



# **SELF STUDY REPORT**

**FOR**

**2<sup>nd</sup> CYCLE OF ACCREDITATION**

**COLLEGE OF EDUCATION,KHAROD**

**COLLEGE OF EDUCATION, KHAROD NEAR NATIONAL HIGHWAY NO. 8 AT.  
PO. KHAROD TA ANKLESHWAR , DIST BHARUCH 394115**

**394115**

**[www.coekharod.org](http://www.coekharod.org)**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**January 2023**

# **1. EXECUTIVE SUMMARY**

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## **1.1 INTRODUCTION**

### **1.1 Introduction**

College of Education-Kharod, Dist. Bharuch established on the 5 th September, 1991 ( The Teacher's Day, 1991) recognised under section 2 f and 12 b of the UGC act is a premier constituent College of IITE-Gandhinagar. Since the inception of the College it was affiliated with the Veer Narmad South Gujarat University Surat. The College is situated in the neighbourhood of Ankleshwar between two mega cities Baroda and Surat.

A good College Building having all necessary amenities is surrounded with a beautiful garden.

Codes of professional ethics guide all stakeholders of the College about its principles of integrity, accountability, inclusive, commitment and sustainability. All stakeholders work within the institutional policies and practices so as to satisfy the vision and mission of the college.

The College practices a well-structured system of mentoring to provide proper guidance to the students in not only choosing the right career path but also to help them to become confident and economically secure individuals.

The college is committed to making students conscious of their social responsibility through outrage programs organised by the government and different agencies to enhance students social awareness and sensitivity towards the upliftment of the under privilege section of the society.

### **Vision**

Vision :

The vision and mission of the College of Education are reviewed and redefined in view of changing national and global scenario in education. Goals are set to attend the objectives and enshrined in national policy of higher education. In the present context, the vision of the College is to be a national leader in education.

-To bring out the best in a person by catering value based, need based and career oriented teacher training education and develop self reliant citizens as well as world class teacher to transform into an institution of excellence to be a national leader in the field of teacher training education.

-To make available the equal opportunity and support without prejudice based on gender, class, cast, religion and economic status.

-To insure a unique and interesting learning experience to enable and realise that inner potential and capacity.

-To be a self reliant charismatic and pioneer institution to transform human mass into a class human resource

-To be a front runner in India's nation building process and to achieve global competency in education

## **Mission**

### **Mission**

-The College's mission reflects the distinctive characteristics of the college. The College caters to the educational, social, cultural and economic needs of the society. These characteristics are reflected in its policies. High quality educational programs and healthy policy practices being implemented keeping in mind the policy of uncompromising adherence to the values and principles of inclusion, responsibility and social accountability.

-The success of the institution's mission is driven by value based ethical behaviour of its committed faculty members, staff and students. The College believes that all aspects of education focus on the core values of contributing to national development while keeping in view the philosophy of having professional ethics and a sound uniform ethical conduct.

-The mission of the College is not merely confined to importing knowledge in the classroom but is a means of reinforcing values of love, compassion, equality and justice. The College aspires to produce academically oriented, concerned, sensitive and responsible citizens who can contribute towards making the world a better place.

-The College staff accompany and mentor the students so that they develop as men and women of competence, compassion and conscience and empowered with ignited minds and hearts pursue the goal of transformation of the nation and the society.

## **1.2 Strength, Weakness, Opportunity and Challenges(SWOC)**

### **Institutional Strength**

### **Institutional Strength:**

-The college is providing a gender sensitive and empowering teacher training education which assist students to realise the potential and self-worth and enabling them to make a significant contribution in different spheres of national and global development.

-The college follows a dialogic process with its stakeholders and has a system of collecting feedback from students, teachers, alumni, and employers.

Suggestions received are analysed and appropriate actions are taken to incorporate these suggestions into all aspects of functioning in the College.

-An active Internal Quality Assurance Cell (IQAC) plays a key role in the monitoring augmentation and sustenance of the overall quality of the College.

-The College does not have Research Committee but 4 College Teachers are Ph.D. guide/supervisors. During this period the College has produced 14 Ph. D. scholars. The College Teachers are playing a vital role at the University Research Assessment Committee (RAC).

-The Placement Cell and individually the College provide a good platform to meet the different needs of the students for employability they also provide opportunities for internship and needed training.

-The College has a 'zero-tolerance policy towards sexual harrasment. All members of the staff refrain from verbal non-verbal and/or physical misconduct of a sexual nature in their introductions with students, other college staff and visitors to the College.

-The admitted students to the College are from diverse local and national backgrounds which promote a multicultural ethos on the campus.

### **Institutional Weakness**

#### **Institutional Weakness:**

-For enhancement of the College growth and development the number of permanent teaching staff in the college needs to be increased. From the very beginning, (since 1991) the college needs 3 college teachers.

-This College is primarily an undergraduate (B.Ed.) college which focuses on teaching and learning activities rather than on research. Therefore there is a limited scope in enhancing the research tempore on the campus.

-This college being a constituent College of IITE- Gandhinagar is bound to follow the curriculum devised by the University (IITE) and therefore does not allow for flexibility in curriculum design and delivery.

-Limited resources in the use of digital technology to enhance teaching learning on campus.

-The college salary is released by the government of Gujarat but has limited financial resources to cater to the growing academic needs that support funding requirements to enhance teaching learning process for faculty members and the students.

-Generation of funds is always a serious limitation in expansion and upgradation of the College facilities.

-Without a computer expert many times it is found difficult to execute certain time bound task.

-Quality of placements in terms of numbers and average salary

-Limited externally funded projects

-List thrust on socially relevant research activities

### **Institutional Opportunity**

### **Institutional Opportunity**

-The college provides necessary scope to promote and create a more harmonious and peaceful world through its students who are groomed to be agents of social change.

-Properly qualified, efficient and committed members of the faculty are capable of organising and conducting high quality seminars and workshops. This can provide the scope to create more teaching learning material and contribute to the fields of teacher training.

-With the recent employment trends that require a more highly skilled teachers, this College can initiate professional and job oriented courses that meet the current needs of the society.

-Senior and retired faculty members are equipped with knowledge and skills to train and conduct seminars and workshops that include the younger generation and faculty into the high quality of teaching and learning skills.

-This College has developed its own credibility and established bonds with different schools through its placement cell and internships. The scope to expand this linkages wider between the schools and this College.

### **Institutional Challenge**

### **Institutional Challenges**

-This college runs 1 UG course that is teacher training b.Ed program but neither teaching nor research is conducted at the level of the institution the admission and examinations are controlled by the IITE-Gandhinagar (University) and only tutorials are conducted in the College.

-It is a challenge to receive the grants and funding for pursuing research projects and other co-curricular activities.

This College caters training to a good number of marginalised sections of society, many of whom are first generation learners. The challenge of meeting their day today educational and personal needs is an urgent and immediate.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

#### **Curricular Aspects**

-This College is a constituent College of (IITE-Gandhinagar (University)) and as such follows a predetermined syllabus however the College innovates within this established academic structures committed to providing holistic development for its student-trainees.

-Academic process in this College are streamlined with time tables, workloads and other administrative tasks planned well in advance of teaching sessions.

-The teaching faculty of this College updated disciplinary knowledge through active involvement in faculty development programmes, curriculum reviews, evaluation and participation in different decision making bodies of the university. LINKmmmmmmmm

-Experiential learning through internships, projects, fieldwork, is specifically facilitated. The College incorporates an empathetic approach, endeavoring to familiarise the students about how gender based inequalities, neglect of environmental concerns and lack of ethics hamper an individual's and social growth.

-For the purpose of curriculum transaction the College offers a strong tutorial and mentor-ward system. Smaller groups of students are constituted so that academic and other discussions are individualised. Interdisciplinarity and sensitivity form a significant aspect of our vision of providing transformative teacher training to girl students.

-At this College education is dialogic and it is the feedback system that gives it this transparency and accountability. Feedback is taken through Google forms. The received data is compiled, analysed and shared with the faculties. The IQAC conducts annual internal audits and all the faculties are encouraged to undertake self assessment to critically reflect on their practices. This process supports the amalgamation of the interest of the stakeholders as well as the institution.

### **Teaching-learning and Evaluation**

#### **Teaching Learning and Evaluation**

-The College focuses on total intellectual, social, emotional and aesthetic development of the trainee-teachers. The College tries to work conscientiously to reflect upon and enhance teaching methods.

-From very beginning the College follows a well administered and transparent procedure with ease of availability of information on the College website. The grievance committee looks into admission related problems of the students.

-With an intention to develop critical and innovative thinking student centred methodology are evolved. Some prefer Case study Approach while others prefer Brainstorming, Project method supported with ICT and e-resources.

-Remedial classes and elaborate tutorial sessions are conducted to support learners in small groups. A special attention is also given to students with special needs and also from economically weaker sections.

-Trainee teachers are assessed on a continuous basis through innovative and reformed techniques such as group discussion assignments test practicals and projects. Accordingly remedial classes and other techniques are used to support learners with special needs. Students with advanced needs are encouraged and given more challenging tasks. All students are encouraged to participate in different competitions to optimise their potential.

-Students are given multiple opportunities to succeed through internal assessments.

-At the end of the term end examination students are shown their answer sheets and suggestions are given to

improve their performance.

### **Infrastructure and Learning Resources**

-The College has necessary classrooms with one Assembly Hall, one Computer Lab, one Language Lab and a Library.

-The College ensures regular maintenance and upkeep of all facilities through trained and efficient workers and a system of periodic check.

-The College makes good efforts to provide the technology to students keeping them up to date with the world with a total hardware capacity of 26 computers it tries to maintain student to computer ratio 3:1.

### **Student Support and Progression**

#### **Student Support and Progression**

-The College has created a fabric of social inclusion and empowerment through student centric financial incentives and welfare measures.

-in addition to the government scholarship available to the students the college provides scholarships to a few students who are needy.

-In addition to financial support the college has an active students' grievance redressal mechanisms that help them seek redress for complaints including those about sexual harassment and ranking for the students emotional being the college also offers formal in house counselling.

-The Placement Cell assists the students professional growth and success as many leading schools recruit a good number of students from the College.

-The College provisions facilitate vertical movement of students to high levels and gain full employment with an average of 20% (13.06%) students progressing to higher education in the last 5 years.

-Various co-curricular, cultural and sports activities ensure the total development of the students students.

-The College also facilitates students representation and engagement in various administrative and co-curricular



activities through a formal student council body that is selectively elected annually by active participation of all students.

-During the last 5 years a number of educational and cultural events have been held at the college. The College has been winning certain trophies and certificates in different events.

### **Governance, Leadership and Management**

### **Governance, Leadership and Management**

-The College has a transparent and semi-layered governance system. The Trust of the College meets on a regular basis to discuss issues related to the overall development of the College. Similarly the staff council meetings are held periodically for the effective planning and implementation of teaching learning and administrative process. Students Council meetings are also held at regular period to address student related issues.

-The College governance is marked by transparency, inclusivity and accountability. Feedback from various stakeholders like students, teachers, employers and alumni is invited through online feedback forms. It is then analysed and appropriate action is taken and shared with the governing body.

-The College follows performance appraisal procedures as per the norms of Government and UGC. Accordingly the employee is expected to fill in performance appraisal report and submit it to the concerned authority. The grievances are further heard by the College Grievance Cell under the chairpersonship of the principal.

-The College conducts internal and external financial audits on a regular basis. The CA periodically inspects all files pertaining to the financial matters that the College has availed of, as well as all the receipts and payments in the College. The Govt. audit is also conducted accordingly.

### **Institutional Values and Best Practices**

### **Institutional Values and Best Practices**

In keeping with the Sustainable Development goals the Trust of the College has initiated several sustainable practices on the campus.

-The College's best practice 'The Green Gift'. A just approach towards building a sustainable and clean campus aims to build an environmentally sustainable campus that is plastic free, no waste, protects biodiversity and

practices self sustainability in area of cleanliness through notable care on the campus.

-The College celebrates cultural, regional, linguistic, socio economic diversities through different activities.

-Placement activity at the College empowers our students through employability, making them socially, politically and economically active citizens.

-Internship helps the students to receive a first hand experience of a school teacher living a life in a school.

-Daily 15 minutes simple physical exercise is a routine for the students and this may help the student to keep them physically fit.

-The College educates students about the fundamental rights and duties through various activities.

-The College fosters a code of professional ethics and conduct for students teaching and non teaching staff and the governing body to promote the core values.

-80 hours training under the title of 'Finishing School Programme'. This programme develops Soft Skills and Life Skills. Language skills and Communication skills were taken care.

### **Research and Outreach Activities**

#### **Research, Innovation and Extension**

-The research output of the College faculty has increased manifold since the last SSR 10 papers in general in UGC catalyst 80 book chapters in books and 150 papers

-To facilitate more research work the College organized a National Level Conference on the retirement of the College Principal and a College Professor.

