---|---------------------------|
| Stakeholder feedback analysis report with seal and signature of the Principal | View File |
| Action taken report of the institution with seal and signature of the Principal | View File |
| Any other relevant information | No File Uploaded |

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

330

2.1.1.1 - Number of students enrolled during the year

330

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

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

101

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

101

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

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

24

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

24

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

2.2 - Honoring Student Diversity

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

The college distinguishes the moderate students and progressed students at the time of admission. Our college's admission committee members investigate the talent level on the behalf of previous education accordingly and clasified them into moderate students and the high level learners. The high level learners students are urged to join different scholastic clubs and gatherings for Youth Festivals exercises. Moderate students are identified on the behalf of Graduation & Higher Secondary level percentage. The students is isolated into different groups and given separate topics for attempt the questions. The topic are distinguished and they are asked to step through exams that are exceptionally detailed by their needs. University questions are given to them to be tackled. The guardians are called by the educators to make them mindful of the students's academic performance and how they should be regulated to achieve great results. Directing meetings for both the students and guardians are coordinated at customary intervals. In a few cases, the healing and instructional exercise classes were additionally led for the students. Students are given assignments on the achievement basis so that they can start exploring and creating.

| File Description | Documents |
|--|---------------------------|
| Documentary evidence in support of the claim | No File Uploaded |
| Documents showing the performance of students at the entry level | No File Uploaded |
| Any other relevant information | No File Uploaded |
| 2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs | Four/Three of the above |
| File Description | Documents |
| Data as per Data Template | View File |
| Relevant documents highlighting the activities to address the student diversities | View File |
| Reports with seal and signature of Principal | View File |
| Photographs with caption and date, if any | View File |
| Any other relevant information | No File Uploaded |
| 2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity | One of the above |

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

2.2.4 - Student-Mentor ratio for the academic year

15:1

2.2.4.1 - Number of mentors in the Institution

25

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

2.3 - Teaching- Learning Process

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

Lecture method, Demonstration method, team teaching, panel discussion, symposium, assignment methods, supervised study learning etc. student-centric methods are used in enhancing learning experiences. Widely the lecture method of teaching for various courses of general and pedagogies are being used by the teacher educators of the college.

| File Description | Documents |
|--|---------------------------|
| Course wise details of modes of teaching learning adopted during the academic year in each programme | View File |
| Any other relevant information | View File |

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

23

| File Description | Documents |
|--------------------------------|---------------------------|
| Data as per Data Template | View File |
| Link to LMS | NIL |
| Any other relevant information | No File Uploaded |

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

300

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

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

Three of the above

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations | View File |
| Geo-tagged photographs wherever applicable | View File |
| Link of resources used | NIL |
| Any other relevant information | No File Uploaded |

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

The college has some music instruments which are useful for better presentation of music items. They are also taught to decorate the bulletin boards and writing news on the black board. The practice of gardening work is conducted in the college garden. This providessense of regularity. They asked to come in tome at college and sign the attendance sheet every day before the prayer begins. There is home room group for all the student-teachers. In the home room period each group have to seat at different places in various rooms to conduct home room meeting and teacher-educators have to listen to introduction of the student-teachers and his/her family members and specifically regarding his/her financial and other responsibilities carries at home. In the beginning of B.Ed. course, micro-teaching & simulation lessons are fruitfully useful to generate confidence among the student-teachers. Stray lessons and internship programme and at the last university level lesson examination are conducted for which very deeply lesson guidance sessions are organized for different pedagogical subjects. M. Ed. Students are guided personally by allotted Guide continuously for their Dissertation related work and other research activities.

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

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

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Documentary evidence in support of the selected response/s | View File |
| Reports of activities conducted related to recent developments in education with video graphic support, wherever possible | No File Uploaded |
| Any other relevant information | No File Uploaded |

| |
|--|
| 2.3.7 - Teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students |
| <p>1. In Reflective Reading, student-teachers have to conduct various activities and submit the report of the same to concerned teacher educators. It nurtures their creativity. 2. During micro teaching, they have to deliver 6 micro lessons containing 6 to 7 minutes content to express. They deliver micro lessons in Skill of Fluency in Questioning, Explanation Skill, Illustration Skill, Probing of questions Skill, Black-board Writing Skill, Evaluation Skill, Set Induction Skill, Reinforcement Skill, Stimulus Variation Skill, Skill of using teaching aids and using skill of Non-verbal Cues. In the teaching-learning process of Sociological Foundation of Education (M.Ed.) during the teaching of culture and norms, the students were asked to compare the cultural norms of east and western culture. Students discussed about the meaning of colours and their symbolism in connection with their culture. The uses of black for mourning in western culture is contrasted with the use of white for mourning in Indian culture. The discourse brought out the intellectual and high level thinking skills in students making them internalise the symbolic meaning of colours of different cultures, thus helping them to empathise with other cultures.</p> |

