



YEARLY STATUS REPORT - 2020-2021

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 JAYANTILAL VIRABHAI**
- Phone No. **09925083451**
- Alternate phone No.(IQAC) **09925083451**
- Mobile (IQAC) **09925083451**
- IQAC e-mail address **bkpsrkdmed@gmail.com**
- Alternate e-mail address (IQAC) **bkkadvapatidar@gmail.com**

3.Website address

- Web-link of the AQAR: (Previous Academic Year) [https:// www.bkkpsm.org/ igac](https://www.bkkpsm.org/igac)
www.bkkpsm.org

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/ ac](https://www.bkkpsm.org/ac)

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 **Yes**

- 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)

The first lecture of series 3 was organized on 4th March 2020, the topic was "New National Education Policy 2020" the keynote lecture was delivered by Dr. Bharatakumar Mali, Assistant Professor, DD Choksi B.Ed College Palanpur. Programme was organized with the collaboration of the Education Board of India and Niti Aayog as a state-level seminar. Programme was attended by 145 students who were also awarded certificates.

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
Internship program	Online Mode PG for sem1, pre internship workshop followed by active internship in TEIs. 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	Online Mode By Google Meet
Micro teaching	Online Mode By Video
Lesson Planning	Online Mode By Google Meet
Internship Programm Semester 1	Online Mode by School or Colleges
Guru Purnima Celebretion	Online Mode by Google Meet
Internship Programm Semester 2	Online Mode By College or School
Online Teaching	by Google Meet
Exam Internal	Online Mode MCQ and Home works
University Examination	Mass Pramotion
Semester III Internship Programm	Online Mode
Semester IV Internship Programm	Online Mode
University Examination	Online Mode

13. Whether the AQAR was placed before statutory body?

No

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Nil	Nil

14. Whether institutional data submitted to AISHE

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 JAYANTILAL VIRABHAI				
• Phone No.	09925083451				
• Alternate phone No.(IQAC)	09925083451				
• Mobile (IQAC)	09925083451				
• IQAC e-mail address	bkpsrkdmed@gmail.com				
• Alternate e-mail address (IQAC)	bkkadvapatidar@gmail.com				
3.Website address	https:// www.bkkpsm.org/ iqac				
• Web-link of the AQAR: (Previous Academic Year)	www.bkkpsm.org				
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/ ac				
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			Yes		

<ul style="list-style-type: none"> • Upload latest notification of formation of IQAC 	View File	
9.No. of IQAC meetings held during the year	2	
<ul style="list-style-type: none"> • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	Yes	
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10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No	
<ul style="list-style-type: none"> • If yes, mention the amount 		
11.Significant contributions made by IQAC during the current year (maximum five bullets)		
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University Examination	Mass Pramotion
Semester III Internship Programm	Online Mode
Semester IV Internship Programm	Online Mode
University Examination	Online Mode
13.Whether the AQAR was placed before statutory body?	No
<ul style="list-style-type: none"> Name of the statutory body 	

Name of the statutory body	Date of meeting(s)
Nil	Nil

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2020-21	28/02/2022

15. Multidisciplinary / interdisciplinary

With the vision of fulfilling the needs 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 under draft 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 Draft we undertake Social Research project work each year under our IQAC Cell.

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 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.

17.Skill development:

1. Research skills: Students will understand various research methods will be equipped with 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 interpretation skills of data, trainees will be well trained in using software (SPSS, MS Excel) etc. for statistical 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 the Indian Knowledge System 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 modern knowledge is also equally important. Indigenous knowledge includes a local community's traditional technology; and social, economic and philosophical learning grounded in spiritual 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 has been transcended through courses like, Perspective in Education. Here, the philosophies of Vivekananda, Tagore, Gandhiji, Maharshi Arvind, Raja Ram Mohan Ray, etc. have a place. Sanskrit Samhashan has been arranged for sensitising 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 the curriculum through the courses of education, philosophy, art, literature, sciences, yoga and sports. Our B.Ed. Programme includes various components strengthening cultural identity, and awareness, and uplifting societies are effective, in terms of enhancing understanding of cultural identity, language acquaintance and the perception of inheritance. Language across the curriculum is introduced to ensure proficiency in Indian languages has been integrated well in various programmes 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 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 the best of the content of learning through such concerns. These Indigenous learning styles have been interwoven in the 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 assimilating 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 a teacher education programme which is globally viable and locally accepted. Indian Knowledge System is an internationally

recognised scientific and effective system so the 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 universities and UGC also has 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 the pandemic.

