



YEARLY STATUS REPORT - 2021-2022

Part A	
Data of the Institution	
1.Name of the Institution	COLLEGE OF EDUCATION, KHAROD
• Name of the Head of the institution	DR. PRAVINCHANDRA R. MASTER
• Designation	IN CHARGE PRINCIPAL
• Does the institution function from its own campus?	Yes
• Alternate phone No.	9925123848
• Mobile No:	9925123848
• Registered e-mail ID (Principal)	kharode17@gmail.com
• Alternate Email ID	prama1961@gmail.com
• Address	Near National Highway No. 8, At .& Po.: Kharod
• City/Town	Ta; Ankleshwar Dist: Bharuch
• State/UT	Gujarat
• Pin Code	394115
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education
• Location	Rural

• Financial Status	Grants-in aid				
• Name of the Affiliating University	Indian Institute of Teacher Education, Gandhinagar				
• Name of the IQAC Co-ordinator/Director	Dr. Parulben Tandel				
• Phone No.	7284983769				
• Alternate phone No.(IQAC)	8160035821				
• Mobile (IQAC)	8160035821				
• IQAC e-mail address	tandel.parul@gmail.com				
• Alternate e-mail address (IQAC)	kharode17@gmail.com				
3.Website address	https://www.coekharod.org				
• Web-link of the AQAR: (Previous Academic Year)	https://www.coekharod.org/media/files/AQAR-2020%20-%2021.pdf				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	https://www.coekharod.org/media/files/Academic-calender-2021-22.pdf				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B	2.28	2010	28/03/2010	27/03/2015
6.Date of Establishment of IQAC			21/07/2014		
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	NA	Nil	00	
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
<ul style="list-style-type: none"> • (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
<ul style="list-style-type: none"> • If yes, mention the amount 	
11.Significant contributions made by IQAC during the current year (maximum five bullets)	
<ul style="list-style-type: none"> - Purchase of necessary psychological Test - Increase Internet speed - To encourage the student to take part in university level activities - Decision of Institute to undergo assessment by NAAC-Bangalore - To repair uneven flooring beside the Assembly Hall - Purchased inverter for electricity supply 	
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
-To encourage the student to take part in university level activities	As a Result Saiyed mahanur took part as a Radio Jockey and presented herself 6 times programme and students participated in Blue print development compition,block coding competition and boot camp in gandhinagar
-To decide Trust Representative during the Professors interview	The two professors (Adhyapak Sahayak) were appointed by the government for which the NOC was received. The two professors are Dr. Anirudhdha Raolji (Hindi Method) and Dr. Pallaviben Kapadia (Gujarati Method). Shree Ismail Jogiat played the role of a Trust Representative for these two interviews.
-To discussion about result of student	The college professors worked hard to improve the college's results, and the college was able to get a 100 % result.
- Purchase of necessary psychological Test	4 psychological tests worth Rs. 15300/-are purchased.
-Increase Internet speed	The mbps was increased to 40 mbps from 20 mbps so that the college could benefit from the use of the internet.
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
2021- 2022	02/02/2022

15. Multidisciplinary / interdisciplinary

This College is affiliated with IITE-Gandhinagar. The IITE has framed the design of the course having Multidisciplinary and Interdisciplinary approach.

Multidisciplinary / interdisciplinary

The Teacher Education and Teacher Educator Programs have been designed for all these approaches; the holistic development of teachers and teacher educators is our concentrated pathway to enrich all these programmes. Presently, Arts, Science and Education are disciplines integrated for the purpose; so it is multidisciplinary; whereas courses like; Language Across Curriculum (Gujarati, Hindi, English and Sanskrit), Art in Education (Music, Dance, Drama, Paintings, Drawing, model making, etc.) Physical Education is interdisciplinary, and above all these courses have a focal intention to integrate them for effective and efficient school education in particular and Education at wider perspectives. So this College is ready to implement NEP 2020.

16. Academic bank of credits (ABC):

Academic bank of credits

This College is affiliated with IITE-Gandhinagar so it looking forward to guidelines from the statutory body. The IITE-Gandhinagar has already designed the nomenclature as per NEP 2020. The IITE-Gandhinagar / University is in process of getting Accredited for the purpose. Institute has also initiated the process of getting all affiliated Institutions to be accredited.

17. Skill development:

Skill development

This College is affiliated with IITE-Gandhinagar and IITE has already established Guru Drona Skill Centre and 24 courses offered through this Centre have been already enlisted. At the College level general structure of synthesising skill courses are as under: a. Life Skills b. ICT Skills . Communicating Abilities d. Teaching Skills e. Skills for Fine Arts f. Skills for Performing Arts

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

The prehistoric paragon of Indian Knowledge and Customs and Traditions have been transcended through courses like, Perspective in Education. Here, philosophy of Vivekananda, Tagore, Gandhiji, Maharshi Arvind, Raja Ram Mohan Ray, etc. have a place. Sanskrit Sambhashan has been arranged for 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 curriculum through the courses of education, philosophy, art, literature, sciences, yoga and sports.

Our B.Ed. Programme includes various components strengthening cultural identity, awareness, and uplifting societies are effective, in terms of enhancing understanding of cultural identity, language acquaintance and the perception of inheritance. Language across curriculum is introduced to ensure proficiency in Indian languages has been integrated well in various 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 Indian knowledge system. The rich Indian Cultural heritage is full of examples proving the significance of continual learning irrespective of any barriers of age or place for that matter. The modern problems and challenges are multidisciplinary in nature. Hence, a cross-disciplinary approach is required to solve them. IITE has offered best of the content of learning through such concerns

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

The teaching-learning process at this College has aims and objectives, so there has been a central vision as outcome based process. The twenty-first century is being regarded as the age of ICT, where preserving information and to assimilate is very easy, so

there are specific outcomes of very specific teaching learning programmes. Our university, IITE-Gandhinagar has been offering very specific teacher education programmes where a very noble objective is set to achieve and that is to make such a teacher education programme which is globally viable and locally accepted. Indian Knowledge System is internationally recognised scientific and effective system so following Outcome Based Education (OBE) are envisaged: UG Programme: B.Sc.-B.Ed. and B.A.-B.Ed. programmes have been specifically aiming at multicore development of school teachers who can lead, manage and administer teaching learning processes at school 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 instructed us for Distance Education and Online Education. It is also a need of the hour. This College has made effective use of Online Mode during pandemic. At present the College is not thinking about Distance Education. But in past the College has an IGNOU B.Ed. Study Centre-0951, which was working between 2004 to 2015. In the year 2015-16 the College conducted NIOS, Di.El.Ed. Programme successfully.