-Internships and Field Trips are encouraged to strengthen experiential learning.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	COLLEGE OF EDUCATION,KHAROD
Address	College of Education, Kharod Near National highway No. 8 At. Po. Kharod Ta Ankleshwar , Dist Bharuch 394115
City	Ankleshwar
State	Gujarat
Pin	394115
Website	<a href="http://www.coekharod.org">www.coekharod.org</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Pravinchandra R. Master	02646-7284983769	9925123848	-	kharode17@gmail.com
IQAC / CIQA coordinator	Parulben B. Tandel	02646-276176	8160035821	-	tandel.parul@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Gujarat	Indian Institute of Teacher Education	<a href="#">View Document</a>

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	10-06-2011	<a href="#">View Document</a>
12B of UGC	10-06-2011	<a href="#">View Document</a>

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	<a href="#">View Document</a>	08-12-2015	84	permanent validation

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	College of Education, Kharod Near National highway No. 8 At. Po. Kharod Ta Ankleshwar , Dist Bharuch 394115	Rural	7.97	1072

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No. of Students Admitted</b>
UG	BEd, Education	24	Bachelor Degree	Gujarati	50	45

**Position Details of Faculty & Staff in the College**

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				1				7			
Recruited	0	0	0	0	1	0	0	1	2	3	0	5
Yet to Recruit	0				0				2			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				10
Recruited	5	1	0	6
Yet to Recruit				4
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

### **Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	1	0	0	2	3	0	6
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	0	0	0	0	0

**Provide the Following Details of Students Enrolled in the College During the Current Academic Year**

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	9	0	0	0	9
	Female	36	0	0	0	36
	Others	0	0	0	0	0



<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Category</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	1	2	0	0
	Female	4	5	1	2
	Others	0	0	0	0
ST	Male	3	5	1	1
	Female	9	5	16	4
	Others	0	0	0	0
OBC	Male	0	3	2	0
	Female	21	15	21	11
	Others	0	0	0	0
General	Male	3	0	2	6
	Female	8	14	4	6
	Others	0	0	0	0
Others	Male	0	0	3	1
	Female	0	0	5	0
	Others	0	0	0	4
Total		49	49	55	35

### **Institutional preparedness for NEP**

1. Multidisciplinary/interdisciplinary:	Multidisciplinary The institute will follow the guidelines of the Government and competent authority.
2. Academic bank of credits (ABC):	The institute will follow the guidelines of the Government and competent authority.
3. Skill development:	Skills necessary for profession of a teacher and education will be developed.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	From very beginning the College follows values and culture of the nation. In each course according to the prescribed syllabus of the University the College will put all efforts. Value based activities will be organized.

5. Focus on Outcome based education (OBE):	The Curriculum itself has a focus of OBE.
6. Distance education/online education:	The College has an experience of distance mode education during Corona period and will continue according to the guideline.

## Extended Profile

### 1 Students

#### 1.1

Number of students on roll year-wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
77	94	104	98	99
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Other Upload Files				
1		<a href="#">View Document</a>		

#### 1.2

Number of seats sanctioned year wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
50	50	50	50	50
File Description		Document		
Letter from the authority (NCTE / University / R		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 1.3

Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
25	25	25	25	25
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Central / State Govt. reservation policy for adm		<a href="#">View Document</a>		

**1.4**

**Number of outgoing/ final year students who appeared for final examination year wise during the last five years..**

2021-22	2020-21	2019-20	2018-19	2017-18
34	54	49	47	49
File Description		Document		
List of final year students with seal and signat		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

**1.5**

**Number of graduating students year-wise during last five years..**

2021-22	2020-21	2019-20	2018-19	2017-18
34	54	48	47	49
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Consolidated result sheet of graduating students		<a href="#">View Document</a>		

**1.6**

**Number of students enrolled(admitted) year-wise during the last five years..**

2021-22	2020-21	2019-20	2018-19	2017-18
38	39	55	49	49
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Enrollment details submitted to the state / univ		<a href="#">View Document</a>		

**2 Teachers****2.1**

**Number of full time teachers year wise during the last five years..**

2021-22	2020-21	2019-20	2018-19	2017-18
5	5	5	3	5
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Copy of the appointment orders issued to the tea		<a href="#">View Document</a>		

## 2.2

### Number of Sanctioned posts year wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
08	08	08	08	08
File Description		Document		
University letter with respect to sanction of p		<a href="#">View Document</a>		
Any other relevant information		<a href="#">View Document</a>		

## 3 Institution

### 3.1

#### Total expenditure excluding salary year wise during the last five years (INR in lakhs)..

2021-22	2020-21	2019-20	2018-19	2017-18
52	5	4	5	4
File Description		Document		
Audited Income Expenditure statement year wise d		<a href="#">View Document</a>		

### 3.2

#### Number of Computers in the institution for academic purposes..

#### Response: 6

File Description	Document
Invoice bills of purchase of computers	<a href="#">View Document</a>
Copy of recent stock registers	<a href="#">View Document</a>

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - 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.**

**Response:**

##### 1. Curriculum Planning:

As the College is affiliated with IITE-Gandhinagar, the College has adopted syllabus structured by it. The College doesn't play any role in the framing of the curriculum.

This College is committed to providing a distinctive learning environment and skills, for understanding of self and others, to learn to solve personal and social problems and continually improving overall performance. The College at local level distributes 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 in mind. The staff together conducted brainstorming sessions and decided different teaching modalities for the curriculum transaction at the local level. As it was the period of Corona Pandemic Online, the mode of curriculum transaction was adopted with suitable techniques. Simulation, Stray Lessons and different teaching skills were taught online. For effective curriculum delivery, the faculty members prepare themselves by reading, writing, collecting suitable content materials, discussing etc. before and during commencement of semester and yearly exams. The faculties have freedom of space and period. The experienced faculties help the less experienced.

Earlier, the College's senior faculties were in the committees like BOS, RAC etc. where they were playing an effective role. The College faculties actively participated in framing of B.Ed., M.Ed. and Ph.D. syllabus of the VNSG University.

File Description	Document
Plan developed for the last completed academic year	<a href="#">View Document</a>

**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 last completed academic year 1. Faculty of the institution 2. Head/Principal of the institution 3. Schools including Practice teaching schools 4. Employers 5. Experts 6. Students 7. Alumni**

**Response:** D. Any 2 of the above

File Description	Document
Meeting notice and minutes of the meeting for in-house curriculum planning	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**1.1.3 While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all Programmes offered by the institution, which are stated and communicated to teachers and students through 1. Website of the Institution 2. Prospectus 3. Student induction programme 4. Orientation programme for teachers**

**Response:** C. Any 2 of the above

File Description	Document
Report and photographs with caption and date of teacher orientation programmes	<a href="#">View Document</a>
Report and photographs with caption and date of student induction programmes	<a href="#">View Document</a>
Prospectus for the last completed academic year	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 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**

**Response:** 42.11

**1.2.1.1 Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
8	8	8	8	8

**1.2.1.2 Number of optional / elective courses including pedagogy courses programme wise as per the syllabus during the last five years..**

2021-22	2020-21	2019-20	2018-19	2017-18
19	19	19	19	19

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Academic calendar showing time allotted for optional / electives / pedagogy courses	<a href="#">View Document</a>

### 1.2.2 Average Number of Value-added courses offered during the last five years

**Response: 0**

#### 1.2.2.1 Number of Value – added courses offered during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Data as per Data Template	<a href="#">View Document</a>

### 1.2.3 Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years

**Response: 0**

#### 1.2.3.1 Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

### 1.2.4 Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through

1. Provision in the Time Table
2. Facilities in the Library



**3. Computer lab facilities**  
**4. Academic Advice/Guidance**

**Response:** E. None of the above

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>

**1.2.5 Percentage of students who have completed self-study courses ( online /offline, beyond the curriculum) during the last five years**

**Response:** 0

**1.2.5.1 Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>

### 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**

**Response:**

**1.3.1 Curriculum of the Institution provides....**

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 (ITE-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	Document
List of activities conducted in support of the above	<a href="#">View Document</a>

### **1.3.2 Institution familiarizes students with the diversities in school system in India as well as in an international and comparative perspective.**

#### **Response:**

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

### **1.3.3 Students derive professionally relevant understandings and consolidate these into professional acumen from the wide range of curricular experiences provided during Teacher Education Programme**

#### **Response:**

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.

## **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**

- 1. Students**
- 2. Teachers**
- 3. Employers**
- 4. Alumni**

**5.Practice teaching schools/TEI****Response:** D. Any 2 of the above

<b>File Description</b>	<b>Document</b>
Sample filled-in feedback forms of the stake holders	<a href="#">View Document</a>

**1.4.2 Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following****Response:** C. Feedback collected and analysed

<b>File Description</b>	<b>Document</b>
Stakeholder feedback analysis report with seal and signature of the Principal	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1 Average Enrollment percentage of students during the last five years..

**Response:** 92

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Approval letter of NCTE for intake for all programs	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 2.1.2 Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..

**Response:** 122.4

##### 2.1.2.1 Number of students enrolled from the reserved categories during last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
21	18	41	35	38

File Description	Document
Final admission list published by the HEI	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 2.1.3 Percentage of students enrolled from EWS and Divyangjan categories during last five years

**Response:** 6.52

##### 2.1.3.1 Number of students enrolled from EWS and Divyangjan categories during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1	5	7	1	1

File Description	Document
List of students enrolled from EWS and Divyangjan	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Certificate of EWS and Divyangjan	<a href="#">View Document</a>

## 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..**

### Response:

*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*

#### **2016-2020 (Affiliated with VNSGU)**

The University conducts students admission. At the timing of the college selection students are counselled at the University. The complete system is transparent and merit based. The college assisted the university as providing services for the purpose of Admission as an Admission Help Centre.

#### **2020-2021 (Affiliated with IITE)**

The concerned University i.e. IITE- Gandhinagar conducted an Entrance Test (IITE), counselling and allotted the students according their merits and demand.

The Entrance Test (IITE) criteria were

- 1.General Knowledge and current Affairs
- 2.Numerical Ability, Reasoning and Analogy
- 3.Communication skill and English
- 4.ICT/ e-learning/ web-based Resources
- 5.Teaching Aptitude
- 6.Content

After completing the merit-based admissions, the vacant seats are filled by reshuffling round by the university. All this process is done online.The college assisted the university as providing services for the purpose of Admission as an Admission Help Centre.

File Description	Document
The documents showing the performance of students at the entry level	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**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 1. Mentoring / Academic Counselling 2. Peer Feedback / Tutoring 3. Remedial Learning Engagement 4. Learning Enhancement / Enrichment inputs 5. Collaborative tasks 6. Assistive Devices and Adaptive Structures (for the differently abled) 7. Multilingual interactions and inputs**

**Response:** E. Any 1 or none of the above

File Description	Document
Reports with seal and signature of Principal	<a href="#">View Document</a>
Photographs with caption and date, if any	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**2.2.3 There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students**

**Response:** As an institutionalized activity in accordance with learner needs

File Description	Document
Reports with seal and signature of the Principal	<a href="#">View Document</a>

**2.2.4 Student-Mentor ratio for the last completed academic year**

**Response:** 15.4

**2.2.4.1 Number of mentors in the Institution**

Response: 5

File Description	Document
Relevant documents of mentor-mentee activities with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 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**

**Response:**

### **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.

ICT has played a vital role in making the College Teaching more effective and result oriented.

The College has a computer lab having 23 computers with internet. It is accompanied with a big computer.

The main Hall/Assembly Hall is equipped with a computer system, LCD Projector. The Language Lab has 26 booths, having two-way audio interaction facility, An LCD Projector.

Each method room has a computer, a printer and internet facility.

All these facilities are used by the professors and the students for the benefits of the students.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 2.3.2 Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years

Response: 0

#### 2.3.2.1 Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 2.3.3 Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..

Response: 6.49

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

Response: 5



File Description	Document
Programme wise list of students using ICT support	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

### 2.3.4 ICT support is used by students in various learning situations such as

1. Understanding theory courses
2. Practice teaching
3. Internship
4. Out of class room activities
5. Biomechanical and Kinesiological activities
6. Field sports

**Response:** D. Any 1 of the above

File Description	Document
Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations	<a href="#">View Document</a>
Geo-tagged photographs wherever applicable	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

### 2.3.5 Continual mentoring is provided by teachers for developing professional attributes in students

**Response:**

#### *2.3.5. Continual mentoring is provided by teachers for developing professional attributes in students*

The institution 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.

Finishing School is a project in which all the students are involved/engaged and for the purpose of soft skills development all the students are guided in the form of workshop.

Innovation club is an activity in which the students are mentored/guided 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.

Round the 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. Students perform in front of the students of the school, in the actual situation of the school.

In addition, the professors monitor the students by organizing various academic and co-curricular activities.

Professors are also monitors the students who was receiving poor performance in the internal examination, what improvements should be made in rewriting the answers to the questions, and how the text should be made attractive and effective.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>

**2.3.6 Institution provides exposure to students about recent developments in the field of education through 1. Special lectures by experts 2. 'Book reading' & discussion on it 3. Discussion on recent policies & regulations 4. Teacher presented seminars for benefit of teachers & students 5. Use of media for various aspects of education 6. Discussions showcasing the linkages of various contexts of education- from local to regional to national to global**

**Response:** E. Any 1 or none of the above

File Description	Document
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

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

**Response:**

***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 employed by the College.

### **Empathy**

College employs an interactive approach through discussions, 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, Hospitals 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.

Guest lectures are organised to help students improve their learning in a more interactive, topic specific way.

Project work is assigned in all practical subjects to encourage team work and participative learning.

### **Interpersonal skills, Thinking skills**

Role plays to make students step out of their comfort zone and to develop interpersonal skills.

Small group engagements through tutorials which encourages lateral thinking.

The College Annual Magazine *Utkarsh* and a *hast likhit ank* ( a Hand Written Magazine) are brought out by students which develop creative writing.

Physical Education practicum: Daily 15 minutes light physical exercises are scheduled to keep the mind and body happy and healthy.

Learning through techniques like Experiential Learning, Participative Learning and Problem Solving Methodologies depending upon requirements of the subject is an important part of curriculum transaction.

The objective of experiential, problem solving and participative learning methodologies is to create peer learning community to facilitate an environment of peer mentoring, collaborations and meaningful interaction through guided reflections.

Students also contributed in blood donation camp.