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

2.4 - Competency and Skill Development

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

All of the above

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

2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning

Six/Seven of the above

| Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement | |
|--|---------------------------|
| File Description | Documents |
| Data as per Data Template | View File |
| Reports and photographs / videos of the activities | View File |
| Attendance sheets of the workshops / activities with seal and signature of the Principal | No File Uploaded |
| Documentary evidence in support of each selected activity | No File Uploaded |
| Any other relevant information | No File Uploaded |
| 2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback | Three of the above |
| File Description | Documents |
| Data as per Data Template | View File |
| Details of the activities carried out during the academic year in respect of each response indicated | No File Uploaded |
| Any other relevant information | No File Uploaded |
| 2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group | All of the above |

**activities Performance tests Oral assessment
Rating Scales**

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Samples prepared by students for each indicated assessment tool | No File Uploaded |
| Documents showing the different activities for evolving indicated assessment tools | View File |
| Any other relevant information | No File Uploaded |

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

All of the above

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

2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams and helping them to participate Involvement

Four of the above

in preparatory arrangements
Executing/conducting the event

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

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

Four of the above

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Samples of assessed assignments for theory courses of different programmes | View File |
| Any other relevant information | No File Uploaded |

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

Most of the principals of practice teaching schools are the alumni members of the college. They are eager to welcome the trainee for school internship. School visit is compulsory for all studentteachers before one week or pre decided date. Internship in charge teacher-educators inform school about school visit and internship duration to principal. On school visit day, one request letter is sent to the principal of each selected school and they also provide permission letter to trainee. One school teacher is appointed as an evaluator, and he/she evaluates all the work done

by trainee. Before joining internship, each student-teacher is oriented in general class and particular pedagogy class about the work assigned to them during internship. During school visit, they meet school principal and school teachers and make plan for internship. Particular submission works are divided to each teacher-educator and they explain it in general class. In pedagogy class, they discuss about how to make a particular lesson plan, make a test based on blue print etc. Mentor from the school mentoring and teacher-educators assess the work. 'Schools' to be read as "TEIs" for PG programmes)

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

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

2.4.9.1 - Number of final year students during the academic year

165

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

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

Nine/All of the above

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

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

For B. Ed. During one week school experience in Sem I, studentteachers are oriented to school atmosphere by the school principal, teachers and get familiar with students. One teacher is assigned to watch and guide the student-teachers. During two week school internship in Sem II, one teacher-educator is assigned by college and he/she remain present in school with students throughout the internship for mentoring them. The timetable is separately prepared keeping in mind for 3 + 3 lessons in each of two pedagogies Before starting two months school internship in sem III & IV each, thestudent-teachers are oriented and explained their actual role in the school and on the nature of activities to be covered during the internship. Student-teachers gets wider scope to plan and organize vivid social extension activities under mentorship of teachereducators/school teachers. For M. Ed. In Sem-1 Pre Internship Workshop for 10 Days with Demo lesson presentation, In Sem-2 and 3 Teacher trainee go to TEIs for Internship and in Sem-4 Post Internship workshop for 10 days is compulsory for Administrative orientation and Follow up of Total Internship Programme.

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

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

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

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

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

2.5 - Teacher Profile and Quality

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

18

| |
|--|
| |
|--|

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

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

8

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Certificates of Doctoral Degree (Ph.D) of the faculty | View File |
| Any other relevant information | View File |

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

18

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

18

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

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

Faculties of the institution are aware of the changes and developments brought about by new technologies and ideas. They

have joined in various seminars, refresher courses, orientation courses, workshops conducted in their specific subject areas throughout India, both online and offline. Principal of the colleges arranges staff-meeting frequently, and during this meeting discussions is going on the current development and issues in education. We discussion issues regarding National education policy-2020, current issues related to welfare of teacher-educators like removal of fix pay tradition from Gujarat, Career advancement Scheme, New Pension Scheme versus Old Pension scheme. We celebrate various days and festivals in the college and all is discussed in the meeting and agenda is made. IQAC is also helpful in making decision. Student Representative Committee is there and discussion is also done in meeting and plan is made for new programmes. During prayer assembly, taken decisions are declared by particular teacher-educator incharge and accept by all.

| File Description | Documents |
|---|---------------------------|
| Documentary evidence to support the claim | View File |
| Any other relevant information | View File |

2.6 - Evaluation Process

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

In each course, there is a provision of submitting CCE in sem I & II. Each course has two units and after completing the study of each unit, 25 marks CCE is taken in each paper. Assignments are also given to them to write and submit within time. Each teacher educator assesses this work of 25 marks per unit per student and then transforms this mark in 5. Thus, total 10 marks internal is provided to CCE work. In each paper 5 marks assignment is there. Intern exam is also taken before university exam and 70 marks paper is taken there for each paper and then this marks are transformed in 15 marks and put into mark sheet as internal exam marks for each paper in each semester. Same way in PG programme also CIE is followed as prescribed by University Norms.

| File Description | Documents |
|--|---------------------------|
| Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal | View File |
| Any other relevant information | No File Uploaded |

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

Four of the above

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

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

Examination is arranged according to the academic plan and exam.Schedule is declared in general assembly as well as displayed on board so each and every student remains conscious about it. Syllabus of each course is completed before exam time and three to four days reading time is provided to them before internal and external exam. Paper is assessed transparently by assigned teacher educators who teach particular subject. After assessing the paper, the result is declared in time and if any student-teacher is not satisfied by result, written paper is shown to them and if he/she found correct, correction is made in the result of particular paper.