Extended Profile

2.Student

2.1	77
Number of students on roll during the year	
File Description	Documents
Data Template	View File
2.2	50+5
Number of seats sanctioned during the year	

File Description	Documents
Data Template	View File
2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	31
File Description	Documents
Data Template	View File
2.4 Number of outgoing / final year students during the year:	34
File Description	Documents
Data Template	View File
2.5 Number of graduating students during the year	34
File Description	Documents
Data Template	View File
2.6 Number of students enrolled during the year	41
File Description	Documents
Data Template	View File
4. Institution	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	522264.90
4.2 Total number of computers on campus for academic purposes	15
5. Teacher	
5.1	06

Number of full-time teachers during the year:		
File Description	Documents	
Data Template	View File	
Data Template	No File Uploaded	
5.2	08	
Number of sanctioned posts for the year:		
Part B		
CURRICULAR ASPECTS		
1.1 - Curriculum Planning		
1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words		
<p>The IITE structured the Syllabus and the College have adopted the Syllabus. As the College is affiliated with the IITE, the College didn't play any role in the framing of the curriculum. This College is committed to provide the distinctive learning environment and skills, for understanding of self and other, to learn solve personal and social problems and continually improving the overall performance. The College at local level distributed the Subject, Sub topic, Unit, Sub Unit according to the area of the respective faculties at the college. While distributing courses and the teaching Units and teaching points study, experience, interest, skills etc. were kept into mind. The staff together conducted brain storming session and decided different teaching modalities for the curriculum transaction at the local level. As it is was the period of Corona Pandemic Online mode of curriculum transaction was adopted with suitable techniques. Simulation, Stray Lessons and different teaching skills were taught through on line. For Well planned curriculum delivery, lesson plan file is prepared by every faculty member before commencement of semester and yearly exams. As per the lesson plan the contents are delivered to the student and it is monitored by the senior, experienced faculty.</p>		

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

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

C. Any 3 of the above

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

1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and

C. Any 2 of the Above

**students through Website of the Institution
Prospectus Student induction programme
Orientation programme for teachers**

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://www.coekharod.org/media/pdf/18/B.Ed%20Syllabus%20IITE.pdf
Prospectus for the academic year	No File Uploaded
Report and photographs with caption and date of student induction programmes	No File Uploaded
Report and photographs with caption and date of teacher orientation programmes	No File Uploaded
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

18

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	No File Uploaded
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

0

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

0

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

0

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

0

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

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

A fundamental understanding of the field of teacher education

through practical and theory components of the B.Ed. programme.

Practical for delivery of content is demonstrated and practiced through micro teaching, simulation, stray lessons and internships.

Emotional Intelligence, Critical Thinking, Communication skills, Collaboration with others are practiced through theory and field practice.

-The College B.Ed. Curriculum (IITE-Curriculum) focusses on very basic aspects of a life i.e. Psychology, Sociology, Pedagogy, Assessment, Self Development and School teaching life. These are very basics in the field of a teacher. Without knowledge and experience of all such components it is not possible to mould a teacher needed at present hour.

File Description	Documents
List of activities conducted in support of each of the above	No File Uploaded
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

Students are given opportunities to select schools like private, government, grant in id, CBSE, village school, city school etc. so that they understand diversities is school education.

Students visit orphanage, old people house, hospital, special school etc. and write a reflective note. They watch movies like ANAND and write review. They read stories articles etc. and write a review. They also speak about these. Fund generation develops the skill of negotiation.

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

With the help of thorough study of four semesters, a Finishing School Programme and all activities at the College develop a thorough professional understanding.

Finishing School: Finishing School aims at empowering students with various Skill sets in addition to Knowledge that makes them Industry ready. Finishing School Trainers enable students to refine their Life skills, Employability skills, Functional and Spoken English Skills so as to shape a position in the competitive and dynamic world.

Innovation Club: Innovation Club is generating environment for creativity to flourish and an end-to-end support system in this College to allow ample support to ideas for better execution

Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others etc..

Students visit orphanage, old people house, hospital, special school etc. and write a reflective note. They watch movies like ANAND and write review. They read stories articles etc. and write a review. They also speak about these. Fund generation develops the skill of negotiation.

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	View File
Any other relevant information	No File Uploaded

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

Feedback collected, analyzed, action taken and available on website

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	View File
Action taken report of the institution with seal and signature of the Principal	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

41

2.1.1.1 - Number of students enrolled during the year

41

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

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

23

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

23

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

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

02

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

02

File Description	Documents
Data as per Data Template	View File
Certificate of EWS and Divyangjan	View File
List of students enrolled from EWS and Divyangjan	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.

Under the guidance , guidelines of the University (IITE) the College tries to conduct internal , external examination with the components like EPC, Practical work, Term Paper, Field Work Project, Assignments , TLM , Term Papers, Practices Teaching , Action Research, Viva , etc. The qualitative quantitative components of CCE are taken care of.

Student's attendance, micro lessons, simulation lessons were also taken. Information about periods, tests any educational work related to attendance was placed in the student's WhatsApp group.

Online guidance was provided on the difficulties and some difficulties also encountered in the presentation of micro lessons and simulation lessons. Online guidance was also given on the low marks obtained by the students in the tests.

Students who were clever guided to participate in the competition.

Students were instructed to watch videos on the YouTube and use the internet for other educational materials.

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

2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs	Six/Five of the above
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File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the activities to address the student diversities	No File Uploaded
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	Two of the above
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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	View File
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

5:10

2.2.4.1 - Number of mentors in the Institution

5

File Description	Documents
Data as per Data Template	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View File
Any other relevant information	View File

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.