### **Initiatives**

Shadow Teachers: During school exposure allows learners to follow the daily routine of selected teacher in a given school. This gives them simulated experiences of daily routine of teachers in school.

Microteaching & Simulation Lessons: Students are provided experiences for teaching learning practices in the artificial setting in presence of their peers.

Practice Teaching & 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.

Educational Visits provide an exquisite learning experience and integrates curricular and cocurricular outcomes. Students have visited School for Blind, Orphanage Home, Old Age Home, Hospitals etc. These visits made the students aware of their social responsibility. school and community. Participative learning experiences related to resolving problems of school and community and contributing to social responsibility is carried out efficiently.

ICT: During COVID Google Classroom, Microsoft Teams & ZOOM are used as virtual platforms to ensure that students are able to gain maximum benefit of teaching learning process.

Celebration of Days: In assembly – an extended classroom, students initiate, participate & collaborate curricular & co-curricular extravaganza like Matrubhasha Diwas, Environment Day, Ozon Day, Birthdays of leaders, literary personnel & scientists, Hindi Divas etc.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>

## 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**

- 1. Organizing Learning (lesson plan)**
- 2. Developing Teaching Competencies**
- 3. Assessment of Learning**
- 4. Technology Use and Integration**
- 5. Organizing Field Visits**
- 6. Conducting Outreach/ Out of Classroom Activities**
- 7. Community Engagement**
- 8. Facilitating Inclusive Education**
- 9. Preparing Individualized Educational Plan (IEP)**

**Response:** C. Any 4 or 5 of the above

File Description	Document
Reports of activities with video graphic support wherever possible	<a href="#">View Document</a>
Documentary evidence in support of the selected response/s	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**2.4.2 Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as 1. Formulating learning objectives 2. Content mapping 3. Lesson planning/ Individualized Education Plans (IEP) 4. Identifying varied student abilities 5. Dealing with student diversity in classrooms 6. Visualising differential learning activities according to student needs 7. Addressing inclusiveness 8. Assessing student learning 9. Mobilizing relevant and varied learning resources 10. Evolving ICT based learning situations 11. Exposure to Braille /Indian languages /Community engagement**

**Response:** D. Any 2 or 3 of the above

<b>File Description</b>	<b>Document</b>
Reports and photographs / videos of the activities	<a href="#">View Document</a>
Documentary evidence in support of each selected activity	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**2.4.3 Competency of effective communication is developed in students through several activities such as**

- 1. Workshop sessions for effective communication**
- 2. Simulated sessions for practicing communication in different situations**
- 3. Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’**
- 4. Classroom teaching learning situations along with teacher and peer feedback**

**Response:** C. Any 2 of the above

<b>File Description</b>	<b>Document</b>
Details of the activities carried out during last completed academic year in respect of each response indicated	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**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**

- 1. Teacher made written tests essentially based on subject content**
- 2. Observation modes for individual and group activities**
- 3. Performance tests**
- 4. Oral assessment**
- 5. Rating Scales**

**Response:** C. Any 2 of the above

<b>File Description</b>	<b>Document</b>
Samples prepared by students for each indicated assessment tool	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**2.4.5 Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of 1. Preparation of lesson plans 2. Developing assessment tools for both online and offline learning 3. Effective use of social media/learning apps/adaptive devices for learning 4. Identifying and selecting/ developing online learning resources 5. Evolving learning sequences (learning activities) for online as well as face to face situations**

**Response:** E. Any 1 or none of the above

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**2.4.6 Students develop competence to organize academic, cultural, sports and community related events through**

- 1.Planning and scheduling academic, cultural and sports events in school**
- 2.Planning and execution of community related events**
- 3.Building teams and helping them to participate**
- 4.Involvement in preparatory arrangements**
- 5.Executing/conducting the event**

**Response:** C. Any 3 of the above

<b>File Description</b>	<b>Document</b>
Report of the events organized	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**2.4.7 A variety of assignments given and assessed for theory courses through**

- 1.Library work**
- 2.Field exploration**
- 3.Hands-on activity**
- 4.Preparation of term paper**

### 5. Identifying and using the different sources for study

**Response:** E. None of the above

File Description	Document
Samples of assessed assignments for theory courses of different programmes	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

#### 2.4.8 Internship programme is systematically planned with necessary preparedness..

**Response:**

##### *2.4.8 Internship programmed is systematically planned with necessary preparedness*

At 8 week internship was organised in the school for the students of semester -3 and semester- 4 in IITE, Gandhinagar and VNSGU, Surat also.

The purpose behind organising the internship was to give the trainees real experiences of the school. The trainees had to enquire the ability to use different methods and techniques in teaching and develop skills to use different educational tools and learn to use ICT in the classroom.

The internship was organised with the aim of enabling the trainees to acquired knowledge of some important documents of the school, learn how to do perfect quality management and acquired the ability to become an ideal teacher. How school administrators, principal, teachers, students and their parents build human relationship with each other and create an atmosphere in the institution can only be learned through real experience. So, this institute Orient all trainees for internship.

In the internship the trainees were to give a total of 8 lessons, 4 in their first method and four in the second method.(IITE, Gandhinagar)

In the internship the trainees were give a total of 37 lessons in semester- 3 and 39 lessons in semester- 4, total in two methods.(VNSGU, Surat)

The school counselor was to observe their lessons. During the internship the trainees were to organise and conduct co-curricular and curricular activities held in the school.

Apart from these they had to complete all the work assigned by the school and works like Book review, Action Research, Case Study, Report writing on School Administration and Management and Reflective Diary were also to be completed during this period. They have given adequate guidance by the College professor regarding all these tasks.

The college was provided internship diary to each trainee for a record of all activities performed during the internship and guidance of the entire internship program was provided by the professor.

The detail 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 and VNSGU, Surat.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 2.4.9 Average number of students attached to each school for internship during the last completed academic year

**Response:** 1.7

##### 2.4.9.1 Number of schools selected for internship during the last completed academic year

Response: 20

File Description	Document
Plan of teacher engagement in school internship	<a href="#">View Document</a>
Internship certificates for students from different host schools	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

#### 2.4.10 Nature of internee engagement during internship consists of

1. Classroom teaching
2. Mentoring
3. Time-table preparation
4. Student counseling
5. PTA meetings
6. Assessment of student learning – home assignments & tests
7. Organizing academic and cultural events
8. Maintaining documents
9. Administrative responsibilities- experience/exposure
10. Preparation of progress reports

**Response:** B. Any 6 or 7 of the above



File Description	Document
Sample copies for each of selected activities claimed	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### **2.4.11 Institution adopts effective monitoring mechanisms during internship programme.**

##### **Response:**

#### ***2.4.11 Institution adopts effective monitoring mechanisms during internship programme.***

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	Document
Documentary evidence in support of the response	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### **2.4.12 Performance of students during internship is assessed by the institution in terms of observations of different persons such as**

##### **1. Self**

2. Peers (fellow interns)
3. Teachers / School\* Teachers
4. Principal / School\* Principal
5. B.Ed Students / School\* Students

(\* 'Schools' to be read as "TEIs" for PG programmes)

**Response:** E. None of the above

File Description	Document
Two filled in sample observation formats for each of the claimed assessors	<a href="#">View Document</a>
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**2.4.13 Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include**

1. Effectiveness in class room teaching
2. Competency acquired in evaluation process in schools
3. Involvement in various activities of schools
4. Regularity, initiative and commitment
5. Extent of job readiness

**Response:** B. Any 4 of the above

File Description	Document
Any other relevant information	<a href="#">View Document</a>

## 2.5 Teacher Profile and Quality

**2.5.1 Percentage of fulltime teachers against sanctioned posts during the last five years**

**Response:** 57.5

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**2.5.2 Percentage of fulltime teachers with Ph. D. degree during the last five years**

**Response:** 86.96

#### 2.5.2.1 Number of full time teachers in the institution with Ph.D. degree during last five years

Response: 4

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Certificates of Doctoral Degree (Ph.D) of the faculty	<a href="#">View Document</a>

#### 2.5.3 Average teaching experience of full time teachers for the last completed academic year.

**Response:** 17.6

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

Response: 88

File Description	Document
Copy of the appointment letters of the fulltime teachers	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 2.5.4 Teachers put-forth efforts to keep themselves updated professionally through

- In house discussions on current developments and issues in education
- Sharing information with colleagues and with other institutions on policies and regulations

**Response:**

##### *2.5.4 Teachers put-forth efforts to keep themselves updated professionally*

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	Document
Documentary evidence to support the claims	<a href="#">View Document</a>

## 2.6 Evaluation Process

### 2.6.1 Continuous Internal Evaluation(CIE) of student learning is in place in the institution

#### Response:

#### *2.6.1 Continuous Internal Evolution (CIE) of student learning is in place in the institution:*

This Institute College of Education, Kharod is affiliated in the academic year 2017-18, 2018-19, 2019-20 to VNSGU, Surat and in the academic year 2020-21 to IITE, Gandhinagar and follows the examination pattern of both university guidelines are strictly adherers to with respect to evolution process. There is one internal test per term conducted the schedules of the internal assessments. Continue communicated to students and faculty in the beginning of the semester through institute academy calendar which is prepared based on the university academic calendar.

The institute has reform the continuous internal evolution system from faculty centric to students centric. The institute exam cell frames the guidelines for conducting the guideline with calendar of the affiliated university and the institutions. As per the guidelines, the following reforms have been carried out effectively conducting.

- Schedule of internal examination, seating arrangements, hall invigilators listed for every examination.
- Preparing the question paper for the internal examination in the prescribe pattern based on knowledge level.
- Scrutiny of the prepaid question paper is carried out by the principal or subject expert to ensure quality of the question paper.
- Monitoring the attendance of the students for the examination.
- Internal assessment has to be carried out within the stipulated time.
- After completion of the internet examination, the faculty evaluate the answer scripts and distribute to the students for doubt clarifications or r-correction. The faculty submits the re-corrected scripts to the examination branch.
- Result review meetings are conducted with result analysis and the remedial actions for further improvements are arrived after discussion with faculty and principal.
- Upload of assessment marks in university web portal.

performance of the students in internal assessment is used for faculties to identify slow and advanced learners in their respective subjects. Slow learners are encouraged improve their performance in future by counseling. counseling sessions are used to sort out the personal issues, academic and non-academic problems.

File Description	Document
Any other relevant information	<a href="#">View Document</a>

### **2.6.2 Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation**

- 1. Display of internal assessment marks before the term end examination**
- 2. Timely feedback on individual/group performance**
- 3. Provision of improvement opportunities**
- 4. Access to tutorial/remedial support**
- 5. Provision of answering bilingually**

**Response:** D. Any 1 of the above

File Description	Document
Copy of university regulation on internal evaluation for teacher education	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Annual Institutional plan of action for internal evaluation	<a href="#">View Document</a>

### **2.6.3 Mechanism for grievance redressal related to examination is operationally effective**

**Response:**

#### ***2.6.3 Mechanism for grievance redressal related to examination***

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 grievance raised by students regarding examination.

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

The exam question papers and exam stationery are kept in a strict security of the principal and the senior professors.

Preparations were made to prevent any mishap during the examination. 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	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	<a href="#">View Document</a>

#### 2.6.4 The Institution adheres to academic calendar for the conduct of Internal Evaluation

##### Response:

The academic calendar prepared for the College has kept the availability of the days, persons and activities in the mind. The Internal-external Examinations and the activities go round the year have taken care of the schedule. In some cases the College has to mismatch. But all planned activities are scheduled.

File Description	Document
Any other relevant information	<a href="#">View Document</a>
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View Document</a>

## 2.7 Student Performance and Learning Outcomes

#### 2.7.1 The teaching learning process of the institution are aligned with the stated PLOs and CLOs.

##### Response:

##### *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 500 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: 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.

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	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>

### 2.7.2 Average pass percentage of students during the last five years

**Response:** 100

#### 2.7.2.1 Total number of students who passed the university examination during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
34	54	49	47	49

File Description	Document
Result sheet for each year received from the Affiliating University	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 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

**Response:**

*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.*

Describe the manner in which progress in students performance on learning tasks is reduced in the transcript in respect of both cognitive and professional attributes in not more than 500 words.

This College aims to be a leading Training Institute in nurturing better teachers with an experience to rich

diversified and integrated curriculum, combining the spirit and philosophies of legendary Indian academicians and philosophers.

Different four domains of a Graduate of this College are - Personal, Intellectual, Professional, and Social & Cultural. Each domain caters to specific aspect of personality, intellect, pedagogy & content competency and social ethos. The model framework of graduate attributes and outcomes includes the following in each domain:

### **1. Personal**

-Curricular activities like seminars, quiz, projects, problem solving etc.

-Experiential and constructivist activities to develop reflective practices

-Curricular activities involving experiments in laboratories, practice teaching, etc. Activities like counselling, mentoring and tutoring.

Career and occupational needs through placement activities and school exposure.

### **2. Intellectual**

-Making students familiar with technology and e-learning

-Mentoring during practice teaching Content

-Mastery by integrating subject knowledge and pedagogical knowledge Analytical & Synthetically

-Skills by promoting teaching practices and methods Entrepreneurship and employability

### **3. Professional**

-Teaching Competence like pedagogical and content knowledge, technology.

-Plug points in classroom using teaching methods and strategies.

-Developing positive attitude like empathy, mentoring and reflective practices. Values, Commitment and Integrity Global perspective, exposure through international placement training and fairs.

### **4. Social & Cultural**

-Positive attitude towards inclusion and diversity visits and programs with CWSN.

-Promoting diversity, celebration of days, festival, social and cultural diversities etc.

Concern through social services/activities.