| File Description | Documents |
|---|---------------------------|
| Academic calendar of the Institution with seal and signature of the Principal | View File |
| Any other relevant information | No File Uploaded |

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

According to academic calendar, Practical lessons are arranged in the school. Student-teachers have to submit certain submission before internal examination as a part of continuous and comprehensive evaluation (CCE) and all the student-teachers submit it within pre decided time. They also have to submit assignments in particular papers. All work is done in time with planning. Internal exam is also scheduled in time and within a week result is also declared by the institution. Exam in charge teacher educator circulate the notice on the instruction of principal for paper setting and gets paper in time before examination and put them in the office of principal with seal.

| File Description | Documents |
|---|---------------------------|
| Academic calendar of the Institution with seal and signature of the Principal | View File |
| Any other relevant information | No File Uploaded |

2.7 - Student Performance and Learning Outcomes

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

The Programme Learning Outcome of teacher education college is always related to the Course Learning Outcome. The alignment of the PLOs and CLOs are done in such a way that all teaching faculties are made aware of the ultimate objectives of the curriculum. Each subject stated in the syllabus has its own usefulness and worth in inculcating theoretical and practical knowledge of a student teacher. The ultimate outcome of this whole educational process is to make a good efficient teacher who will eventually be an ideal citizen of the country. Therefore, in the teaching-learning process, the teachers tried their level best to connect the theory with everyday life. The content of the

curriculum is discussed and analyzed in such a way that by the end of the course the student teachers learn to incorporate their knowledge in practical life. Classroom interactions, discussions, debates, brain-storming are some of the techniques to enhance creativity and thinking skills of the students.

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

2.7.2 - Pass percentage of Students during the year

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

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

The institution provides varied experiences and opportunities to the students in line with the PLOs and CLOs to enhance their skills, performance, and competencies which will enable them to attain their professional and personal attributes as a teacher. The progressive performance of students and attainment of professional and personal attributes is monitored by principal, IQAC of the college and staff committees of the college. Teaching papers are distributed to all teacher-educators and they teach it well and continuously assess the achievement of the students-teachers. Before allotting any work, student-teachers are provided theoretical knowledge as well as demonstration where needed and the performance work is checked by teacher-educators. Principal also monitor on it. In the quarterly meeting of IQAC, all these progress is discussed deeply and new plans are made for further progression. To assess the student progress and providing guidance for further improvement viva voce examination are conducted at the end of the each semester.

| File Description | Documents |
|--|------------------|
| Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved | No File Uploaded |
| Any other relevant information | No File Uploaded |

2.7.4 - Performance of outgoing students in internal assessment

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

165

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

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

At the beginning of B.Ed. and M. Ed. programme college arranges personal interview and check their pre knowledge and skills. After that intensive training is provided to them throughout the programme. In all the four semesters, student-teachers have to perform various activities like classroom activities, prayeractivities, co-curricular activities. They have to submit the report of all the activities in the college. Normally all the studentteachers get first class with distinction in internal exam as well as university exam. After completion of training they can speak before the mass very effectively without hesitation. Farewell day is celebrated at the end of the course. Prizes and certificates are given to the winner students. Medals are given to star studentteachers. On the farewell day, Parent Teacher Association meeting is held and parents also accept that they have seen the clear cut change in their son/daughter. All the student-

teachers get benefit of this intensive training and get job easily through their effective performance in the interview.

| File Description | Documents |
|--|------------------|
| Documentary evidence in respect to claim | No File Uploaded |
| Any other relevant information | No File Uploaded |

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

NA

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

0

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

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

0

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

3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money

Three of the above

for doctoral studies / research projects
Granting study leave for research field work
Undertaking appraisals of institutional
functioning and documentation Facilitating
research by providing organizational
supports Organizing research circle / internal
seminar / interactive session on research

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

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

One of the above

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

3.2 - Research Publications

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

6

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

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

1

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

3.3 - Outreach Activities

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

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

45

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

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

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

330

| File Description | Documents |
|---|---------------------------|
| Event-wise newspaper clippings / videos / photographs with captions and dates | View File |
| Report of each outreach activity with seal and signature of the Principal | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

300

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

300

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

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

Social issues are due to traditional and cultural stereotypes harming ordinary people, which need immediate attention. Social problems are subjective. They mean different things to different people. Social issues include poverty, child marriage, violence, crime, illiteracy, racial discrimination, gender bias, economic inequality, caste discrimination etc. Poverty is a severe social issue in rural areas, giving way to a lack of food and education, malnutrition, crime and violence. Gender bias and casteism are very evident in developing countries. Lack of education has resulted in issues like child marriages and racial discrimination. Modern society has resulted in new issues like pollution, climate

change, corruption and terrorism.

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

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

0

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

3.4 - Collaboration and Linkages

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

0

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

0

| File Description | Documents |
|--|------------------|
| Data as per Data Template | No File Uploaded |
| List of teachers/students benefited by linkage – exchange and research | No File Uploaded |
| Report of each linkage along with videos/photographs | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

0

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

3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges

All of the above

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

The College building:The college has vast building with required facilities of teaching - learning.

Maintenance and utilization of science and Psychology laboratory:
The laboratory committee takes care of maintenance of laboratory.