Multi-mode approach ...

At this College different modalities for the purpose of instructional transaction are used. The College teaching-training opens with the help of Microteaching. Each student is taken care and the College see that reteaching, during teaching and post teaching roles are played by the student- trainee in a better way.

Traditional as well as new methods and approaches are helping the

teachers to impart the knowledge in a better way.

Language teaching is conducted with the help of

- Task based lesson plan
- Task based teaching
- Read and say, look and say, substitution table techniques

Communicative Approach, Collaborative Language, Structural Approach, Multi Task Approach etc.

Economics and Social Science are taught with the help of traditional as well as newly developed methods/ approaches like Team Teaching, Group Discussion, Symposium method, Supervised teaching, Project Method, Role Play etc.

Inductive Deductive method, Synthetic Analytic method, Comparative method, Project methods, Problem Solving, Experiment method, Symposium method etc. are used in the subjects like Science, Mathematics and Accountancy.

Lectures method, Questioning, illustrating with examples, Using TLM etc. are the method/techniques help all the teachers in all the subjects.

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

5

File Description	Documents
Data as per Data Template	View File
Link to LMS	Nil
Any other relevant information	View File

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

72

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

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

Three of the above

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

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

College of Education, Kharod makes continuous and conscious efforts to enable its students to realize their potential and evolve as leaders and transforming agents of society. Some of the methods employed by this College in this process are Team Teaching, Collaborative Approach, Microteaching, Simulation, Internship, Project work, Assignment Work, Book Review, Reflective Diary, Field work, School visit etc.

The Students are guided and assisted for all activities related to curriculum leading to Professional growth of the students.

Innovation club is an activity in which the students are mentored to do innovation.

By and now experts, School principals, ex-students are invited to address the students and to talk about the demands of the industry.

Whole year the College conducts different activities for the purpose of total development.

Permission of school's also received by contacting the principals of nearby schools via mobile. Arrangements are then made for the professor to go to the school with the group to observe the students' lessons.

The professors monitor the students by organizing various academic and co-curricular activities.

Professors are also monitors the students who were receiving poor performance in the internal examination.

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

2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by

Four of the above

**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**

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

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

The College makes continuous and conscious efforts to enable its students to realize their potential and evolve as leaders and transforming agents of society. Some of the methods and approach through discussions, guest lecture, debates, oral group presentations to encourage greater participation and interactive learning

Schools, School of Excellence (SOE-Govt. of Gujarat) Special Schools, Orphanages, Old Age Home, Blind School, etc. are visited to gain an understanding of the special needs of the society. These visits offer a practical knowledge and develop empathy among the students.

Role plays to make students step out of their comfort zone and to develop interpersonal skills through EPC-2, Art in Education

The College Annual Magazine Utkarsh is brought out by students which develop creative writing.

Daily 15 minutes light physical exercises are scheduled for healthy mind and body.

experiential, problem solving, participative learning methodologies

is to create peer learning community to facilitate an environment of peer mentoring, collaborations, meaningful interaction through guided reflections.

Students also contributed in blood donation camp.

Students are provided experiences for teaching learning practices from micro, simulation lessons, and Internship.

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

2.4 - Competency and Skill Development

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

All of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities with video graphic support wherever possible	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

Ten/All of the above

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

File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	View File
Attendance sheets of the workshops / activities with seal and signature of the Principal	No File Uploaded
Documentary evidence in support of each selected activity	View File
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

All of the above

File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	View File

<p>2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales</p>	<p>Four of the above</p>										
<table border="1"> <thead> <tr> <th data-bbox="86 566 550 633">File Description</th> <th data-bbox="550 566 1473 633">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 633 550 701">Data as per Data Template</td> <td data-bbox="550 633 1473 701">View File</td> </tr> <tr> <td data-bbox="86 701 550 801">Samples prepared by students for each indicated assessment tool</td> <td data-bbox="550 701 1473 801">View File</td> </tr> <tr> <td data-bbox="86 801 550 947">Documents showing the different activities for evolving indicated assessment tools</td> <td data-bbox="550 801 1473 947">View File</td> </tr> <tr> <td data-bbox="86 947 550 1014">Any other relevant information</td> <td data-bbox="550 947 1473 1014">No File Uploaded</td> </tr> </tbody> </table>	File Description	Documents	Data as per Data Template	View File	Samples prepared by students for each indicated assessment tool	View File	Documents showing the different activities for evolving indicated assessment tools	View File	Any other relevant information	No File Uploaded	
File Description	Documents										
Data as per Data Template	View File										
Samples prepared by students for each indicated assessment tool	View File										
Documents showing the different activities for evolving indicated assessment tools	View File										
Any other relevant information	No File Uploaded										
<p>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</p>	<p>All of the above</p>										
<table border="1"> <thead> <tr> <th data-bbox="86 1485 550 1552">File Description</th> <th data-bbox="550 1485 1473 1552">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 1552 550 1619">Data as per Data Template</td> <td data-bbox="550 1552 1473 1619">View File</td> </tr> <tr> <td data-bbox="86 1619 550 1720">Documentary evidence in support of each response selected</td> <td data-bbox="550 1619 1473 1720">View File</td> </tr> <tr> <td data-bbox="86 1720 550 1865">Sample evidence showing the tasks carried out for each of the selected response</td> <td data-bbox="550 1720 1473 1865">View File</td> </tr> <tr> <td data-bbox="86 1865 550 1933">Any other relevant information</td> <td data-bbox="550 1865 1473 1933">No File Uploaded</td> </tr> </tbody> </table>	File Description	Documents	Data as per Data Template	View File	Documentary evidence in support of each response selected	View File	Sample evidence showing the tasks carried out for each of the selected response	View File	Any other relevant information	No File Uploaded	
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Data as per Data Template	View File										
Documentary evidence in support of each response selected	View File										
Sample evidence showing the tasks carried out for each of the selected response	View File										
Any other relevant information	No File Uploaded										
<p>2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning</p>	<p>All of the above</p>										

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

File Description	Documents
Data as per Data Template	View File
Documentary evidence showing the activities carried out for each of the selected response	View File
Report of the events organized	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

Four of the above

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

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

An eight- week internship was organized in the school for the students of sem-3 and three week internship was organized in the school for the students sem-4 in IITE, Gandhinagar.