-Culture of equal opportunity by establishing systems and



-Gender sensitization, care of vulnerable and backward classes.

-Global ethos by inclusive access to campus, using green environment, promoting economic use of water,

The sub domains of graduate attributes enlists the traits, envisioned and expected in a Graduate of this College. .

### **The College Efforts**

A model curriculum framework for programme and course outcomes is developed based on attributes. Programme outcomes are mapped with course outcomes. Each course outcome is linked with course objective and learning outcome. There are 4 course objectives and 8 course outcome for each course. The Curriculum Handbook/Programme Guide/Programme Diary for the same is available on the website of IITE-Gandhinagar.

### **Program and course outcome mapping:**

The Curriculum Handbook/Programme Guide for B.Ed. program is available on the IITE-website. It contains the course specific learning objectives for each course.

-The Trainee-Teacher enlists and keeps in mind objectives and outcomes while planning the lessons.  
-Teacher communicates to the students the outcomes for the topics under each course that are discussed and taught to students.

-Being a Teacher training College, programme and course outcomes, learning objectives and outcomes are part of the syllabi.

-The students plan their lessons on the basis outcomes and objectives.

<b>File Description</b>	<b>Document</b>
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	<a href="#">View Document</a>

### **2.7.4 Performance of outgoing students in internal assessment**

**Response:** 100

#### **2.7.4.1 Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year**

Response: 34

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	<a href="#">View Document</a>
Data as per Data template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### **2.7.5 Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to.**

#### **Response:**

#### ***2.7.5 Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to.***

-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.

#### Evaluation of Outcomes

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

#### A) Continuous assessment:

Two continuous comprehensive assessment test comprising of (25 marks each converted to 5 marks), submission of assignment/seminar/project of 5 marks, attendance of 5 marks, and preliminary examination (70 marks converted to 15 marks) are conducted in each semester to ensure attainment of cognitive course and programme outcome

#### B) Semester End Exam:

The College and the IITE University conduct Theory Examination of 70 marks for measuring cognitive attainment. Predefined Framework for question paper ensures coverage of each topic.

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 submissions, lesson plan submissions and actual teaching in classrooms during School Exposure visits and internship, to government and private schools and various school boards.

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

File Description	Document
Documentary evidence in respect to claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 2.8 Student Satisfaction Survey

### 2.8.1 Online student satisfaction survey regarding teaching learning process

**Response:** 3.83

## Criterion 3 - Research and Outreach Activities

### 3.1 Resource Mobilization for Research

**3.1.1 Average number of research projects funded by government and/ or non-government agencies during the last five years**

**Response:** 0

**3.1.1.1 Number of research projects funded by government and non- government agencies during the last five years..**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

**File Description**

**Document**

Data as per Data Template

[View Document](#)

**3.1.2 Average grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)**

**Response:** 0

**3.1.2.1 Total grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

**3.1.3 In-house support is provided by the institution to teachers for research purposes during the last five years in the form of: 1. Seed money for doctoral studies / research projects 2. Granting study leave for research field work 3. Undertaking appraisals of institutional functioning and documentation 4. Facilitating research by providing organizational supports 5. Organizing research circle / internal seminar / interactive session on research**

**Response:** D. Any 1 of the above

File Description	Document
Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	<a href="#">View Document</a>
Documentary proof for each of the claims	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.1.4 Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include

1. Participative efforts (brain storming, think tank, etc.) to identify possible and needed innovations
2. Encouragement to novel ideas
3. Official approval and support for innovative try-outs
4. Material and procedural supports

**Response:** E. None of the above

## 3.2 Research Publications

### 3.2.1 Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years

**Response:** 3.48

#### 3.2.1.1 Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
4	7	3	1	1

File Description	Document
First page of the article/journals with seal and signature of the Principal	<a href="#">View Document</a>
E-copies of outer jacket/content page of the journals in which articles are published	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**3.2.2 Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years****Response:** 0.43**3.2.2.1 Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
0	2	0	0	0

File Description	Document
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 year-wise	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.3 Outreach Activities****3.3.1 Average number of outreach activities organized by the institution during the last five years..****Response:** 0.8**3.3.1.1 Total number of outreach activities organized by the institution during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	1	1	0

File Description	Document
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**3.3.2 Percentage of students participating in outreach activities organized by the institution during the last five years**

**Response:** 45.97

### 3.3.2.1 Number of students participating in outreach activities organized by the institution during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
37	54	96	30	0

#### File Description

Report of each outreach activity with seal and signature of the Principal

#### Document

[View Document](#)

### 3.3.3 Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years

**Response:** 88.35

### 3.3.3.1 Number of students participated in activities as part of national priority programmes during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
72	100	100	96	49

#### File Description

Documentary evidence in support of the claim along with photographs with caption and date

Data as per Data Template

#### Document

[View Document](#)

[View Document](#)

### 3.3.4 Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development

**Response:**

**College Magazine: Utkarsh: 2016 to 2022**

Since the inception of the College, 1991, the College publishes one magazine 'Utkarsh'. It is distributed among old students, present students, affiliated colleges, linkage schools, Universities, Educationalists, village People etc Utkarsh is published on different topics.

**Year: 2016-17**

***Eye Checkup camp at Government Primary school, Kharod***

In the year 2016-17 students rendered their service as volunteer in Eye check up Camp held at Government Primary school, Kharod. College students Patel Darshana, Gamit Ravina and Chaudhari Swetal were joined the camp. Eye check up camp organized by Jaghadiya SEWA- Rural.

**Year: 2018-19**

***Swachha Bharat Abhiyan***

**Activity-1** Swachh Bharat Abhiyan Conference and Question Answer Session

**Activity-2** Swachh Bharat Abhiyan, Clean Village Event

**Blood Donation Camp : 2019-20**

A Blood Donation Camp was organized under the initiative of Indian Red Cross Society, Navsari at this College on 10th December 2019. In camp, the prospective teachers sacrificed a total of 26 units of blood. HMP Vocational Training Institute, Kharod and Public School, Kharod also cooperated.

**Year: 2019-20**

***Swachhta Abhiyan***

On 1st October 2019 College conducted a Poster Making, a Mime, and a Movie Watching activities were conducted. On 2nd October the Village Cleanliness Programme was conducted.

**Year: 2020-21**

**Poster Making Competition on the theme Voting Awareness**

College of Education, Kharod and the M.Ed. Trainees of VNSGU, Surat jointly oorganized a Poster Making Competition on the theme *Voting Awareness* on 26th February 2021. All the students of B.Ed. Sem-1 participated in the competition. They made different posters with slogans. The M.Ed. Trainees and the College staff decided the three winners. The students participated ecclesiastically.

**YouTube Video Making on Self Awareness**



. In Semester-3 there is a subject EPC - ICT in Education. Every student made their own YouTube Channels. They made motivational videos on social awareness.

### **Blog created on Corona and Online Education**

. In Semester-3 there is a subject EPC - ICT in Education. All students made their own Blog using the application Blogger. They made 5 different images with a text on different topics. The two topics were *Corona* and *Online Education* for Social awareness..

Year: 2021-22

### **Exhibition at Primary school, Kharod**

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. Students of Primary School, Kharod, students of Anjuman High School Kharod and villagers benefited from this exhibition.

### **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.

<b>File Description</b>	<b>Document</b>
Report of each outreach activity signed by the Principal	<a href="#">View Document</a>
Relevant documentary evidence for the claim	<a href="#">View Document</a>

### **3.3.5 Number of awards and honours received for outreach activities from government/ recognized agency during the last five years**

**Response:** 0

#### **3.3.4.1 Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>

### 3.4 Collaboration and Linkages

<p><b>3.4.1 Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years</b></p> <p><b>Response: 0</b></p>											
<p><b>3.4.1.1 Number of linkages for faculty exchange, student exchange, research etc. during the last five years</b></p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>		2021-22	2020-21	2019-20	2018-19	2017-18	0	0	0	0	0
2021-22	2020-21	2019-20	2018-19	2017-18							
0	0	0	0	0							
<b>File Description</b>	<b>Document</b>										
Data as per Data Template	<a href="#">View Document</a>										

<p><b>3.4.2 Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years</b></p> <p><b>Response: 0</b></p>	
<p><b>3.4.2.1 Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years</b></p>	
<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>

<p><b>3.4.3 Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes</b></p> <ol style="list-style-type: none"> <li>1. Local community base activities</li> <li>2. Practice teaching /internship in schools</li> <li>3. Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education</li> <li>4. Discern ways to strengthen school based practice through joint discussions and planning</li> <li>5. Join hands with schools in identifying areas for innovative practice</li> <li>6. Rehabilitation Clinics</li> <li>7. Linkages with general colleges</li> </ol>
--

**Response:** C. Any 3 or 4 of the above

<b>File Description</b>	<b>Document</b>
Report of each activities with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## Criterion 4 - 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**

**Response:**

*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*

This is a B.Ed. College. For the both F.Y. B.Ed. and S.Y. B.Ed. Classes 55+55 students and 10 faculties can easily be accommodated for teaching, learning and training purpose. The College is equipped with necessary classrooms and ICT facilities.

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 staff and the students all are using these facilities as and when they require.

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 Language Lab is a place where students can enjoy language learning. 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 faculty as well as the students are using these facilities. The building premises 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 very big common play field. Twice in a year the College organizes Sports Events. Carom, Chess, Badminton, Volley Ball, Cricket Kit etc. are also available for the students.

File Description	Document
List of physical facilities available for teaching learning	<a href="#">View Document</a>
Geo tagged photographs	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 60

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

Response: 3

##### 4.1.2.2 Number of Classrooms and seminar hall(s) in the institution

Response: 5

File Description	Document
Geo-tagged photographs	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Link to relevant page on the Institutional website	<a href="#">View Document</a>

#### 4.1.3 Percentage of expenditure excluding salary for infrastructure augmentation during the last five years

**Response:** 2.86

##### 4.1.3.1 Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
0	2	0	0	0

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

<p><b>4.2.1 Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software</b></p> <p><b>Response:</b></p> <p><b>Institution has not adopted automation of library using Integrated Library Management System (ILMS) or any other software</b></p>	
<p><b>4.2.2 Institution has remote access to library resources which students and teachers use frequently</b></p> <p><b>Response:</b></p> <p><b>Institution has not remote access to library resources</b></p>	
<p><b>4.2.3 Institution has subscription for e-resources and has membership/ registration for the following</b></p> <p><b>1.e-journals</b>  <b>2.e-Shodh Sindhu</b>  <b>3.Shodhganga</b>  <b>4.e-books</b>  <b>5.Databases</b></p> <p><b>Response:</b> E. None of the above</p>	
File Description	Document
Data as per Data template	<a href="#">View Document</a>

<p><b>4.2.4 Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)</b></p> <p><b>Response:</b> 0.4</p>	
<p><b>4.2.3.1 Annual expenditure for purchase of books, journals and e-resources during the last five</b></p>	

years. (INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
0.4	0.5	0.4	0.3	0.4

File Description	Document
Income Expenditure statements highlighting the expenditure on books, journals, e- resources with seal and signature of both the Principal and Chartered Accountant	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

#### 4.2.5 Percentage per day usage of library by teachers and students ( foot falls and login data for online access) during the latest completed academic year

Response: 0.12

##### 4.2.5.1 Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year

Response: 2

##### 4.2.5.2 Number of teachers and students using library for Month 2 (not less than 20 working days) during the last completed academic year

Response: 2

##### 4.2.5.3 Number of teachers and students using library for Month 3 (not less than 20 working days) during the last completed academic year

Response: 2

##### 4.2.5.4 Number of teachers and students using library for Month 4 (not less than 20 working days) during the last completed academic year.

Response: 2

##### 4.2.5.5 Number of teachers and students using library for Month 5 (not less than 20 working days) during the last completed academic year.

Response: 2

File Description	Document
Any other relevant information	<a href="#">View Document</a>

**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**

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

**Response:** E. None of the above

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>

### 4.3 ICT Infrastructure

**4.3.1 Institution updates its ICT facilities including Wi-Fi**

**Response:**

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 20

mbps WiFi facility.

<b>File Description</b>	<b>Document</b>
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	<a href="#">View Document</a>

**4.3.2 Student – Computer ratio for last completed academic year**

**Response:** 12.83



<b>File Description</b>	<b>Document</b>
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### **4.3.3 Internet bandwidth available in the institution**

**Response:** 40

##### **4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS**

Response: 40

<b>File Description</b>	<b>Document</b>
Receipt for connection indicating bandwidth	<a href="#">View Document</a>
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	<a href="#">View Document</a>

#### **4.3.4 Facilities for e-content development are available in the institution such as**

- 1.Studio / Live studio**
- 2.Content distribution system**
- 3.Lecture Capturing System (LCS)**
- 4.Teleprompter**
- 5.Editing and graphic unit**

**Response:** E. None of the above

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to videos of the e-content development facilities	<a href="#">View Document</a>
Link to the e-content developed by the faculty of the institution	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 4.4 Maintenance of Campus and Infrastructure

### 4.4.1 Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)

**Response:** 12.51

#### 4.4.1.1 Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
2.60	1.05	2.37	2.10	0.64

File Description	Document
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

### 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

**Response:**

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 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 classrooms and building.