Library arrangements: The library building is located on third floor of College Building having various reference book titles and copies of dissertation/theses. ICT

Laboratory: Located on the second floor The College has 50 computer monitors, 50 CPU Internet connection E- Resource Room:

Located on the third floor The Room has 10 computer monitors, 10 CPU with Internet connection

Classrooms: The college has required numbers of the class rooms and laboratories along with Seminar hall to conduct various activities in the vast college building.

Sport Ground: The sport Ground in common to all colleges in the college campus. The college conducts sport activities there.

Hostels: Facilities of hostel , separately one for boys and the other for girls. The intake capacity of the hostels is 200 students.

College canteen: Facility of sitting for around 50 student and staff members at a time. It provides facilities of food like tea, coffee, prepared fresh breakfast and readymade breakfast, water, etc.

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

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

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

05

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Geo-tagged photographs | View File |
| Link to relevant page on the Institutional website | nil |
| Any other relevant information | No File Uploaded |

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

1029579

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

4.2 - Library as a Learning Resource

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

Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software Institution has well furnished Library . Regular librarian is appointed who is updating the library . Management has provided separate advanced technology computer for updating the library information

| File Description | Documents |
|--|---------------------|
| Bill for augmentation of library signed by the Principal | No File Uploaded |
| Web-link to library facilities, if available | NIL |
| Any other relevant information | No File Uploaded |

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

more than 100 - 200 words

Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education - general teacher education, special education and physical education by the following ways

1. Relevant educational documents are obtained on a regular basis
2. Documents are made available from other libraries on loan
3. Documents are obtained as and when teachers recommend
4. Documents are obtained as gifts to College

| File Description | Documents |
|--|------------------|
| Landing page of the remote access webpage | No File Uploaded |
| Details of users and details of visits/downloads | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

One of the above

| File Description | Documents |
|--|------------------|
| Data as per Data template | No File Uploaded |
| Receipts of subscription /membership to e-resources | No File Uploaded |
| E-copy of the letter of subscription /member ship in the name of institution | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

14329

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

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

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

300

| File Description | Documents |
|---|---------------------------|
| Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal | View File |
| Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution | nil |
| Any other relevant information | No File Uploaded |

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

All of the above

as gifts to College

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

4.3 - ICT Infrastructure

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

College has Internet facility which is used for academic and administrative work. Teacher educators as well as student teachers frequently use this facility. The college has its ICT lab on second floor of the college building. A teacher educator is appointed as in charge of ICT laboratory. The college has 50 computer monitors, 50 CPU, with enough space for seating on individual chair. One computer is used with server connected all the computers with LAN in the laboratory. During Online admission process, online exam work, online teaching learning process, webinar, online attendance etc. the institute use internet facility effectively. We keep in touch with programmes and various activities frequently announced by, KCG, NCERT, NCTE, NAAC, UGC and Government of Gujarat through these ICT facilities, and to follow we can Plan, arrange and implement effectively.

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

4.3.2 - Student – Computer ratio during the academic year

2:3

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

| | |
|---|------------------------|
| 4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one: | E. < 50 MBPS |
|---|------------------------|

| File Description | Documents |
|--|---------------------------|
| Receipt for connection indicating bandwidth | View File |
| Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth | View File |
| Any other relevant Information | No File Uploaded |

| | |
|--|-------------------------|
| 4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit | One of the above |
|--|-------------------------|

| File Description | Documents |
|---|-------------------------|
| Data as per Data Template | No File Uploaded |
| Link to videos of the e-content development facilities | NIL |
| List the equipment purchased for claimed facilities along with the relevant bills | No File Uploaded |
| Link to the e-content developed by the faculty of the institution | NIL |
| Any other relevant information | No File Uploaded |

4.4 - Maintenance of Campus and Infrastructure

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

550000

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant | No File Uploaded |
| Any other relevant information | No File Uploaded |

4.4.2 - Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. are in place. Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities in not more than 100 - 200 words

The College building: The college ensures optimal allocation and utilization of the financial resources for maintenance of various facilities by holding meetings of appointed committees constituted for this purpose. The records of maintenance of account of the laboratory equipments are done by office staff and concerned subject teacher educators. **Library arrangements:** The college has separate wide building on the third floor having various type of books for B.Ed. and M.Ed. course and other relevant reference book titles and very big number of copies of dissertation of M.Ed., Ph.D. (Education). Suggestion box is installed inside the library in reading section. To ensure return of books 'no dues' from the library is mandatory for student-teachers before appearing in concerned semester-end examination. Library committee monitors book giving and returning back in time. It kept open throughout the week during college hours. **ICT Laboratory:** A teacher-educator is appointed as in-charge of ICT Laboratory. The college has 50 computer monitors, 50 CPU, with enough space for seating on individual chair. One computer is used with server connected all the computers with LAN.

| File Description | Documents |
|--|---------------------|
| Appropriate link(s) on the institutional website | nil |
| Any other relevant information | No File Uploaded |

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

| | |
|--|--------------------|
| 5.1.1 - A range of capability building and skill | Three of the above |
|--|--------------------|

enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning

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

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

Seven/Eight of the above

| File Description | Documents |
|--------------------------------|---------------------------|
| Geo-tagged photographs | View File |
| Any other relevant information | View File |