The purpose behind organizing this internship was to give the

trainees real experience of the school. The college was provided internship dairy to each trainee for a record of all activities performed during the internship and guidance of the entire internship program was provide by the professor.

The detailed understanding of all the tasks to be done during the internship was given by the professors. The professors oriented them about internship.

The trainees also completed their internship as per the guidelines presented by IITE, Gandhinagar

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

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

2.4.9.1 - Number of final year students during the academic year

46

File Description	Documents
Data as per Data Template	View File
Plan of teacher engagement in school internship	View File
Any other relevant information	View File

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

Nine/All of the above

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

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

Effective Monitoring Mechanism during Internship Programme...

Internship: Actual school settings provides cluster of experiences in actual classroom settings, teaching learning situations, daily routine in school settings etc. Learners are provided opportunities in schools from various boards, medium and cities.

As part of the Programme students engage in four internship programmes in various government schools. The students select schools from the given lists in ERP system.

The School Principal and the School Supervisor/Mentor/Sr. Teacher assist the students. All the activities of the students are monitored by the above persons.

The Principal offer marks/grades according to the performance of the students. Students Attendance, Lesson Delivery, Lesson Observation, Curricular and Extra Curricular Activities, Record and Registers Studying/Checking, Prayer Assembly, Note Checking etc. activities are observed and evaluated by the Principal/Mentor/Sr. Teacher.

The University and the Schools are communicated about the Internship well in advance.

The Students are guided/oriented for the purpose of Internship.

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

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

File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	No File Uploaded
Two filled in sample observation formats for each of the claimed assessors	No File Uploaded
Any other relevant information	View File

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

File Description	Documents
Format for criteria and weightages for interns’ performance appraisal used	View File
Five filled in formats for each of the aspects claimed	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

5

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	No File Uploaded

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

05

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

05

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

31

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

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

As and when the B.Ed. Curriculum is changed and when there is an

issue regarding Curriculum or Training aspects the Professors together conduct an in house meeting to discuss the new development, collect the insight from all professors, browse the internet and keep themselves updated.

FDP, Seminars, Conferences are attended and discussed in house to generate new understanding among the remaining faculty members.

File Description	Documents
Documentary evidence to support the claim	No File Uploaded
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

Mechanism of Internal Evaluation is transparent and robust and time bound: Institution adopts the following in internal evaluation:

IT integration and reforms in the examination procedures and processes (continuous internal assessment and end-semester assessment) have brought in considerable improvement in examination management system of the institution. This activity is taken care by the Uni. IITE-Gandhinagar

Internal Examination (30 Marks): Assignments (05), Attendance (05), Continuous Comprehensive Evaluation (CCE) (05), Preliminary (15) 1. Assignment/ project assigned and collected.

Assignments in every subject

Marks of Micro lessons, Simulation lessons, Practice teaching and Unit lesson plan are also counted in the Internal evaluation.

Practical, Oral and Viva of EPC-1 and epc-2 was also conducted online.

Structure of Internal exam question paper is also given by university. According to this pattern, the question papers of the internal examination were prepared.

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

2.6.2 - Mechanism of internal evaluation is 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

Five of the above

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

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

At the institute level, University examination committee, comprising of the principal (Exam Superintendent), controller of examination (CEO), senior faculty and other teaching staff as members, is constituted to deal with examination related grievances. No Grievances raised by students regarding Examination.

Examination is conducted with live CCTV cameras and in the presence the class supervisors. Our IP Address is shared with the authority of the University.

The Exam Question papers and the Exam Stationary are kept in a

strict security of the Principal and the Senior Professors.

Preparations were made to prevent any mishap during the examinations. The Principal, the Exam Superintendent, the Supervisors and the support staff are always ready to solve any problem related to the examination.

So far, the College hasn't experienced any such incident.

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

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

Academic calendar exhibits a positively balance between academic and non- academic activities, teaching and examination schedule. Course wise Curriculum plans and class wise teaching plans are prepared in alignment with the objectives of outcome-based education.

All the curricular and co-curricular activities and exam are scheduled.

Sr. No.

INTERNAL EVALUATION

DATE

1

Workshop in EPC-1 & EPC-2

17/12/2021

2

CCE-1 & 2

06/12/2021 to 16/12/2021, 05/05/2022 to 11/05/2022

3

Film Review

Sem-1

4

Micro lessons

Simulation lessons

Stray lessons

9/9/21,1 5/9/21, 3/9/21, 18/9/21, 1/10/21, 25/9/2021 8/10/21,
18/10/21, 9/10/21, 20/10/21, 12/10/21, 14/10/21

02,03,04/03/2022 to 14,15,16/03/2022

5

School visit -Reflective Diary

29/11/2021, 30/11/2021, 02/12/2021, 03/12/2021

6

Assignment in all subject

Sem-1,2,3,4

7

Practical work, EPC-1,2

EPC-3,4

Sanskrit viva, sem-4 (theory +practical)

English viva, sem-2

(Theory + practical)

05/01/2022 to 09/01/2022

23/05/2022, 24/05/2022

30/05/2022 to 24/05/2022

01/06/2022

8

Internal Exam

23/12/2021 to 29/12/2021, 16/05/2022 to 21/05/2022

9

Unit Lesson Plan, sem-3

21/03/2022 to 26/03/2022

10

Annual lesson

05/04/2022 to 07/04/2022

11

University exam, sem-1

Sem-3

Sem-2

Sem-4

20/01/2022 to 14/02/2022

21/01/2022 to 07/03/2022

23/05/2022 to 01/06/2022

23/05/2022 to 01/06/2022

12

Internship, sem-3

Sem-4

21/08/2021 to 21/10/2021

21/02/2022 to 13/03/2022

2.7 - Student Performance and Learning Outcomes

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

The teaching-learning system has established aims and objectives, so there has been a pivotal vision as outcome based process. The twenty-first century is being regarded as the age of ICT, where protecting information and to integrate is very easy, so there are specific outcomes of very specific teaching learning programmes. As a matter of fact, Our University, IITE-Gandhinagar has been offering very specific teacher education programmes where a very noble objective is set to achieve and that is to make such a teacher education programme which is globally feasible and locally accepted. Indian Knowledge System is internationally recognised scientific and effective system so following Outcome Based Education (OBE) are envisaged: UG Programme: programmes have been specifically aiming at multicore development of school teachers who can lead, manage and administer teaching-learning processes at school level.