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
Appropriate link(s) on the institutional website	<a href="#">View Document</a>

## Criterion 5 - 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:**

- 1. Career and Personal Counseling**
- 2. Skill enhancement in academic, technical and organizational aspects**
- 3. Communicating with persons of different disabilities: Braille, Sign language and Speech training**
- 4. Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two**
- 5. E-content development**
- 6. Online assessment of learning**

**Response:** C. Any 2 or 3 of the above

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Sample feedback sheets from the students participating in each of the initiative	<a href="#">View Document</a>
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	<a href="#">View Document</a>
Photographs with date and caption for each initiative	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**5.1.2 Available student support facilities in the institution are:**

- 1. Vehicle Parking**
- 2. Common rooms separately for boys and girls**
- 3. Recreational facility**
- 4. First aid and medical aid**
- 5. Transport**
- 6. Book bank**
- 7. Safe drinking water**
- 8. Hostel**
- 9. Canteen**
- 10. Toilets for girls**

**Response:** E. Any 4 or less of the above

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Geo-tagged photographs	<a href="#">View Document</a>

**5.1.3 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as**

- 1. Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies**
- 2. Details of members of grievance redressal committees are available on the institutional website**
- 3. Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students**
- 4. Provision for students to submit grievances online/offline**
- 5. Grievance redressal committee meets on a regular basis**
- 6. Students' grievances are addressed within 7 days of receiving the complaint**

**Response:** D. Any 2 of the above

File Description	Document
Institutional guidelines for students' grievance redressal	<a href="#">View Document</a>
Data as per Data Template for the applicable options	<a href="#">View Document</a>
Composition of the student grievance redressal committee including sexual harassment and ragging	<a href="#">View Document</a>

**5.1.4 Institution provides additional support to needy students in several ways such as: 1. Monetary help from external sources such as banks 2. Outside accommodation on reasonable rent on shared or individual basis 3. Dean student welfare is appointed and takes care of student welfare 4. Placement Officer is appointed and takes care of the Placement Cell 5. Concession in tuition fees/hostel fees 6. Group insurance (Health/Accident)**

**Response:** D. Any 1 of the above

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Report of the Placement Cell	<a href="#">View Document</a>
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	<a href="#">View Document</a>
Data as per Data template	<a href="#">View Document</a>

## 5.2 Student Progression

### 5.2.1 Percentage of placement of students as teachers/teacher educators

**Response:** 7.33

#### 5.2.1.1 Number of students of the institution placed as teachers/teacher educators during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
05	02	03	02	05

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Appointment letters of 10% graduates for each year	<a href="#">View Document</a>
Annual reports of Placement Cell for five years	<a href="#">View Document</a>

### 5.2.2 Percentage of student progression to higher education during the last completed academic year

**Response:** 26.47

#### 5.2.2.1 Number of outgoing students progressing from Bachelor to PG.

Response: 09

#### 5.2.2.2 Number of outgoing students progressing from PG to M.Phil.

Response: 00

#### 5.2.2.3 Number of outgoing students progressing from PG / M.Phil to Ph.D.

Response: 00

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Details of graduating students and their progression to higher education with seal and signature of the principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**5.2.3 Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)****Response:** 7.76**5.2.3.1 Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	1	14	02

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Copy of certificates for qualifying in the state/national examination	<a href="#">View Document</a>

**5.3 Student Participation and Activities****5.3.1 Student council is active and plays a proactive role in the institutional functioning****Response:****College of Education kharod****5.3.1: Role of students council/Alumni in institution functioning**

Student council is being constituted in the college every year with various perspectives. It helps in the planning and implementation of the different academic functions of the college. Particularly members of the students' council help in the implementation of practice teaching. They help to the College in the coordination with the various surrounding practice schools. 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. Every year The World Yoga Day, Celebration of Independence Day, Republic Day, Sugam sangit competition, Poster making competition, elocution competition, Youth Parliament, The World Ozone Day, The world Day, Navratri Mahotsav, Hindi Divas, etc. were planned and implemented in the college. Student council played an important role in the successful planning and implementation of such meaningful activities.

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

Alumni of the college visit to the college as per their convenience and helps to college in various ways. As for example

1. They support us in the planning of practice teaching,
2. Some of the expert members in ICT give technical support in purchase of computers, printers, inverter etc. electronic and technical items of the college.
3. They visit to the college as per their convenience and guide and motivate students for the study and Carrere on the basis of their experiences.
4. Even on the occasion of the retirement of the Principal of the college Dr.Prafulsinh Raj and the senior Associate Professor of the College Dr.Jayantbhai Shah one National seminar was organized in support of the CTE center of Gujarat state.

File Description	Document
Documentary evidence for alumni role in institution functioning and for student welfare	<a href="#">View Document</a>
Copy of constitution of student council signed by the Principal	<a href="#">View Document</a>

### 5.3.2 Average number of sports and cultural events organized at the institution during the last five years

**Response: 1**

#### 5.3.2.1 Number of sports and cultural events organized at the institution during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
01	01	01	01	01

File Description	Document
Reports of the events along with the photographs with captions and dates	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

## 5.4 Alumni Engagement

**5.4.1 Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution.**

**Response:**



**5.4.1 : Role of Alumni Association (SETU)**

Many Members of the Alumni Association – SETU are having a live connection with the college. Many members of the Association are working as the Principals and the teachers of the various Government and private schools. Particularly they support college in the planning and implementation of practice teaching program. Association is having concern about the teaching learning process being implemented at college level and take keen interest in the various programs of the college. Many members are working in the different Government bodies and they support whenever require. Many members of the Association frequently visit to college as per their convenience. In these ways Alumni Association helps in the development of institution.

**Two Significant contribution of SETU:**

1. Past students of the college help college in the planning and organization of practical aspects of the training whenever required.

2. Alumni Association organized one National Seminar at college in collaboration with the Gujarat chapter of the National level learning organization Council for Teacher Education on the occasion of the retirement of the college principal Dr. Prafulsinh J. Raj on 24-6-2018. In this National seminar Ex-Vice chancellor of the Veer Narmad South Gujarat University, Surat, Pro Vice Chancellor of the Veer Narmad South Gujarat University, Dr. Bhashkarbhai Rawal, Dean of the Education Faculty Dr. Kishorbhai Naik and other well known members of the education fraternity remained present in this seminar.

File Description	Document
Upload any additional information	<a href="#">View Document</a>

**5.4.2 Alumni has an active role in the regular institutional functioning such as 1. Motivating the freshly enrolled students 2. Involvement in the in-house curriculum development 3. Organization of various activities other than class room activities 4. Support to curriculum delivery 5. Student mentoring 6. Financial contribution 7. Placement advice and support**

**Response:** D. Any 1 of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	<a href="#">View Document</a>

**5.4.3 Number of meetings of Alumni Association held during the last five years****Response: 1****5.4.3.1 Number of meetings of Alumni Association held during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
01	0	0	0	0

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	<a href="#">View Document</a>

**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.****Response:****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.

**1. Career Guidance**

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.

**2. How to get government Job? (Career Guidance)**

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.

## Criterion 6 - 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**

**Response:**

#### **6.1 Description of Vision and Mission statement**

**Vision Statement of the institution: To build a classless society based on justice, freedom and harmony through our teacher training programme.**

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.

**Mission Statement : 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.**

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 ( As mentioned in some other part of AQAR) 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. We wish and plan that our teachers should contribute for the reconstruction of the society at last.

<b>File Description</b>	<b>Document</b>
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>

#### **6.1.2 Institution practices decentralization and participative management**

**Response:****Decentralization and Participative Management**

Every year we plan institutional practices in a decentralized and participative mode. Every staff member of the college is being included in the various types of the planning and functions of the College. We meet informally and formally 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 all 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. Of 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 the full harmony. We are having very healthy relations among all the staff members.

File Description	Document
Relevant documents to indicate decentralization and participative management	<a href="#">View Document</a>

**6.1.3 The institution maintains transparency in its financial, academic, administrative and other functions****Response:****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 as per the schedule of the Government.
- Display of audited accounts and all the other necessary information about the college on our college website. The link of our website is <https://www.coekharod.org/>
- Our website itself is the evidence of transparency in various functions and the practices of the college.
- 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 formulated.
- 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. Off course it is to be noted that no RTI was filed against the college and it is the live evidence of the transparency of the college in its financial, academic, administrative and other functions of the college.
- Digital attendance of the staff and the students are being recorded.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1 The institutional Strategic plan is effectively deployed

#### Response:

#### 6.2.1 Activity successfully implemented based on strategic plan

Every year college plans various activities and implements it for the best interest of the B.Ed. trainees. Our college magazines and face book page is the symbol of our strategic plan. Off course during the academic year 2020-21 and 2021-22 Corona pandemic situation was aggressive and it affected to the schedule and activities of the college. All the institutions were closed. In this situation college implemented the curriculum strategically in online mode. All the faculty members tried to give their best performance and contribution in the worst situation of corona pandemic. All the students were strategically and gently turned in to online education mode. Students were made acquainted with the online teaching and learning mode. Even practical part of the curriculum was also completed strategically and successfully.

#### Organization of National Seminar - 2018

In 2018 our permanent college principal Dr. Prafulsinh J. Raj and Associate Professor Dr. Jayantbhai Shah got retirement after a long service of almost 27 years in this college. For the felicitation of both the respected and learned faculty members of the college one National Seminar was organized by the college of Education Kharod and “Setu” alumni association of the college in collaboration with CTE Gujarat chapter on the theme “NextGen Approaches to teaching and learning” on 24th June,2018. Former Vice Chancellor of the Veer Narmad South Gujarat University, Surat Dr.Rameshchandra G.Kothari remained present and gave Key Note Address. Dr.Bhaskar M.Rawal , Pro Vice Chancellor of the Veer Narmad South Gujarat university, Surat was the Chief Guest of the Inaugural session of the seminar. While ,Dr. Kishor Naik, Dean, Faculty of Education, Veer Narmad South Gujarat university, Surat was the chief

Guest of the Valedictory Session of the seminar. One souvenir was also published on this occasion covering the abstracts of the papers presented in the seminar. The PDF of this souvenir is attached the Documentary evidence of the activity. More than 40 papers were accepted and presented in the seminar and contributed to the field of knowledge.

The whole program was well planned and well implemented by the team work of the college with the CTE organization and Alumni Association. Schedule of the whole day program is also attached which is also the documentary evidence of the deployment of strategic plan of this activity.

We received great response from the faculty members of different institutions. Many research scholars also participated in the seminar and got advantage of this seminar through sharing of thoughts and experiences.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### **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.**

#### **Response:**

### **6.2.2. The functioning of the institutional bodies is effective as visible from policies, administrative setup, appointment and service rules, procedure, etc.**

-We follow the rules and regulations of the U.G.C., N.C.T.E., Gujarat state Government, (Veer Narmad South Gujarat University, Surat- past affiliating university), Indian Institute of Teacher education, Gandhinagar and other concern authorities.

-IQAC, Students Council, Anti-Ragging Cell, Women Harassment Cell, Students Grievance and Redressal Cell, Internal Complaints Committee, SC, ST Cell, OBC cell.....are formulated and functioning at college level. All these bodies contribute in different perspectives in the planning, implementation and evaluation of various functions of the college as per requirement. Details of different cells are available on college website: <https://www.coekharod.org/180/0/Cells-Committee.html> All these bodies contribute in different perspectives in the planning and implementation of various functions of the college.

-As per the policy of U.G.C. IQAC meetings are arranged regularly in which strategic planning of the institution is being discussed. Details are available on college website.

-Members of the students' council take keen interest in the planning and implementation of various activities of the college which are necessary in various perspectives.

-As a part of the administrative setup we are having proper work distribution among teaching and non-

teaching staff members of the college.

-All the appointments of teaching and non-teaching staff members of 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.

-Government scholarships are provided to S.C./S.T. and O.B.C. students of the college.

-Magazine committee of the college regularly publish the college magazine every year. Past issues of our college magazine "Utkarsh" which is being published are also gives an idea about the functioning of the college in detail. Magazines are posted on our college website.

-As per the circulars of the U.G.C. registration of the students done as a part of the Anti Ragging policy.

-For giving the benefits of CAS to the college teaching staff, their files for CAS are being checked by the IQAC of the college and forward to the higher authorities.

-Administrative staff of the college is regularly working for providing scholarships to the SC. ST. and OBC students of the college. SC. ST. and OBC cell of the college take care of this procedure and guide students and administrative staff members wherever required.

-Programs related to women empowerment are being organised by the college as per the convenience in the schedule. Women Harassment cell take care in this regard.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link to Organogram of the Institution website	<a href="#">View Document</a>

### 6.2.3 Implementation of e-governance are in the following areas of operation

1. Planning and Development
2. Administration
3. Finance and Accounts
4. Student Admission and Support
5. Examination System
6. Biometric / digital attendance for staff
7. Biometric / digital attendance for students

**Response:** E. Any 1 or none of the above

File Description	Document
Geo-tagged photographs	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### **6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions / decisions.**

##### **Response:**

#### **6.2.4 Effectiveness of various bodies/Cells/committees....**

Various committees and cells were formed at college level as per the requirements and rules and regulations during the last years. During the year 2020-21 due to the corona pandemic situation almost throughout the year online education system was planned and implemented as per the timely guidelines of the Government and resolution in the IQAC meeting held on 25-6-2020. So there were very few opportunities to arrange meetings of various bodies, cells and committees in the year 2020-21. Although minutes of the IQAC were organized and some decisions were taken up and accordingly necessary steps were taken up. IQAC took not about the instructions given by the Government regarding conducting the online classes.

In the IQAC meeting held on 25-6-2020 it was resolved to conduct online classes as per the instructions of the Government. Accordingly during the academic year 2020-21 online teaching and learning process was successfully planned and implemented.