5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies

E. None of the above

with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

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

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

Two of the above

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

5.2 - Student Progression

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

| year | |
|--|-------------------------------------|
| Number of students placed as teachers/teacher educators | Total number of graduating students |
| 50 | 165 |
| File Description | Documents |
| Data as per Data Template | View File |
| Reports of Placement Cell for during the year | No File Uploaded |
| Appointment letters of 10 percent graduates for each year | No File Uploaded |
| Any other relevant information | No File Uploaded |
| 5.2.2 - Number of student progression to higher education during the academic year | |
| 5.2.2.1 - Number of outgoing students progressing from Bachelor to PG (A1). | |
| 71 | |
| File Description | Documents |
| Data as per Data Template | View File |
| Details of graduating students and their progression to higher education with seal and signature of the principal | No File Uploaded |
| Documentary evidence in support of the claim | No File Uploaded |
| Any other relevant information | No File Uploaded |
| 5.2.3 - Number of students qualifying state/national level examinations during the year (eg: NET/SLET/ TET/ CTET) | |
| 33 | |
| File Description | Documents |
| Data as per Data Template | View File |
| Copy of certificates for qualifying in the state/national examination | No File Uploaded |
| Any other relevant information | No File Uploaded |

5.3 - Student Participation and Activities

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

The college has its student teachers' council known as Student Teachers' Representative Committee (SRC) SRC is one of the productive, dynamic and vibrant part of the college There are eight representatives appointed for SRC. G.S. and L.R. each were selected on the bases of their qualities and experience for leadership in the past and looking at their willingness to work for the designation of G.S. and L.R. There is no election system for any position in SRC. When G.S. and/or L.R. selected from representative of particular year, in that case the next year student-teacher of the college is selected to represent in SRC. SRC is formed for two years and it is constituted by principal, SRC-in-charge and staff members by collective discussions.

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

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

45

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Reports of the events along with the photographs with captions and dates | No File Uploaded |
| Copy of circular / brochure indicating such kind of events | No File Uploaded |
| Any other relevant information | No File Uploaded |

5.4 - Alumni Engagement

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

Old student-teachers Alumni Association was established by student teachers of the first batch in 2009. In the Adhiveshan , Alumni members would get opportunity to meet each other and their teacher Educators, Principal and administrative staff members at the place were with the co-operation of Alumni members and college management members including administrative staff. Alumni meet (Varshik Adhivasion ane Sneh Milan) regularly every year. In this function recently retired Alumni members are felicitated by bouquet and shawl, The Alumni members who have achieved some new designation or members achieved Ph.D. degree are greeted by the guests. All the staff members and current year student-teachers are invited. All the alumni members gathered for general meet after lunch and the proposal for next meet are being declared and with discussion accepted and declared every years.

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

**5.4.2 - Alumni has an active role in the regular institutional functioning such as
Motivating the freshly enrolled students
Involvement in the in-house curriculum**

One/Two of the above

**development Organization of various activities other than class room activities
Support to curriculum delivery Student mentoring Financial contribution Placement advice and support**

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

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

3

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

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

During the academic year, Alumni members help the college in selecting schools for practice teaching Alumni members frequently visit the college and deliver their valuable though before studentteachers of the college on The occasion of celebration of college event. Every year Alumni Association meet is organized, and more than 200 people get together in this meeting and it is financially supported by the Alumni association members. Members having their own school help student-teachers to appoint in their school in various teaching subjects.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

The institution plans and takes decision based on vision and mission to prepare best teachers. The body is structured with inclusion of governing body members, IQAC members, Principal, Teachers educators, Non-teaching staff members, PTA members, Alumni members, and Student-teachers. The main administration is managed by managing body including IQAC members and principal. The internal management is done by the principal, teacher educators, administrative staff and Student teacher representative committee and when needed the Alumni member and PTA members are also included. The governance of the institution is reflective of an effective leadership and all the activities are managed by collective efforts. The institution has the clear vision and mission and focusing them the institution plans all its curricular and co-curricular activities. Institution prepares its perspective plan and all the activities planned are executed with the sense of students participation for better learnings and indirectly it is useful to the decision making bodies of the institution effectively.

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

6.1.2 - Institution practices decentralization and participative management Describe the process of decentralization and participative management practiced in the institution in not more than 100 - 200 words

The institution constitutes Student-teacher representative committee every year after completion of admission process. The role of Studentteachers Representative Committee (S.R.C.) is vital as practical part teachers training .After admission to this institution students are informed by the committee to visit the college and follow the rest of the procedure to get admission in this college. They have to present all original documents for admission in this institution. Administrative staff asks the student-teacher to pay the fees. The format of committees formulated and appointment made in different SRC Committees is explained in this report at a proper place. All the activities well-managed by SRC for first year and second year of B.Ed.and M.Ed. Some of the decisions are taken at SRC level,few are taken at IQAC level and policy related decisions are taken by the governing body at large.

| File Description | Documents |
|--|------------------|
| Relevant documents to indicate decentralization and participative management | No File Uploaded |
| Any other relevant information | No File Uploaded |

6.1.3 - The institution maintains transparency in its financial, academic, administrative and other functions Describe the efforts of the institution towards maintenance of transparency in its financial, academic, administrative and other functions in not more than 100 - 200 words.