Extended Profile

1.Student

2.1

320

Number of students on roll during the year

File Description	Documents
Data Template	View File

2.2

320

Number of seats sanctioned during the year

File Description	Documents
Data Template	View File

2.3

320

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
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File Description	Documents
Data Template	View File

2.6	Number of students enrolled during the year	330
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File Description	Documents
Data Template	View File

| **2.Institution** | | |

4.1	Total expenditure, excluding salary, during the year (INR in Lakhs):	4796453
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4.2	Total number of computers on campus for academic purposes	56
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| **3.Teacher** | | |

5.1	Number of full-time teachers during the year:	22
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File Description	Documents
Data Template	View File
Data Template	View File

5.2	Number of sanctioned posts for the year:	0
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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 programmed 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 Page Annual Quality Assurance Report of MATRUSHREE S. S. GOVINDA AND SHRIMATI R. K. D. KHANUSHIYA COLLEGE OF EDUCATION 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. This year was corona year most of teaching or non- teaching activities done by online mode.

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	View File
Plan developed for the academic year	View File
Plans for mid- course correction wherever needed for the academic year	View File
Any other relevant information	View File

1.1.2 - At the institution level, the curriculum B. Any 5 of the above

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

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	View File

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	No File Uploaded
URL to the page on website where the PLOs and CLOs are listed	Nil
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

3

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

3

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

3

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

55

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

55

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

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

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	No File Uploaded
Document showing teachers' mentoring and assistance to students to avail of self-study courses	No File Uploaded
Any other relevant information	No File Uploaded

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	No File Uploaded
Certificates / evidences for completing the self-study course(s)	No File Uploaded
List of students enrolled and completed in self study course(s)	No File Uploaded
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	No File Uploaded

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

A number of strategies are being used for the development of the school system. There are ways to improve the Indian Education system namely skill-based learning, rural education, gender-neutral education, teacher training, infrastructure, subsidizing professional courses, basic computing in rural areas, and making sports compulsory. Various boards of school education like government, GBSE, CBSE and Anglo-Indian have been illustrated with their 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 at 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	No File Uploaded
Any other relevant information	No File Uploaded

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 an understanding of various learning engagements. It is also our aim to make them ready for the professional field of 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 rewards 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

Three of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	No File Uploaded
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 and analysed

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	No File Uploaded
Action taken report of the institution with seal and signature of the Principal	No File Uploaded
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

165

2.1.1.1 - Number of students enrolled during the year

165

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	View File

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

210

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

210

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	No File Uploaded
Any other relevant information	No File Uploaded

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

20

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

20

File Description	Documents
Data as per Data Template	View File
Certificate of EWS and Divyangjan	No File Uploaded
List of students enrolled from EWS and Divyangjan	No File Uploaded
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 behalf of previous education accordingly and classify them into moderate students and 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 behalf of Graduation and Higher Secondary level percentages. The students are isolated into different groups and given separate topics to attempt the questions. The topics 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 student'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 an 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

16.5

2.2.4.1 - Number of mentors in the Institution

23

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

330

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	No File Uploaded
Geo-tagged photographs wherever applicable	No File Uploaded
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 provides sense 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 teachereducators 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 studentteachers. 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	No File Uploaded
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
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File Description	Documents
Data as per Data Template	No File Uploaded
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</p>
--

cultures.

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

2.4 - Competency and Skill Development

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

All of the above

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

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

Six/Seven of the above

inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement	
File Description	Documents
Data as per Data Template	No File Uploaded
Reports and photographs / videos of the activities	View File
Attendance sheets of the workshops / activities with seal and signature of the Principal	View File
Documentary evidence in support of each selected activity	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	No File Uploaded
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	No File Uploaded
2.4.4 - Students are enabled to evolve the 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	Three of the above

Observation modes for individual and group activities Performance tests Oral assessment Rating Scales

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

Four of the above

**and helping them to participate Involvement
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	View File
Report of the events organized	No File Uploaded
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

All of the above

File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	No File Uploaded
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 student teachers 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	View File
Plan of teacher engagement in school internship	View File
Any other relevant information	No File Uploaded