### **6.3 Faculty Empowerment Strategies**

#### **6.3.1 Effective implementation of welfare measures for teaching and non-teaching staff is in place**

##### **Response:**

#### **6.3.1 Welfare measures for teaching and non-teaching staff....**

1. For making the faculty members well equipped with the use of Information and Communication Technology,

New Computer systems are purchased

Printers for the teaching staff are purchased



2. Faculty members are 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.....

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

4. Sweet water facility is made available for the staff as well as students.

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View Document</a>

### 6.3.2 Percentage of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the last five years

**Response:** 21.74

#### 6.3.2.1 Number of teachers provided with financial support to attend seminar / conferences / workshops and towards membership fees of professional bodies during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
5	0	0	0	0

File Description	Document
E-copy of letter/s indicating financial assistance to teachers	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Certificate of participation for the claim	<a href="#">View Document</a>
Certificate of membership	<a href="#">View Document</a>

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

**Response:** 0**6.3.3.1 Total number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Data as per Data Template	<a href="#">View Document</a>

**6.3.4 Percentage 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****Response:** 69.57**6.3.4.1 Total 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 during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
5	3	6	1	1

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Copy of Course completion certificates	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**6.3.5 The institution has a performance appraisal system for teaching and non-teaching staff****Response:****6.3.5 Process of Performance Appraisal system**

We have prepared two separate performance appraisal Performa for the Performance Appraisal of teaching and non teaching staff members of the college. We have created Google forms on college ID for the Performance appraisal of all the staff members. We created the Google forms links, shared it in our year wise what's App groups, requested our all the students and collected the necessary data from the students

of 2017-18 to 2021-22 as a part of the performance appraisal of all the staff members of the College. Performance appraisal Reports of the three teaching and three non teaching staff members are uploaded.

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	<a href="#">View Document</a>
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1 Institution conducts internal or/and external financial audit regularly

#### Response:

**College of Education Kharod**

#### 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 Hareesh & 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.

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

**Response: 0**

#### 6.4.2.1 Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>

#### **6.4.3 Institutional strategies for mobilization of funds and the optimal utilization of resources are in place.**

##### **Response:**

#### **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.

Audit reports of the college are the evidence of the optimal utilization of the funds.

### **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**

##### **Response:**

#### **6.5.1 IQAC / Mechanism that contributed significantly for institutionalizing the quality strategies.**

IQAC of the college always motivate and encourage all the faculty members for organizing diverse kinds of co curricular activities at college level. Even the faculty members are requested to motivate all the students to take part in the inter college and other activities organized by other institutions. Faculty members of the college are always requested and advised to arrange various students' oriented qualitative activities. The enough freedom is given to all the faculty members to plan and implement vivid thoughtful activities.

**In nutshell it is to be noted that the process adopted by the institution for quality assurance through IQAC and students council is the freedom and encouraging atmosphere for institutionalizing the**

**quality assurance strategies.**

Details and the proofs of all the various activities responsible for ensuring quality culture in the college are uploaded on the face book page of the college. Link of the face book page is....[https://www.facebook.com/College-of-Education-Kharod-104822358039613/?ref=pages\\_you\\_manage](https://www.facebook.com/College-of-Education-Kharod-104822358039613/?ref=pages_you_manage)

College website itself is also a one of the reflection of our efforts.

A report of the activities responsible for ensuring quality culture in the institution is uploaded here with.

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	<a href="#">View Document</a>

**6.5.2 The institution reviews its teaching-learning process periodically through IQAC or any other mechanism****Response:****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 through discussion. No specific mechanism is adopted for the review of teaching learning process periodically. But all the faculty members themselves review the teaching learning process continuously and make necessary improvements accordingly. 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. Almost all the 3students who had completed their training in the year 2017-18 to 2021- 22 have passed (100 % Result) and almost all the students got first class distinction.

File Description	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**6.5.3 Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years.****Response:** 0.2**6.5.3.1 Number of quality initiatives taken by IQAC or any other mechanism for promoting quality during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	0	0	0

File Description	Document
Report of the work done by IQAC or other quality mechanisms	<a href="#">View Document</a>
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**6.5.4 Institution engages in several quality initiatives such as 1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements 2. Timely submission of AQARs (only after 1st cycle) 3. Academic Administrative Audit (AAA) and initiation of follow up action 4. Collaborative quality initiatives with other institution(s) 5. Participation in NIRF****Response:** D. Any 1 of the above

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Consolidated report of Academic Administrative Audit (AAA)	<a href="#">View Document</a>
Link to the minutes of the meeting of IQAC	<a href="#">View Document</a>
Link to Annual Quality Assurance Reports (AQAR) of IQAC	<a href="#">View Document</a>

**6.5.5 Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives****Response:**

### **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 as 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 in the College. 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. The suggestions of all the teaching staff members are always welcome and consider for the purchase of the books for the College.

<b>File Description</b>	<b>Document</b>
Relevant documentary evidence in support of the claim	<a href="#">View Document</a>

## Criterion 7 - 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**

**Response:**

**College of Education, Kharod, Dis: Bharuch**

#### **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.

<b>File Description</b>	<b>Document</b>
Institution energy policy document	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**7.1.2 Institution has a stated policy and procedure for implementation of waste management**

**Response:**

#### **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	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>

### 7.1.3 Institution waste management practices include

1. Segregation of waste
2. E-waste management
3. Vermi-compost
4. Bio gas plants
5. Sewage Treatment Plant

**Response:** D. Any 1 of the above

File Description	Document
Geo-tagged photographs	<a href="#">View Document</a>
Documentary evidence in support of each selected response	<a href="#">View Document</a>

### 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

**Response:** D. Any 1 of the above

File Description	Document
Geotagged photographs	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>

### 7.1.5 Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment

**Response:**

#### 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 outside sources.

- 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	Document
Documents and/or photographs in support of the claim	<a href="#">View Document</a>

**7.1.6 Institution is committed to encourage green practices that include: 1. Encouraging use of bicycles / E-vehicles 2. Create pedestrian friendly roads in the campus 3. Develop plastic-free campus 4. Move towards paperless office 5. Green landscaping with trees and plants**

**Response:** D. Any 1 or 2 of the above

File Description	Document
Snap shots and documents related to exclusive software packages used for paperless office	<a href="#">View Document</a>
Circulars and relevant policy papers for the claims made	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**7.1.7 Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)**

**Response:** 0

**7.1.7.1 Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**7.1.8 Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges.**

**Response:**

**7.1.8 Community Practice**

**Year: 2018-19**

***Swachha Bharat Abhiyan***

**Objective:**

To spread and promote importance of cleanliness

**Activity-1**

**Title:** Swachh Bharat Abhiyan Conference and Question Answer Session

**Place:** College of Education, Kharod

**Date:** 26/09/2018

**Faculty Participants** -03 (100 %), - F.Y. B.Ed. and S.Y. B.Ed. Students 96 (100 %)

**Cordinator-** Dr. Parul Tandel

**Activity-2**

**Title:** Swachh Bharat Abhiyan, Clean Village Event (gram safai)

**Place:** Kharod Village

**Date:** 02/10/2018

**Faculty Participants** -03 (100 %), - F.Y. B.Ed. and S.Y. B.Ed. Students 96 (100 %)

**Cordinator-** Dr. Parul Tandel

**Year: 2019-20**

***Swachhta Abhiyan***

Every student of India is the brand ambassador of Swachh Bharat Abhiyan. On 1st October 2019 College of Education, Kharod conducted a number of activities to celebrate. A Poster Making, a Mime, and a Movie Watching activities were conducted. All these activities were based on the theme of Cleanliness and Gandhji.

On 2nd October the Village Cleanliness Programme was conducted. All the students took part enthusiastically.

2020-21

**Blog created on Corona Awareness**

The Ankleshwar Progressive Education Trust established College of Education, Kharod is a B.Ed. College. In Semester-3 there is a subject EPC - ICT in Education. So, College Staff decided to conduct an activity related to the use of ICT. So all students made their own Blog using the application Blogger. They made the blogs under the guidance of college teaching staff. They made 5 different images with a text on different topics. The two topics were *Corona* for Social awareness. The details of Blogs are as given in the table.

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	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**7.1.9 Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways**

- 1. Code of Conduct is displayed on the institution's website**
- 2. Students and teachers are oriented about the Code of Conduct**
- 3. There is a committee to monitor adherence to the Code of Conduct**
- 4. Professional ethics programmes for students, teachers, administrators and other staff are organized periodically**

**Response:** D. Any 1 of the above

File Description	Document
Web-Link to the Code of Conduct displayed on the institution's website	<a href="#">View Document</a>
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	<a href="#">View Document</a>

## 7.2 Best Practices

### 7.2.1 Describe at least two institutional best practices (as per NAAC format given on its website)

**Response:**

**Year: 2020-21**

**Best Practices: 1**

**Title:** Making - "*hast likhit ank*" (releasing hand written magazine *Swatantrya Viranganao (Lady freedom fighters)*)

**Objective:** To develop skill of writing, to bring the students together to work together, to enhance ideas and inspiration received from these freedom fighters. Also to generate curiosity about the hardships and struggle they experienced. To Celebrate Azadi ka Amrut Mahotsav in innovative ways.

**Context:** Students handwriting needs to be improved. Student's knowledge about the role of freedom fighters in making India a big nation. Student's ability to think needs to be grown.

**Practice:** Students collected ideas and prepare a body of information necessary for the subject.

**Evidence of Success:** Bind volume of "*Hast likhit ank : Swatantrya Viranganao*"

**Problem:** - Less information were available on different sources on the subject

**Best Practices: 2**

**Title:** Helping the Economically Disadvantaged – Student Welfare Scheme

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

**Context:** Besides the scholarships received by the students from the government the College itself extends its helping hand and give financial assistance to the poor and needy students. The College does not go for any cast, creed or religion but offers financial assistance to the poor and needy only.

**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 6 years are given in the following table:

Year	No. of Students given the financial assistance	Total Amount
2015-16	4 students x 2500 Rs.	10000/-
2016-17	6 students x 4000 Rs	24000/-
2017-18	8 students x 4000 Rs	32000/-
2018-19	6 students x 4000 Rs	24000/-
2019-20	4 students x 2500 Rs.	10000/-
2020-21	6 students x 4000 Rs	24000/-

**Evidence of Success:**

File of related documents like voucher and other.

**Problem:** - The response to this practice is encouraging and there are no obstacles. Everybody appreciates the benevolent nature of the practice. Resources required for this practice are obtained from the college fund.

File Description	Document
Photos related to two best practices of the Institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 7.3 Institutional Distinctiveness

### 7.3.1 Performance of the institution in one area of distinctiveness related to its vision, priority and thrust

**Response:**

#### *7.3.1 Performance of the institution in one area of distinctiveness related to its vision, priority and thrust*

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.

To make the students an instrument of social transformation, and to find new ways and means to teaching-learning process the College takes care to train the students personally in different areas of teacher training.

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: Each year the College participate in Placement Fair organised by the Government.

The College has a data base in its Annual Magazine through which different schools and managements offer job opportunity to our students.

Placement link [www.campusplacementgujarat.in](http://www.campusplacementgujarat.in)

1. Student support and academic mentorship by faculty: The College assigns a mentor to all students. The Method Teacher is playing the role of the mentor. There in regular interaction between the mentor and the mentee to provide guidance on academic and co-curricular activities keeping in mind the psychological and emotional need.

In addition to these students are also receive SC, ST, Minority scholarship by the state and national government.

1. Scholarship and financial assistance: The College have a facility to assist the needy students financially. The faculties together find out poor and needy students for this purpose.

2. Multifarious activities: the College students are actively engaged round the year in various activities organised by the College and the concerned University i.e., IITE-Gandhinagar

3. Philanthropic Role: Through the Covid 1st and 2nd phase, the College has been continuing its philanthropic activities. The affected people were given shelter, medical help and food assistance.

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 5. CONCLUSION

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### Additional Information :

Any Additional Information

1. The Admission Test conducted by our University i.e. IITE\_Gandhinagar is convenient for Science candidates whereas for Arts Stream students it is found difficult. Hence, the College gets less numbers of students for B.Ed. Programme.
2. Since the College is running only B.Ed. Programme, it has less opportunity for research work. The College Ph.D. Guide/Supervisors Faculty have produced more than 20 Ph.D. Scholars.
3. The less numbers of faculty is always a hindrance in getting UGC grants.
4. There is no provision to appoint Technical staff (Computer/ICT).
5. Fund, Finance is always a problem facing this College.

### Concluding Remarks :

Overall Conclusive Report:

This college caters training to a good number of marginalised sections of society, many of whom are first generation learners. The admission and examinations are controlled by the IITE- Gandhinagar (University) and only tutorials and training are conducted at the College. There is no research work (the College does not have a P.G. Dept.) conducted at this College. The College's Ph.D. Guides have produced 20 research scholars (Ph.D. Students). The College gets approximately 98 % of result every year.



## 6. ANNEXURE

### 1. Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.1.2	<p><b>At the institution level, the curriculum planning and adoption are a collaborative effort;</b></p> <p><b>Indicate the persons involved in the curriculum planning process during the last completed academic year</b></p> <ol style="list-style-type: none"> <li>1. Faculty of the institution</li> <li>2. Head/Principal of the institution</li> <li>3. Schools including Practice teaching schools</li> <li>4. Employers</li> <li>5. Experts</li> <li>6. Students</li> <li>7. Alumni</li> </ol> <p>Answer before DVV Verification : D. Any 2 of the above            Answer After DVV Verification: D. Any 2 of the above            Remark : As per supporting documents, HEI initial input has been considered.</p>
1.1.3	<p><b>While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Programmes offered by the institution, which are stated and communicated to teachers and students through</b></p> <ol style="list-style-type: none"> <li>1. Website of the Institution</li> <li>2. Prospectus</li> <li>3. Student induction programme</li> <li>4. Orientation programme for teachers</li> </ol> <p>Answer before DVV Verification : B. Any 3 of the above            Answer After DVV Verification: C. Any 2 of the above            Remark : Data updated as per supporting documents.</p>
1.2.1	<p><b>Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available</b></p> <p>1.2.1.1. <b>Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.</b></p>

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
10	10	10	10	10

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
8	8	8	8	8

**1.2.1.2. Number of optional / elective courses including pedagogy courses programme wise as per the syllabus during the last five years..**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
19	19	19	19	19

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
19	19	19	19	19

Remark : Data updated as per supporting documents.