Institute always take any decision regarding financial,academi,administrative and other functions by discusing

with governing body of the institute. The decision so taken are discussed with staff members and SRC representatives too. The financial audit is conducted to manage the transparency of financial transactions. All academic and administrative decisions collectively taken after SRC meetings in which GS, LR, representative of SRC, in charge Teacher educator looking after SRC and college administrative staff members democratically take part. All the activities to be conducted are announced in the prayer assembly by in-charge teachers educator and supported by the principal as and when required and all the student-teachers have equal opportunities to participate in any activity. The activity conducted in motivating environment in which transparency is made at all stages of conduct of activity. The results of the competitions or activities are declared in the prayer assembly by in-charge and later later supported and appreciated by the principal. The result of competition is also put on the notice board for knowledge of every one in the institution

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

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed Describe one activity successfully implemented based on the strategic plan with details of deployment strategy, during the year in not more than 100 - 200 words

1. Curriculum Development.: B. Ed. and M. Ed. student-teachers have to deliver prescribed lessons in each of pedagogy including two ICT based lessons, one lesson with self-made teaching aids and two lessons based on constructivist approach. Each student-teacher has to follow total of 40 practice teaching observations. Also the submission on library, laboratory, social and community engagements. Subject Viva-voce examination and general viva-voce are effectively conducted. 2. Teaching and Learning: Teaching work was nicely conducted in the college. The teacher -educators were motivated by the principal and other colleagues to develop various use of techniques and methods. 3. Examination and Evaluation: The studentteachers are given Star-batch guidance. It is followed for the student-teachers stood in first ten ranks in the college preliminary examination. 5. Library, ICT and Physical Infrastructure / Instrumentation: Improvements in the library services: Studentteachers visit library during recess, before and

after college time. Some e-journals were made available free of cost. 6.Human Resource Management: Hostel facility is provided for both male and female student teachers. 7.Industry Interaction / Collaboration : The linkages were established with following organizations at National, International level. Admission of Students: Our college tries its level best with engagement of required human resources to help students in the admission process.

| File Description | Documents |
|---|--|
| Link to the page leading to Strategic Plan and deployment documents | www.bkpsm.org |
| Documentary evidence in support of the claim | View File |
| Any other relevant information | No File Uploaded |

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

Planning and Development : It is done according to schedule of the university for the institutional development.The selection of pedagogy are done by the student accoring to the norms.Correspondance with varios agencies and college management is done well. Administration: Like, every year, the facilities to apply for on-line admission to parent university nicely conducted by the college B.Ed.and M. Ed. help centre to get admission in Course for Aspirants. The Roll-call is prepared for better administration for conducting various activities. Finance and Accounts Every month the salary bills are prepared The account of purchase and maintain dead stock are managed by the administrative staff.Administrative staff also checks the correspondence letters. Student Admission and Support The college has been given on line form filling help centre by university. College Admission form filling processes done by the office keeping in mind all the latest instruction given by parent university. Examination :All types ofexaminations are conducted by the college according to instructions of the university.The answer books are properly assessed by the teacher educator for all the examinations.To set the question papers senior persons are appointed by university and the co-ordinator appointed by the university.

| File Description | Documents |
|---|---------------------|
| Link to organogram on the institutional website | NIL |
| Documentary evidence in support of the claim | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

One/Two of the above

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | No File Uploaded |
| Screen shots of user interfaces of each module | No File Uploaded |
| Annual e-governance report | No File Uploaded |
| Geo-tagged photographs | View File |
| Any other relevant information | No File Uploaded |

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

The IQAC body is established in 2016 as per the guidance of NAAC committee during assessment in first cycle. In every academic year three to five meetings are arranged and various new agenda are discussed and decisions are taken appropriately as require. In the same way after completion of admission the student-teacher representative committee is formulated every two year as B.Ed. and M. Ed. course are converted in to two years programme. For each new batch, new SRC body is formulated and various responsibilities of the committees are distributed voluntarily and the committees and members take suitable necessary decisions. These committees are known as cells, like, women cell, Placement cell, Anti-ragging cell, Grievance Redressal cell, Guidance and Counselling cell. The online teaching remained in progress throughout the year therefore by using various platforms like, MS Team, Zoom, Google meet, etc. were

used in teaching learning process of trainees of the institution. It is a big decision that implemented by the institution to take care of teaching of the trainee

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

6.3 - Faculty Empowerment Strategies

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

The College has an informal welfare measure for teaching and non-teaching staffs. Though these welfare measures are not formalised, the staffs of the college have an age-old tradition of donating/contributing financially to any of the staff in need. Occasions like death of family members, wedding in the family, newborn in the family are always given full support financially by all teaching and non-teaching staff. Free education or sponsorship to the education of the children of the non-teaching staffs are also contributed by some teaching staffs.

| File Description | Documents |
|--|------------------|
| List of welfare measures provided by the institution with seal and signature of the Principal | No File Uploaded |
| List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

0

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

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

27

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

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

46

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

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

The performance appraisal system of teaching and non-teaching staff is one of the essential factor for maintaining quality in the college. The college itself has different performance appraisal performa both for teaching and non-teaching staff. The attributes of the teachers are communicational clarity, realistic setting of objectives, interaction with students, utilisation of innovative techniques and learning materials, supervision of class, assessment of students, volunteering in activities, respect for gender, teachers' personality and relationship with administration and the staff. The attributes of the non-teaching staff are- sincerity in work, communication skill, punctuality, helpfulness, skill in documentation, voluntary works and relationship with staff and administration. These attributes are marked under different scores. Suggestions are also given for improvements. This appraisal is the motivating factor both for the teaching and non-teaching staff and is done annually.