This programme is specifically designed for enhancing and updating information for building repertoire among school teachers, teacher educators and educational administrators domain wise. Research Programmes: Innovation and research studies are integral part of Higher Education, but as there is a less scope for Research Programme leading to Ph.D. Degree.

The College professors are Ph.D. Guides/Supervisors and 8 students are working for Ph.D.

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

2.7.2 - Pass percentage of Students during the year

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

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

After B.Ed. program, student teacher will be able to develop by,

Content competency, Pedagogical skills, Effective Citizen Ethics and Effective Communication

- to impart relevant knowledge with respect to foundation, methodology courses.

- to know, select and use teaching methods, appropriate assessment strategies.

- to understand the paradigm, shift in conceptualizing disciplinary knowledge in school curriculum.

- to analyses the content, text books and syllabus.

Pedagogical skills

- To imbibe and upload qualities of a good teacher, just an impartial, love and respect to the individuality of the child

- To inspire and professionally help the parents of the care and guidance of their wards
- To preserve proper balance of his/her life as a person of character.
- To develop professional attitude.

Effective Citizen Ethic

- To understand different values such as morality, social service, accept responsibility for the society
- To create leaders in all walks of life and thus be agents of changes in the society by breaking the fetter of all social evils

Effective Communication

- to boost confidence and promote abilities.

-to plan, teach, organize, school related/ community-based activities

- (CLOs)

completion of the course the student will be able to:

- Childhood and adolescence
- Understanding the educational technology
- Language across the curriculum

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

29

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

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

The Programme Handbook/Students Diary of Program and course outcome provides a mapping for each outcome. The course outcomes are matched with program outcomes and learning objectives. Evaluation Process and attainment of course outcome is linked by defining type of assessment and is firmly practiced. The course outcomes are categorized in cognitive, affective and psychomotor activities. Theory examination both internal and external, submission of assignments and projects measure cognitive outcomes using pen and paper tests and written submissions. Observation scale for performance in group projects and class activities measures affective outcomes. Psychomotor outcomes are measured using practical and skill based examination.

Assessment of Course outcomes for the B.Ed. Programme is combination of continuous and semester end evaluation methods.

A) Continuous assessment:

B) Semester End Exam:

Predefined Framework for question paper ensures coverage of each topic. Measuring attainment of outcomes based on affective and psychomotor skills

-A panel of examiners measures outcomes related to attainment of affective and psychomotor domains. Observation scales measures project, lesson plan submissions and actual teaching in classrooms during School Exposure visits and internship, to government and private schools .

-Science subject combinations include Chemistry, Physics, and Mathematics. Practical and viva examination measures the outcomes for UG Programme.

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

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

<https://www.coekharod.org/media/files/SSS-2019-21.pdf>

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

0

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

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

0

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

3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money 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	One of the above
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File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	No File Uploaded
Sanction letters of award of incentives	No File Uploaded
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View File
Documentary evidence for each of the claims	View File
Any other relevant information	No File Uploaded

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

File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	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

4

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

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

0

File Description	Documents
Data as per Data Template	View File
• 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

3

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

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

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

37

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	View File
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

72

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

72

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

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

3.3.4 Outreach Activities

Exhibition at Primary school, Kharod

College of Education, Kharod Taluk Ankleshwar has a close relationship with Kharod village. A total of 75 revolutionaries with charts and pictures were presented and an exhibition was arranged by the college trainees in the primary school located in Kharod village on 1st October, 2021 as part of the Azadi Ka Amrit Mahotsav. The main objective of the exhibition was to make the people aware of the country of India, the patriots who made invaluable contributions to

its freedom and to preserve their respect. Students of Primary School, Kharod, students of Anjuman High School Kharod and villagers benefited from this exhibition. Dr. Intekhabalam Ansari was coordinator of this event.

Volunteers in Blood Donation camp

Welcare Hospital, Kharod is located near College of Education, Kharod. A Blood donation camp organised by hospital on 28th August 2021. The camp was organized in collaboration with Kumarpal Gandhi Blood bank, Anklesgwar. Under which a total 8 trainees of the college joined as volunteers. They were arranging breakfast for blood donator. Among which, Batliwala Suhelbhai donated blood.

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

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

0

File Description	Documents
Data as per Data Template	View File
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	View File
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	View File
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

Five/Six 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	No File Uploaded

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

For the both F.Y. B.Ed. and S.Y. B.Ed. Classes 55+55 students and 10 faculties can easily be accommodated for Teacher training purpose.

The Assembly Hall is a multipurpose place where Prayer Assembly and different common programmes are conducted. This hall is having sitting capacity of 100 persons. The hall is equipped with LCD Projector, VCS Panel, Computer, WIFI and CCTV Systems. Curtains, Stage and 2 Podiums are also there.

The Computer Lab is equipped with 26 computers, a big TV, a printer, a monitor and WIFI system are available in the Lab. For the purpose of learning through ICT and for any computer, internet related work the students are using this lab.

The Lab has 10 headphones, monitor system, an LCD Projector and a Video Class System.

All methods rooms are having Computers, Printers and WIFI system. The building premise is covered with 14 CCTV cameras.

The library is having total 4093 books of Rs. 429728/-. This stock of reading material is adequate for a college of 110 students.

The College has a playground and a big common play field. Twice in a year the College organizes Sports Events. Carom, Chess, Badminton, Volley Ball, Cricket Kit etc. are also available

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

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

5

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

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

0

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.