**1.4.1 Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders.**

**Structured feedback is obtained from**

1. **Students**
2. **Teachers**
3. **Employers**
4. **Alumni**
5. **Practice teaching schools/TEI**

Answer before DVV Verification : C. Any 3 of the above

Answer After DVV Verification: D. Any 2 of the above

Remark : HEI has provided the sample filled form from faculty and students only

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

Answer before DVV Verification : B. Feedback collected, analysed and action has been taken

Answer After DVV Verification: C. Feedback collected and analysed

Remark : DVV has updated the data as per the documents provided by the HEI

**2.1.2 Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..**

**2.1.2.1. Number of students enrolled from the reserved categories during last five years..**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
17	18	28	27	30

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
21	18	41	35	38

Remark : Data updated as per the supporting documents.

**2.1.3 Percentage of students enrolled from EWS and Divyangjan categories during last five years****2.1.3.1. Number of students enrolled from EWS and Divyangjan categories during last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1	5	6	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1	5	7	1	1

Remark : Data updated as per the supporting documents provided by the HEI

**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**

- 1. Mentoring / Academic Counselling**
- 2. Peer Feedback / Tutoring**
- 3. Remedial Learning Engagement**
- 4. Learning Enhancement / Enrichment inputs**
- 5. Collaborative tasks**
- 6. Assistive Devices and Adaptive Structures (for the differently abled)**
- 7. Multilingual interactions and inputs**

	<p>Answer before DVV Verification : C. Any 3 of the above          Answer After DVV Verification: E. Any 1 or none of the above</p>																				
2.2.4	<p><b>Student-Mentor ratio for the last completed academic year</b></p> <p>2.2.4.1. <b>Number of mentors in the Institution</b>          Answer before DVV Verification : 5          Answer after DVV Verification: 5</p>																				
2.3.2	<p><b>Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years</b></p> <p>2.3.2.1. <b>Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..</b>          Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	1	1	1	1	1	2021-22	2020-21	2019-20	2018-19	2017-18	0	0	0	0	0
2021-22	2020-21	2019-20	2018-19	2017-18																	
1	1	1	1	1																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
0	0	0	0	0																	
2.3.3	<p><b>Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..</b></p> <p>2.3.3.1. <b>Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, for the last completed academic year</b>          Answer before DVV Verification : 30          Answer after DVV Verification: 5</p>																				
2.3.4	<p><b>ICT support is used by students in various learning situations such as</b></p> <ol style="list-style-type: none"> <li>1. <b>Understanding theory courses</b></li> <li>2. <b>Practice teaching</b></li> <li>3. <b>Internship</b></li> <li>4. <b>Out of class room activities</b></li> <li>5. <b>Biomechanical and Kinesiological activities</b></li> <li>6. <b>Field sports</b></li> </ol> <p>Answer before DVV Verification : A. Any 4 or more of the above          Answer After DVV Verification: D. Any 1 of the above</p>																				
2.3.6	<p><b>Institution provides exposure to students about recent developments in the field of education through</b></p>																				

1. **Special lectures by experts**
2. **'Book reading' & discussion on it**
3. **Discussion on recent policies & regulations**
4. **Teacher presented seminars for benefit of teachers & students**
5. **Use of media for various aspects of education**
6. **Discussions showcasing the linkages of various contexts of education- from local to regional to national to global**

Answer before DVV Verification : A. Any 5 or more of the above

Answer After DVV Verification: E. Any 1 or none of the above

Remark : HEI has not provided any supporting documents as per SOP

2.4.1 **Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include**

1. **Organizing Learning (lesson plan)**
2. **Developing Teaching Competencies**
3. **Assessment of Learning**
4. **Technology Use and Integration**
5. **Organizing Field Visits**
6. **Conducting Outreach/ Out of Classroom Activities**
7. **Community Engagement**
8. **Facilitating Inclusive Education**
9. **Preparing Individualized Educational Plan(IEP)**

Answer before DVV Verification : A. Any 8 or more of the above

Answer After DVV Verification: C. Any 4 or 5 of the above

2.4.2 **Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as**

1. **Formulating learning objectives**
2. **Content mapping**
3. **Lesson planning/ Individualized Education Plans (IEP)**
4. **Identifying varied student abilities**
5. **Dealing with student diversity in classrooms**
6. **Visualising differential learning activities according to student needs**

	<p><b>7. Addressing inclusiveness</b></p> <p><b>8. Assessing student learning</b></p> <p><b>9. Mobilizing relevant and varied learning resources</b></p> <p><b>10. Evolving ICT based learning situations</b></p> <p><b>11. Exposure to Braille /Indian languages /Community engagement</b></p> <p>Answer before DVV Verification : B. Any 6 or 7 of the above  Answer After DVV Verification: D. Any 2 or 3 of the above  Remark : HEI has not provided the supporting documents as per SOP</p>
2.4.3	<p><b>Competency of effective communication is developed in students through several activities such as</b></p> <ol style="list-style-type: none"> <li><b>1. Workshop sessions for effective communication</b></li> <li><b>2. Simulated sessions for practicing communication in different situations</b></li> <li><b>3. Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’</b></li> <li><b>4. Classroom teaching learning situations along with teacher and peer feedback</b></li> </ol> <p>Answer before DVV Verification : A. All of the above  Answer After DVV Verification: C. Any 2 of the above  Remark : HEI has not provided the supporting documents as per SOP. HEI has not provided the Details of the activities carried out during the last completed the academic year in respect of each response indicated</p>
2.4.4	<p><b>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</b></p> <ol style="list-style-type: none"> <li><b>1. Teacher made written tests essentially based on subject content</b></li> <li><b>2. Observation modes for individual and group activities</b></li> <li><b>3. Performance tests</b></li> <li><b>4. Oral assessment</b></li> <li><b>5. Rating Scales</b></li> </ol> <p>Answer before DVV Verification : B. Any 3 or 4 of the above  Answer After DVV Verification: C. Any 2 of the above</p>
2.4.5	<p><b>Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of</b></p> <ol style="list-style-type: none"> <li><b>1. Preparation of lesson plans</b></li> <li><b>2. Developing assessment tools for both online and offline learning</b></li> <li><b>3. Effective use of social media/learning apps/adaptive devices for learning</b></li> </ol>

	<p><b>4. Identifying and selecting/ developing online learning resources</b></p> <p><b>5. Evolving learning sequences (learning activities) for online as well as face to face situations</b></p> <p>Answer before DVV Verification : B. Any 4 of the above  Answer After DVV Verification: E. Any 1 or none of the above  Remark : Data updated as per the supporting documents provided by the HEI</p>
2.4.6	<p><b>Students develop competence to organize academic, cultural, sports and community related events through</b></p> <ol style="list-style-type: none"> <li>1. <b>Planning and scheduling academic, cultural and sports events in school</b></li> <li>2. <b>Planning and execution of community related events</b></li> <li>3. <b>Building teams and helping them to participate</b></li> <li>4. <b>Involvement in preparatory arrangements</b></li> <li>5. <b>Executing/conducting the event</b></li> </ol> <p>Answer before DVV Verification : B. Any 4 of the above  Answer After DVV Verification: C. Any 3 of the above  Remark : Data updated as per the supporting documents provided by the HEI</p>
2.4.7	<p><b>A variety of assignments given and assessed for theory courses through</b></p> <ol style="list-style-type: none"> <li>1. <b>Library work</b></li> <li>2. <b>Field exploration</b></li> <li>3. <b>Hands-on activity</b></li> <li>4. <b>Preparation of term paper</b></li> <li>5. <b>Identifying and using the different sources for study</b></li> </ol> <p>Answer before DVV Verification : A. Any 4 or more of the above  Answer After DVV Verification: E. None of the above  Remark : HEI has not provided samples of assessed assignments for theory courses of different programs</p>
2.4.9	<p><b>Average number of students attached to each school for internship during the last completed academic year</b></p> <p>2.4.9.1. <b>Number of schools selected for internship during the last completed academic year</b>  Answer before DVV Verification : 20  Answer after DVV Verification: 20</p>
2.4.10	<p><b>Nature of internee engagement during internship consists of</b></p> <ol style="list-style-type: none"> <li>1. <b>Classroom teaching</b></li> <li>2. <b>Mentoring</b></li> <li>3. <b>Time-table preparation</b></li> <li>4. <b>Student counseling</b></li> <li>5. <b>PTA meetings</b></li> </ol>

	<p>6. <b>Assessment of student learning – home assignments &amp; tests</b></p> <p>7. <b>Organizing academic and cultural events</b></p> <p>8. <b>Maintaining documents</b></p> <p>9. <b>Administrative responsibilities- experience/exposure</b></p> <p>10. <b>Preparation of progress reports</b></p> <p>Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: B. Any 6 or 7 of the above</p>
2.4.12	<p><b>Performance of students during internship is assessed by the institution in terms of observations of different persons such as</b></p> <p>1. <b>Self</b></p> <p>2. <b>Peers (fellow interns)</b></p> <p>3. <b>Teachers / School* Teachers</b></p> <p>4. <b>Principal / School* Principal</b></p> <p>5. <b>B.Ed Students / School* Students</b></p> <p>(* ‘Schools’ to be read as “TEIs” for PG programmes)</p> <p>Answer before DVV Verification : C. Any 2 or 3 of the above Answer After DVV Verification: E. None of the above Remark : HEI has not provided any supporting documents as per SOP</p>
2.4.13	<p><b>Comprehensive appraisal of interns’ performance is in place. The criteria used for assessment include</b></p> <p>1. <b>Effectiveness in class room teaching</b></p> <p>2. <b>Competency acquired in evaluation process in schools</b></p> <p>3. <b>Involvement in various activities of schools</b></p> <p>4. <b>Regularity, initiative and commitment</b></p> <p>5. <b>Extent of job readiness</b></p> <p>Answer before DVV Verification : B. Any 4 of the above Answer After DVV Verification: B. Any 4 of the above</p>
2.5.2	<p><b>Percentage of fulltime teachers with Ph. D. degree during the last five years</b></p> <p>2.5.2.1. <b>Number of full time teachers in the institution with Ph.D. degree during last five years</b></p> <p>Answer before DVV Verification : 4 Answer after DVV Verification: 4</p> <p>Remark : HEI Initial Input has been accepted</p>
2.5.3	<p><b>Average teaching experience of full time teachers for the last completed academic year.</b></p> <p>2.5.3.1. <b>Total number of years of teaching experience of full-time teachers for the last completed academic year</b></p> <p>Answer before DVV Verification : 88</p>



Answer after DVV Verification: 88

2.6.2 **Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation**

1. **Display of internal assessment marks before the term end examination**
2. **Timely feedback on individual/group performance**
3. **Provision of improvement opportunities**
4. **Access to tutorial/remedial support**
5. **Provision of answering bilingually**

Answer before DVV Verification : B. Any 3 of the above

Answer After DVV Verification: D. Any 1 of the above

2.7.2 **Average pass percentage of students during the last five years**

2.7.2.1. **Total number of students who passed the university examination during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
33	54	49	47	40

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
34	54	49	47	49

Remark : Data updated as per the supporting documents provided by the HEI

2.7.4 **Performance of outgoing students in internal assessment**

2.7.4.1. **Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year**

Answer before DVV Verification : 34

Answer after DVV Verification: 34

3.1.3 **In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:**

1. **Seed money for doctoral studies / research projects**
2. **Granting study leave for research field work**
3. **Undertaking appraisals of institutional functioning and documentation**
4. **Facilitating research by providing organizational supports**

**5. Organizing research circle / internal seminar / interactive session on research**

Answer before DVV Verification : C. Any 2 of the above

Answer After DVV Verification: D. Any 1 of the above

**3.2.1 Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years****3.2.1.1. Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
4	7	3	1	1

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
4	7	3	1	1

Remark : Data updated as per supporting documents.