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

6.4 - Financial Management and Resource Mobilization

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

The process of internal financial audit is done regularly in the college by the end of every academic session. All faculty and student representatives who were in charge of the different committees submit their report of utilization of funds allocated to their portfolio. In the financial external audit as the college is under the Private Management of trust which execute the cumulative audit every year. The external audit till March, 2022-2023 is also submitted. The audit for the year 2023-24 is applied for and will be executed in the next year.

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

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

0

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

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

Generally the salary bills of the staff for teaching and nonteaching staff are prepared every month in advance as per the guidelines of the Government of Gujarat. The salary norms and DA given to the employee of the institution are followed while

preparing the salary bill. The grant given to the managing body to purchase required infrastructure, books for library, equipments for laboratory and classroom teaching are followed according to the norms and regulations of Government. The grant so given by trust is used appropriately for the said purposes and the financial requirements. The institution has got audited the expenditures so made and the report so given by the auditor is submitted to the affiliating University.

| File Description | Documents |
|---|------------------|
| Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal | No File Uploaded |
| Any other relevant information | No File Uploaded |

6.5 - Internal Quality Assurance System

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

The Internal Quality Assurance Cell of College has been contributing significantly to the development of the institution in categories of teaching learning, pedagogy, student orientation, induction and teachers' orientation. The New National Education Policy 2020 had been analyzed in detail in National Level Seminar organised by College on 16th October 2023 to sensitize the teachers regarding the philosophy and the practice of the new norm of education. The process adopted by the institution for quality assurance through IQAC: Teacher educators of the institution participated in various Webinars. The discussion with HNGU affiliated colleges of Education family members was organized with other college. Online teaching work was conducted using Microsoft team platform. Lesson guidance was given to deliver lessons of various types. The introduction of curriculum of B.Ed. and M. Ed. programme was conducted under IQAC cell in Study Circle activities. Indian Knowledge Systems (IKS) (Bharatya-Jñana-Parampara) encompasses the treasure of knowledge in various disciplines that emerged systematically from the ancient times in India over generations. Integrating IKS in curriculum for capacity building in faculty and educating the students as envisaged by NEP 2020 requires strengthening the role of the faculty and evolving them into energized, motivated, and capable faculty.

| File Description | Documents |
|---|---------------------------|
| List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal | View File |
| Any other relevant information | No File Uploaded |

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

The teaching-learning process is periodically assessed through the IQAC in a systematic manner. At the end of every semester students feedback is taken to assess the level of the teaching learning process. After the analysis of the feedback initiatives are taken up for remedial action. Teachers' orientation workshop and panel discussions are taken up from time to time to meet the challenges of any new aspects in the curriculum and syllabus. Faculty members are advised to share new knowledges and information regarding teaching learning process, from the orientation and workshops they attended. Innovative and student-centred teaching is encouraged in the college.

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

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

4

| File Description | Documents |
|--|------------------|
| Data as per Data Template | No File Uploaded |
| Report of the work done by IQAC or other quality mechanisms | No File Uploaded |
| List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

Two of the above

| File Description | Documents |
|--|--|
| Data as per Data Template | No File Uploaded |
| Link to the minutes of the meeting of IQAC | bkkpsm.org |
| Link to Annual Quality Assurance Reports (AQAR) of IQAC | bkkpsm.org |
| Consolidated report of Academic Administrative Audit (AAA) | No File Uploaded |
| e-Copies of the accreditations and certifications | No File Uploaded |
| • Supporting document of participation in NIRF | No File Uploaded |
| Feedback analysis report | No File Uploaded |
| Any other relevant information | No File Uploaded |

6.5.5 - Institutions keeps track of the incremental improvements achieved in academic and

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

The M.Ed. Programme of college has dissertation/research as part of its curriculum. A workshop had been conducted to finalize a standardized form of synopsis which will be utilized by the college henceforth. Since the previous accreditation the college has improved in leaps and bounds. According to the suggestion given by peer team of NAAC, the institution has taken care of systematic planning of activities and its documentation. The institution has added library reading periods for the student teachers and even teacher educators also use widely the resources of library in their teaching process in the class room.

| File Description | Documents |
|---|------------------|
| Relevant documentary evidence in support of the claim | No File Uploaded |
| Any other relevant information | No File Uploaded |

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

College is conscious about energy consumption and utilization. The most important area of policy is concerned with the minimum power utilization and optimal output. Hence, all the traditional bulbs have now been replaced by LED bulbs. Teaching and non-teaching staffs are given informal instructions from time to time for switching off of all electronic gadgets when not in use. Solar energy: The college gets electricity from UGVCL, Gujarat and we have our own solar panel on the terrace. Registration for rooftop solar PV (RTPV) system under Gujarat Solar Power Policy-2015 (The policy) for the year. was done successfully and sanctioned load/contract demand is 10 KW.

| File Description | Documents |
|--------------------------------------|------------------|
| Institution's energy policy document | No File Uploaded |
| Any other relevant information | No File Uploaded |

7.1.2 - Institution has a stated policy and procedure for implementation of waste management Give a brief note on the institution policy for waste management along with its implementation procedure in not more than 100 - 200 words.