Nil

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

NIL

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	View File
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)

0.42885

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

20

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	View File

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

Three of the above

File Description	Documents
Data as per Data Template	View File
Any other relevant information	View File

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

4.3.1

The College is having 2 LCD Projectors, 2 Video Class room Systems, Integrated Students Booth Controller, Head Phone systems, 06 Computers for faculties, 06 Printers, 19 Computers for Students, A Big TV Screen, Sony make Camrecorder, etc. The College has GTPL 40 mbps WiFi facility.

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

4.3.2 - Student – Computer ratio during the academic year

3:1

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	View File
Any other relevant information	No File Uploaded

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:

E. < 50 MBPS

4.3.4 - Facilities for e-content development are

One of the above

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	View File
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)

2.24845

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

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

4.4.2 100-200 WORDS

College has established a system for maintaining and utilizing facilities:

Computer Laboratory: this lab is offered by the Government. In the beginning it was working well but later on it was not looked after and care after. The college needs a person who can take the responsibility and maintain the equipment.

Library: In the absence of a librarian, a clerk/a senior student, well versed with library work is assigned the responsibility of library management. Investment is made to buy new and updated books to meet the requirements of students depending on the changing syllabus.

Sports: The College do not have any trained faculty who can look after this. As and when according to the requirement the dummy faculty looks after sports events.

Computer: Computer maintenance and networking is out sourced.

Classrooms: There are 03 peons/sevak who look after the house keeping which takes care of the regular cleaning of the premises and Management look into regular upgradation and maintenance of the class rooms and building.

File Description	Documents
Appropriate link(s) on the institutional website	https://www.coekharod.org/media/files/Procedures-and-policies.pdf
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

All of the above

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

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

Three/Four 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

C. Any 2 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	View File
Samples of grievance submitted offline	No File Uploaded
Any other relevant information	View File

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)

One of the above

File Description	Documents
Data as per Data template	View File
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View File
Report of the Placement Cell	View File
Any other relevant information	View File

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
09	34

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	View File
Appointment letters of 10 percent graduates for each year	View File
Any other relevant information	View File

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).

06

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

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

0

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

5.3.1: Role of students council / Alumni

Student council is being constituted in the college regularly with various perspectives. It helps in the planning and implementation of the academic functions of the college. Particularly members of the students' council help in the implementation of practice teaching. They help in the co ordination with the various surrounding practice schools for the arrangement of the practice teaching and internship program. Student's council contributes in the planning and implementation of various co curricular activities organized at college level for the all round development of the students. During the year Yoga Day, Celebration of Independence Day, Republic Day, Sugam sangit competition, Poster making competition, elocution competition, Youth Parliament.etc. Were planned and implemented in the college with the help of the members of the student's council. Student council played an important role in the planning and implementation of various activities.

Alumni visit to the college as per their convenience and helps to college in various ways. i.e. technical support, planning of activities and use of their contacts for the benefit of the college.

All the members of the student's council/Alumni take interest in various activities of the college in a very positive and creative way.

File Description	Documents
Copy of constitution of student council signed by the Principal	View File
List of students represented on different bodies of the Institution signed by the Principal	View File
Documentary evidence for alumni role in institution functioning and for student welfare	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

71

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

5.4.1: Details of members of Alumni Association - SETU

Non-registered

We are having the Alumni Association named SETU. This Association is non registered Association. Following are the details about the members of the Alumni Association On 12-5-2022 , Thursday at 1.00 o clock , the general body meeting of the association was held at college building and new set up was formed.

President:

Dr.Pravinchandra R.Master - Principal of the college

Vice President :

Shri Mohammadbhai Jangda Principal, The Anjuman High School, kharod,
Tal. Ankleshwar

Secretary :

Shri Kalpeshbhai V.Patel - Assistant Professor, S.R.Patel College of
Education, Kim

Joint Secretary :

Dr.Nileshbhai Upadhyay - Assistant professor, Satyam college of
education, Bharuch

Treasurer :

Dr.Divyesh Parmar- E.I., District Bharuch.

Members of the executive committee:

1.Dr.Parulben Tandel - Assistant professor, College of education
, Kharod.

2.Dr.Intekhabalam K.Ansari - Assistant professor, College of
education , Kharod.

3.Dr.Dharmiben Patel - Assistant professor, College of education
, Kharod.

4.Mr.Tejasbhai Patel

5.Mr.Vilasbhai Patel

6.Shri Pragneshbhai Parmar-

7. Dr.Mukeshbhai Goyani -Principal, Prof.V.B.Shah Institute of
Management , Amroli

8.Miss Tabassumben Patel

9.Jaiminiben Mistry

10.Shri Piyushbhai tandel

11. Mr.Devendra Tripathi

12.Mr.Vimalbhai Khalasi

14.Miss.Bhoomikaben Patel

15.Mr.Hardikbhai Patel

16.Principal Bhavikbhai Patel - Government Primary School ,Kharod ,Tal.Ankleshwar, Dist.Bharuch.

17. Dr. Japanbhai M. Desai - Principal, Swami Narayan B.Ed. College , Ankleshwar.

File Description	Documents
Details of office bearers and members of alumni association	No File Uploaded
Certificate of registration of Alumni Association, if registered	No File Uploaded
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	View File
Any other relevant information.	No File Uploaded

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

1

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

5.4.4 : Support from Alumni Association to the institution in motivating students

The doors of college are always open to visit any member of the Alumni Association. Whenever any of the members visit to our institution we introduce them before all the students and request them to motivate our present students. Even we organize some special programs like guidance from them and sharing of their experiences. During the year 2021-22 we arranged two programs of our Alumni for motivating our students.

Mr. Patel Dharmendrakumar Prabhatbhai, Assistant Professor, Swami Narayan B.Ed. College Ankleshwar to deliver a lecture on Career guidance. He gave important information about various jobs available in the market and how to get it. He shared his experiences in a nice way.