**3.2.2 Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years****3.2.2.1. Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0	2	0	2	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	2	0	0	0

**3.3.1 Average number of outreach activities organized by the institution during the last five years..****3.3.1.1. Total number of outreach activities organized by the institution during the last five years.**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
3	1	3	1	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	1	1	0

**3.3.2 Percentage of students participating in outreach activities organized by the institution during the last five years**

**3.3.2.1. Number of students participating in outreach activities organized by the institution during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
71	54	104	96	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
37	54	96	30	0

Remark : Data updated as per the supporting documents provided by the HEI

**3.3.3 Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years**

**3.3.3.1. Number of students participated in activities as part of national priority programmes during last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
72	100	104	96	49

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
72	100	100	96	49

**3.4.3 Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes**

1. Local community base activities
2. Practice teaching /internship in schools
3. Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education
4. Discern ways to strengthen school based practice through joint discussions and planning
5. Join hands with schools in identifying areas for innovative practice

**6. Rehabilitation Clinics****7. Linkages with general colleges**

Answer before DVV Verification : B. Any 5 or 6 of the above

Answer After DVV Verification: C. Any 3 or 4 of the above

4.1.2	<p><b>Percentage of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the last completed academic year.</b></p> <p>4.1.2.1. <b>Number of classrooms and seminar hall(s) with ICT facilities</b>          Answer before DVV Verification : 5          Answer after DVV Verification: 3</p> <p>4.1.2.2. <b>Number of Classrooms and seminar hall(s) in the institution</b>          Answer before DVV Verification : 5          Answer after DVV Verification: 5</p> <p>Remark : Data updated as per the supporting documents provided by the HEI</p>																				
4.1.3	<p><b>Percentage of expenditure excluding salary for infrastructure augmentation during the last five years</b></p> <p>4.1.3.1. <b>Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)</b>          Answer before DVV Verification:</p> <table border="1" data-bbox="304 1070 1046 1205"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>262000</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1283 1046 1417"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>2</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	0	262000	0	0	0	2021-22	2020-21	2019-20	2018-19	2017-18	0	2	0	0	0
2021-22	2020-21	2019-20	2018-19	2017-18																	
0	262000	0	0	0																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
0	2	0	0	0																	
4.2.4	<p><b>Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)</b></p> <p>4.2.3.1. <b>Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)</b>          Answer before DVV Verification:</p> <table border="1" data-bbox="304 1697 1046 1832"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>0.429</td> <td>0.56</td> <td>0.443</td> <td>0.348</td> <td>0.473</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1910 1046 2045"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>0.4</td> <td>0.5</td> <td>0.4</td> <td>0.3</td> <td>0.4</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	0.429	0.56	0.443	0.348	0.473	2021-22	2020-21	2019-20	2018-19	2017-18	0.4	0.5	0.4	0.3	0.4
2021-22	2020-21	2019-20	2018-19	2017-18																	
0.429	0.56	0.443	0.348	0.473																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
0.4	0.5	0.4	0.3	0.4																	

4.2.5	<p><b>Percentage per day usage of library by teachers and students ( foot falls and login data for online access) during the latest completed academic year</b></p> <p>4.2.5.1. <b>Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year</b>          Answer before DVV Verification : 20          Answer after DVV Verification: 2</p> <p>4.2.5.2. <b>Number of teachers and students using library for Month 2 (not less than 20 working days) during the last completed academic year</b>          Answer before DVV Verification : 25          Answer after DVV Verification: 2</p> <p>4.2.5.3. <b>Number of teachers and students using library for Month 3 (not less than 20 working days) during the last completed academic year</b>          Answer before DVV Verification : 26          Answer after DVV Verification: 2</p> <p>4.2.5.4. <b>Number of teachers and students using library for Month 4 (not less than 20 working days) during the last completed academic year.</b>          Answer before DVV Verification : 20          Answer after DVV Verification: 2</p> <p>4.2.5.5. <b>Number of teachers and students using library for Month 5 (not less than 20 working days) during the last completed academic year.</b>          Answer before DVV Verification : 20          Answer after DVV Verification: 2</p>
4.2.6	<p><b>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</b></p> <ol style="list-style-type: none"> <li>1. <b>Relevant educational documents are obtained on a regular basis</b></li> <li>2. <b>Documents are made available from other libraries on loan</b></li> <li>3. <b>Documents are obtained as and when teachers recommend</b></li> <li>4. <b>Documents are obtained as gifts to College</b></li> </ol> <p>Answer before DVV Verification : B. Any 3 of the above          Answer After DVV Verification: E. None of the above</p>
4.3.3	<p><b>Internet bandwidth available in the institution</b></p> <p>4.3.3.1. <b>Available bandwidth of internet connection in the institution, in MBPS</b>          Answer before DVV Verification : 40          Answer after DVV Verification: 40</p>
4.3.4	<p><b>Facilities for e-content development are available in the institution such as</b></p> <ol style="list-style-type: none"> <li>1. <b>Studio / Live studio</b></li> <li>2. <b>Content distribution system</b></li> <li>3. <b>Lecture Capturing System (LCS)</b></li> <li>4. <b>Teleprompter</b></li> <li>5. <b>Editing and graphic unit</b></li> </ol>

Answer before DVV Verification : D. Any 1 of the above

Answer After DVV Verification: E. None of the above

**4.4.1 Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)**

**4.4.1.1. Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2.25	0.62	1.73	1.47	0.30

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
2.60	1.05	2.37	2.10	0.64

Remark : Data updated as per the supporting documents provided by the HEI

**5.1.1 A range of capability building and skill enhancement initiatives are undertaken by the institution such as:**

1. Career and Personal Counseling
2. Skill enhancement in academic, technical and organizational aspects
3. Communicating with persons of different disabilities: Braille, Sign language and Speech training
4. Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two
5. E-content development
6. Online assessment of learning

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. Any 2 or 3 of the above

**5.1.2 Available student support facilities in the institution are:**

1. Vehicle Parking
2. Common rooms separately for boys and girls
3. Recreational facility
4. First aid and medical aid
5. Transport
6. Book bank
7. Safe drinking water
8. Hostel
9. Canteen
10. Toilets for girls

Answer before DVV Verification : C. Any 6 of the above

Answer After DVV Verification: E. Any 4 or less of the above

5.1.3	<p><b>The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as</b></p> <ol style="list-style-type: none"> <li>1. <b>Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies</b></li> <li>2. <b>Details of members of grievance redressal committees are available on the institutional website</b></li> <li>3. <b>Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students</b></li> <li>4. <b>Provision for students to submit grievances online/offline</b></li> <li>5. <b>Grievance redressal committee meets on a regular basis</b></li> <li>6. <b>Students' grievances are addressed within 7 days of receiving the complaint</b></li> </ol> <p>Answer before DVV Verification : C. Any 3 or 4 of the above          Answer After DVV Verification: D. Any 2 of the above          Remark : HEI has not provided the supporting documents as per SOP</p>
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5.2.1	<p><b>Percentage of placement of students as teachers/teacher educators</b></p> <p>5.2.1.1. <b>Number of students of the institution placed as teachers/teacher educators during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1070 1046 1205"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>09</td> <td>06</td> <td>03</td> <td>06</td> <td>11</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1283 1046 1417"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>05</td> <td>02</td> <td>03</td> <td>02</td> <td>05</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	09	06	03	06	11	2021-22	2020-21	2019-20	2018-19	2017-18	05	02	03	02	05
2021-22	2020-21	2019-20	2018-19	2017-18																	
09	06	03	06	11																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
05	02	03	02	05																	

5.2.3	<p><b>Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)</b></p> <p>5.2.3.1. <b>Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1697 1046 1832"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>01</td> <td>18</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1910 1046 2045"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0</td> <td>1</td> <td>14</td> <td>02</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	0	0	0	01	18	2021-22	2020-21	2019-20	2018-19	2017-18	1	0	1	14	02
2021-22	2020-21	2019-20	2018-19	2017-18																	
0	0	0	01	18																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
1	0	1	14	02																	

Remark : Data updated as per the supporting documents provided by the HEI

**5.3.2 Average number of sports and cultural events organized at the institution during the last five years**

**5.3.2.1. Number of sports and cultural events organized at the institution during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
18	09	47	41	36

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
01	01	01	01	01

Remark : HEI has not provided the documents as per SOP

**5.4.3 Number of meetings of Alumni Association held during the last five years**

**5.4.3.1. Number of meetings of Alumni Association held during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
01	0	0	03	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
01	0	0	0	0

Remark : DVV has updated the data as per the documents provided by the HEI

**6.2.3 Implementation of e-governance are in the following areas of operation**

- 1. Planning and Development**
- 2. Administration**
- 3. Finance and Accounts**
- 4. Student Admission and Support**
- 5. Examination System**
- 6. Biometric / digital attendance for staff**
- 7. Biometric / digital attendance for students**

Answer before DVV Verification : C. Any 3 or 4 of the above

Answer After DVV Verification: E. Any 1 or none of the above

Remark : HEI has not provided any supporting documents.



6.3.2	<p><b>Percentage of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the last five years</b></p> <p><b>6.3.2.1. Number of teachers provided with financial support to attend seminar / conferences / workshops and towards membership fees of professional bodies during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	5	0	0	0	0	2021-22	2020-21	2019-20	2018-19	2017-18	5	0	0	0	0
2021-22	2020-21	2019-20	2018-19	2017-18																	
5	0	0	0	0																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
5	0	0	0	0																	
6.3.4	<p><b>Percentage 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</b></p> <p><b>6.3.4.1. Total 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 during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1095 1046 1229"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>7</td> <td>5</td> <td>1</td> <td>1</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1308 1046 1442"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>3</td> <td>6</td> <td>1</td> <td>1</td> </tr> </tbody> </table> <p>Remark : Data updated as per the supporting documents provided by the HEI</p>	2021-22	2020-21	2019-20	2018-19	2017-18	5	7	5	1	1	2021-22	2020-21	2019-20	2018-19	2017-18	5	3	6	1	1
2021-22	2020-21	2019-20	2018-19	2017-18																	
5	7	5	1	1																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
5	3	6	1	1																	
6.5.3	<p><b>Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years.</b></p> <p><b>6.5.3.1. Number of quality initiatives taken by IQAC or any other mechanism for promoting quality during the last five years.</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1800 1046 1935"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>10</td> <td>10</td> <td>10</td> <td>10</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 2013 1046 2092"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>10</td> <td>10</td> <td>10</td> <td>10</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	10	10	10	10	10	2021-22	2020-21	2019-20	2018-19	2017-18	10	10	10	10	10
2021-22	2020-21	2019-20	2018-19	2017-18																	
10	10	10	10	10																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
10	10	10	10	10																	

1	0	0	0	0
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Remark : HEI has not provided any supporting documents as per SOP

6.5.4	<p><b>Institution engages in several quality initiatives such as</b></p> <ol style="list-style-type: none"> <li><b>1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements</b></li> <li><b>2. Timely submission of AQARs (only after 1st cycle)</b></li> <li><b>3. Academic Administrative Audit (AAA) and initiation of follow up action</b></li> <li><b>4. Collaborative quality initiatives with other institution(s)</b></li> <li><b>5. Participation in NIRF</b></li> </ol> <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: D. Any 1 of the above</p>
7.1.3	<p><b>Institution waste management practices include</b></p> <ol style="list-style-type: none"> <li><b>1. Segregation of waste</b></li> <li><b>2. E-waste management</b></li> <li><b>3. Vermi-compost</b></li> <li><b>4. Bio gas plants</b></li> <li><b>5. Sewage Treatment Plant</b></li> </ol> <p>Answer before DVV Verification : E. None of the above Answer After DVV Verification: D. Any 1 of the above Remark : Data updated as per the supporting documents provided by the HEI</p>
7.1.4	<p><b>Institution has water management and conservation initiatives in the form of</b></p> <ol style="list-style-type: none"> <li><b>1. Rain water harvesting</b></li> <li><b>2. Waste water recycling</b></li> <li><b>3. Reservoirs/tanks/ bore wells</b></li> <li><b>4. Economical usage/ reduced wastage</b></li> </ol> <p>Answer before DVV Verification : D. Any 1 of the above Answer After DVV Verification: D. Any 1 of the above</p>
7.1.6	<p><b>Institution is committed to encourage green practices that include:</b></p> <ol style="list-style-type: none"> <li><b>1. Encouraging use of bicycles / E-vehicles</b></li> </ol>

**2. Create pedestrian friendly roads in the campus****3. Develop plastic-free campus****4. Move towards paperless office****5. Green landscaping with trees and plants**

Answer before DVV Verification : C. Any 3 of the above

Answer After DVV Verification: D. Any 1 or 2 of the above

7.1.9 **Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways**

1. **Code of Conduct is displayed on the institution's website**
2. **Students and teachers are oriented about the Code of Conduct**
3. **There is a committee to monitor adherence to the Code of Conduct**
4. **Professional ethics programmes for students, teachers, administrators and other staff are organized periodically**

Answer before DVV Verification : C. Any 2 of the above

Answer After DVV Verification: D. Any 1 of the above

Remark : HEI has not provided the supporting documents as per SOP

**2.Extended Profile Deviations**

ID	Extended Questions																				
1.1	<p><b>Number of students on roll year-wise during the last five years..</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>77</td> <td>94</td> <td>104</td> <td>98</td> <td>99</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>77</td> <td>94</td> <td>104</td> <td>98</td> <td>99</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	77	94	104	98	99	2021-22	2020-21	2019-20	2018-19	2017-18	77	94	104	98	99
2021-22	2020-21	2019-20	2018-19	2017-18																	
77	94	104	98	99																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
77	94	104	98	99																	
1.2	<p><b>Number of seats sanctioned year wise during the last five years..</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>55</td> <td>55</td> <td>55</td> <td>50</td> <td>50</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p>	2021-22	2020-21	2019-20	2018-19	2017-18	55	55	55	50	50										
2021-22	2020-21	2019-20	2018-19	2017-18																	
55	55	55	50	50																	

2021-22	2020-21	2019-20	2018-19	2017-18
50	50	50	50	50

1.3 **Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
31	31	31	26	26

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
25	25	25	25	25

1.4 **Number of outgoing/ final year students who appeared for final examination year wise during the last five years..**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
34	54	49	47	49

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
34	54	49	47	49

1.5 **Number of graduating students year-wise during last five years..**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
34	49	54	50	48

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
34	54	48	47	49

1.6 **Number of students enrolled(admitted) year-wise during the last five years..**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
46	42	55	50	50

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
38	39	55	49	49

2.1 **Number of full time teachers year wise during the last five years..**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
5	5	5	3	5

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
5	5	5	3	5

2.2 **Number of Sanctioned posts year wise during the last five years..**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
08	08	08	08	08

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
08	08	08	08	08

3.1 **Total expenditure excluding salary year wise during the last five years (INR in lakhs)..**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
5222649	520783	424456	513257	424456

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
52	5	4	5	4

3.2 **Number of Computers in the institution for academic purposes..**

Answer before DVV Verification : 6

Answer after DVV Verification : 6