The Palanpur Nagarpalikaprovides scope for submitting non-degradable waste alternet day in its big vehicle is used by the institute. The institution has arrangement for nderground west water management through underground drange system in the campus. For west water, urine ,etc are routed to underground dig. Institution has a strong commitment to maintain waste management inside the campus. All the staffs and student trainees are strongly advised to keep the campus free from the pollution of plastics, garbage and other materials. To empower this movement, teachers, non-teaching staffs and student teachers are always engaged to organize cleanliness program in the campus. The collected garbage is always picked up by vehicles from municipal town area

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

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

One of the above

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

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

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

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

Plantation of tree and providing trees water supply that is nicely managed by the institution in its front garden with using water from the common wall. we welcome guest in different programmes by giving them Tulsi plant and later we plant it into our college's front garden. On the campus there are many old trees like, Neem tree, Ashopalav tree, drum stick etc. Our campus is Plastic Free and Paper Free Campus ,It will help to reduce the use of plastic and papers which will be a good contribution towards sustainable environment.

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

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

| File Description | Documents |
|---|---------------------------|
| Videos / Geotagged photographs related to Green Practices adopted by the institution | View File |
| Circulars and relevant policy papers for the claims made | No File Uploaded |
| Snap shots and documents related to exclusive software packages used for paperless office | No File Uploaded |
| Income- Expenditure statement highlighting the specific components | No File Uploaded |

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

0

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

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

Study Circle is one of the initiatives towards quality education by College. The vision of Study Circle is to educate future teachers and teacher educators with versatile knowledge from eminent educationists from the field of education. After NAAC accreditation in the year 2014, IQAC cell was established in the College. 9 teacher training B. Ed colleges of Banaskantha district are covered under study circle. The study circle at the college is an open forum for academic discussion between teachers and students of teacher training institutes. Study Circle Series 6.1 Lecture was held on 20th June 2023; Series 6.2 Lecture was held on 6th July 2023; Series 6.3 Lecture was held on 24 August 2023; Series 6.4 Lecture was held on 23rd September 2023; Series 6.5

Lecture was held on 27th January 2024The college has the culture of visiting local significant historical places of state and national importance as a part of locational knowledge and community practice every year. The institution takes every effort to leverage local environment. Student-teachers and faculty members of the institution volunteer for cleaning ups in the community. Plantation of trees at the locality and other places are done. Educate the community about the importance and value of nature resources. Education remained in progress throughout the year, some cultural, regional, linguistic, communal socio economic programme were arranged. They are as under: 1. Teacher Day Celebration on 5th September, 2023 2. Hindi Day Celebration on 14th September, 2023 3. Welcome ceremony to Student-teachers 4. Make Best from West 5. Visit to Agriculture University Dantiwada 6. Women Empowerment Day

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

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

D. Any 1 of the above

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

7.2 - Best Practices

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

The Micro-Teaching Workshop was conducted. The Microteaching Workshop was an intensive programme where the student teachers were given full hands on training regarding the different skills of teaching example Set Induction, Writing of Instructional Objectives, Explanation Skill, Utilisation of teaching learning materials, Stimulus Variation, Classroom Management, Re-reinforcement, Questioning Skills, Closure and different assessment skills. These Workshops prepared the student-teachers to face the real teaching situations with full confidence. Study Circle: Study Circle Series Study Circle Series 6.1 Lecture was held on 20th June 2023; Series 6.2 Lecture was held on 6th July 2023; Series 6.3 Lecture was held on 24 August 2023; Series 6.4 Lecture was held on 23rd September 2023; Series 6.5 Lecture was held on 27th January 2024

| File Description | Documents |
|---|------------------|
| Photos related to two best practices of the Institution | No File Uploaded |
| Any other relevant information | No File Uploaded |

7.3 - Institutional Distinctiveness

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

College is the only Self Financed M. Ed. TEI in Banaskantha District. In fulfillment of its vision to attain higher level of academic excellence, access and equity in the area of teacher education, the college has been providing various productive valuebased and quality oriented teacher education programme, to preservice teachers. In fulfillment of its mission, to educate, train and guide student-teachers in practical and logical fashion, the college has its unique strategy of teaching techniques, methods and evaluation. Microteaching is the heart of B.Ed. training and different microteaching skills and simulation lesson as per curriculum are taught online to student-teachers. Theory and demonstration lessons are also presented by teacher-educator. Everyday prayer assembly is arranged and student-teachers performed different activities like prayer, Song or Hymn, thought of the day and quiz. All the necessary instructions are announced by the concerned Teacher-educators.

| File Description | Documents |
|---|---------------------------|
| Photo and /or video of institutional performance related to the one area of its distinctiveness | View File |
| Any other relevant information | No File Uploaded |