Mr. Viralbhai Choksi, Assistant teacher, The Gyandeeep Anup kuvarba High school, Ankleshwar, was invited to talk on the very important topic How to get Government Job ? The session was very inspiring for the trainees of the college.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT**6.1 - Institutional Vision and Leadership**

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

Description of Vision and Mission statement Our Institution aims to create classless society. We try to prepare such teachers who are above from any class and creed. We motivate our future teachers to develop an attitude through which they can prepare good citizens for the country. We believe that justice, freedom and harmony are the basic values for the development of classless society. Our mission is to train well motivated teachers who can contribute in the development of the country. Today is the age of Information and Technology in this perspectives we motivate future teachers to become competent regarding the use of ICT. It is our humble mission that our teachers should become instrument in the social transformation. To achieve our vision and mission we plan our teacher training program well. The entire faculty members try to give best to the trainees. Various kinds of thoughtful activities are being arranged to reach the goal. Value inculcation among the trainees is in our priority. We try to give equal opportunity to all the students. We try to become role model for the trainees.

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

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

6.1.2 Decentralized and Participative Management

Every year we plan institutional practices in a decentralized and participative mode. Everyone is being included in the various types of the planning of the College. We meet regularly and plan out our institutional practices in such a way so that every faculty member and administrative staff can be involved and contribute for providing the qualitative education to the students. We discuss formally and informally our institutional work in detail, decide the responsibility of every member of the college as per his/her strengths and interest as far as possible and assigned particular tasks to them for better planning and implementation. Off course all the staff members are very free to give their suggestions for the betterment of the practices and every staff members are being involved in the various tasks. We can say that ours is small but beautiful institution and we are doing our work with harmony.

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

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

6.1.3 Following are the some Efforts of the institution towards maintenance of transparency in financial, academic, administrative and other functions:

- Every year accounts of the college are being audited as per the rules and regulations of the Government.
- Government audit of accounts is also being done regularly.
- Display of audited accounts and other necessary information about the college on our college website.
- IQAC is established at college level for the planning, implementation and evaluation of different kinds of financial, academic and administrative work.
- Students Council is framed every year.
- Various cells and committees are also formatted.
- We regularly publish our college magazine "Utkarsh" in which all the details about the college are being publish. We distribute it to various universities, colleges, schools and other important members of the society in which all the details about the college are given.

- As per the Right to information Act we are always ready to give necessary required by any one.

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

6.2.1 Activity successfully implemented based on strategic plan

Every year we arrange various activities at our College with various purposes. Publication of our college magazine Utkarsh is also one of them. It is a one of the important illustration of our strategic planning. Every year on 5th September we publish it regularly since the establishment of the college. The volume no.31 year 2021-22 is the documentary evidence for the same. It is posted on our college website.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	Nil
Documentary evidence in support of the claim	No File Uploaded
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.

6.2.2. The functioning of the institutional bodies..

We follow the rules and regulations of U.G.C., N.C.T.E. and other concern authorities. Accordingly we have formulated IQAC, Students Council, Anti-Ragging Cell, Women Harassment Cell, Students

Grievance and Redressal Cell, Internal Complaints Committee, SC, ST Cell, OBC cell.....which are functioning at college level. All these bodies contribute in different perspectives in the planning, implementation and evaluation of various functions of the college.

IQAC meetings are arranged regularly in which strategic planning of the institution is being discussed. Members of the students' council take keen interest in the planning and implementation of various activities of the college.

As a part of the administrative setup we are having proper work distribution.

All the appointments at the College are being done by the government as per rules and regulations.

We follow all the Service rules and procedures prescribed by the Government, U.G.C. , N.C.T.E. and affiliating university.

Past issues of our college magazine "Utkarsh" which is being published regularly every year are also gives an idea about the functioning of the college in detail.

Note: All the details about the various bodies of the institution are given on college website.

File Description	Documents
Link to organogram on the institutional website	https://www.coekharod.org/180/0/Cells-Committee.html
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

Five/Six of the above

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

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

Various committees and cells were formed at college level. Minutes of the IQAC were organized and some decisions were taken up and accordingly necessary steps were taken up.

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

6.3 - Faculty Empowerment Strategies

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

Welfare measures for teaching and non-teaching staff in place.

1. Faculty members were encouraged to take part in the various educational seminars, conferences and workshops....Even It was decided to give registration fees to the faculty members to take part in such programs....

2. In the corona pandemic situation special arrangements were made available for all the teaching and non-teaching staff of the college. Free masks and sanitizers were given to them and enough care was taken regarding the sanitization at college.

3. Faculty members are being make free for providing their extension

services to various institutions and the society.

The beneficiaries of such welfare measures are all the teaching and non teaching staff of the college...

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

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

05

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

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

0

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

05

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

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

6.3.5 Performance Appraisal system

We have prepared two separate performance appraisal Performa for the teaching and non teaching staff members of the college. In the year we prepared Google forms for all the staff members .We created the links and collected the data as a part of the performance appraisal of all the staff members. Performance appraisal Reports of the three teaching and three non teaching staff members are uploaded.

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

6.4 - Financial Management and Resource Mobilization

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

6.4.1 Process of Internal and External Financial audit

As per rules and regulations every year financial audit of the college is being done. Accounts of the college are being kept systematically and are being audited externally by The Jay Haresh & Associates, Chartered Accountants, Bharuch , Phone No.08000655963 . Audited accounts are attached herewith.

Here it is to be mentioned that No objections were raised by the external auditor regarding the financial accounts of the college of the year 2020-21.

There is no internal audit system. Off course, utmost care is being taken up regarding the maintenance and transparency of the financial accounts.

Government audit is being conducted as per the rules and regulations of the Government.

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	View File
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.

6.4.3 Institutional strategies for mobilization of funds and the optimal utilization of resources ...

As ours is a Grant-in Aid College and we are having very less fund we always try to use our fund in a very effective manner. We always try to avoid unnecessary expenses as far as possible. Off course, we try to fulfill necessary requirements of the students as well as staff. Members of the IQAC also take care about the effective use of available fund.