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

Nine/All of the above

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

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

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, the student-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 teacher-educators/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	No File Uploaded
Any other relevant information	No File Uploaded

2.4.12 - Performance of students during

One of the above

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)

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	No File Uploaded

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

Two of the above

File Description	Documents
Format for criteria and weightages for interns’ performance appraisal used	No File Uploaded
Five filled in formats for each of the aspects claimed	No File Uploaded
Any other relevant information	No File Uploaded

2.5 - Teacher Profile and Quality

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

25

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	No File Uploaded
English translation of sanction letter, if it is in regional language	No File Uploaded
Any other relevant information	View File

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

9

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

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

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	No File Uploaded

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 teachereducators 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	No File Uploaded

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	No File Uploaded
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

Two 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	No File Uploaded
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	No File Uploaded

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	No File Uploaded
Certified report from the Head of the Institution indicating pass percentage of students program-wise	No File Uploaded
Any other relevant information	View File

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, prayer activities, co-curricular activities. They have to submit the report of all the activities in the college. Normally all the student-teachers 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 student-teachers. 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	View File
Any other relevant information	No File Uploaded

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

0

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	No File Uploaded
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

One 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	No File Uploaded
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

0

File Description	Documents
Data as per Data Template	No File Uploaded
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

0

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	No File Uploaded
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

0

File Description	Documents
Data as per Data Template	No File Uploaded
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

0

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	No File Uploaded
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

165

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

165

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.

NIL

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

One/Two of the above

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	View File

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 connectio

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

20

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

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

846756

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	No File Uploaded
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)

43382

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

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

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

0

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	No File Uploaded
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 as gifts to College

All of the above

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

isappointed 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	No File Uploaded
Any other relevant information	No File Uploaded

4.3.2 - Student – Computer ratio during the academic year

2.1

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

4.3.4 - Facilities for e-content development

One of the above

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

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)

6542943.5

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

byholding 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 studentteachers 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: Ateacher-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 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	Three of the above
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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	
Nine or more 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 with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	
E. None of the above	

File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	No File Uploaded
Composition of the student grievance redressal committee including sexual harassment and ragging	No File Uploaded
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
33	110

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).

120

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)

32

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	View File
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

12

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	No File Uploaded

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

One/Two of the above

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	No File Uploaded
Any other relevant information.	No File Uploaded

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

5

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

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

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	No File Uploaded
Any other relevant information	No File Uploaded

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

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	No File Uploaded
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 Student-teachers 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, academic, administrative and other functions by discussing 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 student-teachers 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: Student-teachers 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.bkkps.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 according to the norms. Correspondence with various 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 of examinations 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

None 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	No File Uploaded
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 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 nonteaching staffs. Though these welfare measures are not formalised,the staffs of the college has an age-old tradition of donating/contributing financially to any of the staff in need. Occassions 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 sponshorship 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.

22

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

30

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	No File Uploaded
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, 2020 is also submitted. The audit for the year 2020-21 is applied for

and will be excuted 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 the managing body to purchase required infrastructure, books for library, equipments for laboratory and classroom teaching are followed according 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 expendirues so made and the report so g

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. In this year all programmed done by online under IQAC reason corona

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.

Nil

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

5

File Description	Documents
Data as per Data Template	View File
Report of the work done by IQAC or other quality mechanisms	View File
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	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
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File Description	Documents
Data as per Data Template	No File Uploaded
Link to the minutes of the meeting of IQAC	www.bkkpsm.org
Link to Annual Quality Assurance Reports (AQAR) of IQAC	www.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 and reserach 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 Nagarpalika provides scope for submitting no degradable waste alternate day in its big vehicle is used by the institute. The institution has arrangement for underground waste water management through underground drainage system in the campus. For waste 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	None of the above
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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	No File Uploaded
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	No File Uploaded
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
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File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	No File Uploaded
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

The 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, Hindi Day Celebration on 14th September, 3. Welcome ceremony to Student-

teachers 4. Make Best from West 5. Women Empowerment Day was celebrated, online Quiz, online songs competition, online group discussion, online microteaching competition and all activities done online mode.

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

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

A. All of the above

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	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, 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. All activities conducted on online mode.

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

7.3 - Institutional Distinctiveness

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

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 value based 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. All activities conducted on online mode.

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