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

6.5.5. Incremental Improvements in academic and administrative domains through quality assurance initiatives

For First cycle:

Our college completed its first cycle of NAAC in 2010 and accredited on 28-3-2010. Some how college could not appear for the second cycle of NAAC after that. But even after the first cycle college always tries to make improvements in academic and administrative domains of its functioning s far as possible. The details of two such examples are as follows:

1. The establishment of the language Laboratory:

During the first cycle The NAAC Peer team recommended to establish language laboratory. Accordingly College started the efforts to materialize this recommendation. Accordingly college could establish the Language laboratory under the grant of U.G.C.

2. More Books and journals are to be added:

Every year college purchase quality books and journals with proper care and concern without fail. Particularly the purchase of books is as per the requirements of the students. The process of purchasing the books is a continuous process

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.

6.5.2 Review of teaching learning process

For the review of teaching learning process the IQAC members always ask questions to the students and discuss about the teaching learning process with them formally and informally. In the meetings

of the IQAC too the review of teaching learning process is being done. No specific mechanism is adopted for the review of teaching learning process periodically. But the entire faculty members themselves review the teaching learning process continuously. It is to be noted humbly that the results sheets issued by the University are itself the evidence of the improvement in the teaching learning process. All the students who had completed their training in the year 2020-21 got first class distinction.

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

04

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

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

Two of the above

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://www.coekharod.org/media/files/IQAC-2021-22.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://www.coekharod.org/167/449/AQAR.html
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

6.5.5. Incremental Improvements in academic and administrative domains through quality assurance initiatives

For First cycle:

Our college completed its first cycle of NAAC in 2010 and accredited on 28-3-2010. Some how college could not appear for the second cycle of NAAC after that. But even after the first cycle college always tries to make improvements in academic and administrative domains of its functioning s far as possible. The details of two such examples are as follows:

1. The establishment of the language Laboratory:

During the first cycle The NAAC Peer team recommended to establish language laboratory. Accordingly College started the efforts to materialize this recommendation. Accordingly college could establish

the Language laboratory under the grant of U.G.C.

2. More Books and journals are to be added:

Every year college purchase quality books and journals with proper care and concern without fail. Particularly the purchase of books is as per the requirements of the students. The process of purchasing the books is a continuous process

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

Energy Policy

- The College is conscious and uses the electricity only if necessary.
- The College uses LED lamps to save the electricity.
- Under "Save Power" trainees are advised to switch off the light and fan whenever they leave the classroom.

File Description	Documents
Institution's energy policy document	View File
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.

Waste Management Policy

- Separate dust bins are used for dry and wet wastage
- The dry and wet wastage are collected and it is delivered to the Gram Panchayat through its vehicle.
- The old newspapers, old stationary, old student's material etc. are sold out for the purpose of recycle.

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

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

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

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

One of the above

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

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

7.1.5 :

- Maintenance of cleanliness, sanitation and green cover.
- College building is kept clean with the help of the support staff.
- To keep the water closet clean and healthy every day the area is cleaned twice a day.
- Water closets are equipped with soap, air freshener, naphthalene balls.
- The water tank is kept clean. 5 to 7 times in a year. It is cleaned by the support staff and out side sorces.
- The campus is spread over 7 acres of land and it is covered with trees and plants. It helps to keep the campus environment fresh and green.

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

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

Two of the above

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

7.1.8 Community Practice

Year: 2021-22

Exhibition at Primary School, Kharod

College of Education, Kharod Taluk Ankleshwar has a close relationship with Kharod village. A total of 75 revolutionaries with charts and pictures were presented and an exhibition was arranged by the college trainees in the primary school located in Kharod village on 1st October, 2021 as part of the Azadi Ka Amrit Mahotsav. The main objective of the exhibition was to make the people aware of the

country of India, the patriots who made invaluable contributions to its freedom and to preserve their respect. Students of Primary School, Kharod, students of Anjuman High School Kharod and villagers benefited from this exhibition. Dr. Intekhab Ansari was the coordinator of this Event.

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

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

C. Any 2 of the above

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View File
Web-Link to the Code of Conduct displayed on the institution's website	View File
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	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

Best Practices: 1

Title: Making Posters of 75 krantiviro & its Exhibition and Album of Azadi ka Amrit Mahotsav

Objectives

(1) Instill patriotism through skimming and scanning news papers' articles and information.

(2) To develop a sense of awareness towards the Indian Democracy

Practice

(1) The students will read different newspapers and collect the relevant information and present this information in the forms of posters.

(2) The students will think about the form of album and collect the relevant information and present it artistically.

Best Practices: 2

Title: Helping the Economically Disadvantaged - Student Welfare Scheme

Objective The objectives of this practice are to lend helping hand to needy students and to promote the social responsibility of the institution.

Practice The College authority collects fees in form of student welfare fund and the amount collected is given to the students who are poor and needy. It was decided that the practice would be reviewed from time to time and the quantum of financial help would be readjusted. The details of financial assistance provided during the last 2 years are:

Year

Students given the financial assistance

Total Amount

2020-21

6 students x 4000 Rs

24000/-

2021-22

6 students x 4000 Rs

24000/-

File Description	Documents
Photos related to two best practices of the Institution	View File
Any other relevant information	View File

7.3 - Institutional Distinctiveness

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

The vision of the College is:

To train well-motivated, ICT embedded teachers, who will be intellectually competent, morally sincere, socially committed and spiritually inspired, in order to become instruments of social transformation, and to find new ways and means to teaching-learning process.

The knowledge of the subject content, the methodology of the delivery of the content using different methods, use of ICT, TLM making are certain components on which the College pay attention.

Self-doubts, peer pressure, Confidence issues, choosing the right career path, making choices in the various parts of life, are some of the problems our students face.

Senior and experienced teachers provide guidance based on the information received from the students.

The education and training of teachers in the development of knowledge, cultivation of positive attitudes and equipping them with

skills.

1. Student Results: At this College teaching, learning and practicing is accorded primary importance. The College secures 99% result every year.
2. Student Placement
3. Student support and academic mentorship by faculty
4. Scholarship and financial assistance
5. Multifarious activities
6. Philanthropic Role

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	View File
Any other relevant information	View File