



YEARLY STATUS REPORT - 2020-2021

Part A

Data of the Institution

1.Name of the Institution		V.T.CHOKSI SARVAJANIK COLLEGE OF EDUCATION
• Name of the Head of the institution	DR.NALINCHANDRA GULABBHAI PATEL	
• Designation	INCHARGE PRINCIPAL	
• Does the institution function from its own campus?	Yes	
• Alternate phone No.	02612254109	
• Mobile No:	9909362835	
• Registered e-mail ID (Principal)	principal@vtcbcd.org	
• Alternate Email ID	ngpatel63@gmail.com	
• Address	V.T.CHOKSI SARVAJANIK COLLEGE OF EDUCATION, ATHAWALINES	
• City/Town	SURAT	
• State/UT	GUJARAT	
• Pin Code	395007	
2.Institutional status		
• Teacher Education/ Special Education/Physical Education:	Teacher Education	
• Type of Institution	Co-education	

• Location	Urban
• Financial Status	Grants-in aid
• Name of the Affiliating University	INDIAN INSTITUTE OF TEACHER EDUCATION, AHMADABAD
• Name of the IQAC Co-ordinator/Director	DR.NARENDRASINH PRATAPSINH GOHIL
• Phone No.	9426363759
• Alternate phone No.(IQAC)	
• Mobile (IQAC)	
• IQAC e-mail address	npgohil74@gmail.com
• Alternate e-mail address (IQAC)	
3.Website address	https://www.vtcbed.org/
• Web-link of the AQAR: (Previous Academic Year)	
4.Whether Academic Calendar prepared during the year?	Yes
• if yes, whether it is uploaded in the Institutional website Web link:	
5.Accreditation Details	

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B	2.58	16.09.2008	16/09/2008	15/09/2013
Cycle 2	A	3.18	Nil	17/03/2016	16/03/2021

6.Date of Establishment of IQAC**09/10/2010****7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMNTT etc.**

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
NIL	NIL	NIL	01/12/2021	00

8.Whether composition of IQAC as per latest NAAC guidelines**Yes**

- Upload latest notification of formation of IQAC

[View File](#)**9.No. of IQAC meetings held during the year****2**

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

Yes

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

[View File](#)**10.Whether IQAC received funding from any of the funding agency to support its activities during the year?****No**

- If yes, mention the amount

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

Online Teaching Skill Development Seven Band - Saptadhara - Activities Placement Training Feed from all stakeholders Blended Learning

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

Plan of Action	Achievements/Outcomes
Orientation of First Year Student	Students became aware of Teaching Profession
Staff Orientation	Staff were given orientation on self development and Skill Development
TET/TAT Coaching	Students were trained for Teacher Eligibility Test and Teacher Aptitude Test
Feedback	The result of feedback analysis had been presented to IQAC and Communicated to various stakeholders

13. Whether the AQAR was placed before statutory body?

Yes

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
SES Administrative Committee	06/12/2021

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2020	15/12/2021

Extended Profile

2. Student

2.1

106

Number of students on roll during the year

File Description	Documents
Data Template	View File
2.2	110
Number of seats sanctioned during the year	
File Description	Documents
Data Template	View File
2.3	76
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	
File Description	Documents
Data Template	View File
2.4	51
Number of outgoing / final year students during the year:	
File Description	Documents
Data Template	View File
2.5	51
Number of graduating students during the year	
File Description	Documents
Data Template	View File
2.6	55
Number of students enrolled during the year	
File Description	Documents
Data Template	View File
4. Institution	
4.1	1.97
Total expenditure, excluding salary, during the year (INR in Lakhs):	

4.2	43
Total number of computers on campus for academic purposes	
5. Teacher	
5.1	8
Number of full-time teachers during the year:	
File Description	Documents
Data Template	View File
Data Template	View File
5.2	8
Number of sanctioned posts for the year:	
Part B	
CURRICULAR ASPECTS	
1.1 - Curriculum Planning	
1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words	
V.T. Choksi Sarvajanic College of Education is presently having the subsequent mechanisms for effective delivery of curriculum. - At the commencement of an academic session, staff meetings are held in which the subjects of the Veer Narmad South Gujarat University syllabus are distributed to the teachers after discussion with them. - Number of classes for each paper is allotted according to the syllabus of Veer Narmad South Gujarat University. - Orientation programme is organized every year for newly admitted students to make them aware of the mechanism for curriculum delivery and implementation. - College IQAC provides a well-constructed time table for each year. - College Staff prepares the academic work schedule for each subject which is approved by the IQAC duly. - Teachers prepare andragogy for their allotted Teaching Subjects. - Classes are held according to the schedule under the	

supervision of IQAC.

- We have fully rich library with vast range of books for reference which is available for teachers and also for the students.
- Diverse classroom teaching methods based on diverse needs of different subjects are regularly used for the effective delivery of the curriculum such as
 - Chalk and Blackboard method
 - ICT-enabled teaching-learning method.
 - Use of different software.
 - Use of Scientific models and charts for effective lecture delivery.
 - Distribution of class notes by faculties.
 - Group discussion amongst the students during the class.
 - Micro-teaching and seminars are done by students which are associated with the curriculum.
 - Visit to innovative schools, visit to special schools, rural immersion programme and educational excursions are carried out by the college.
 - Seminars, workshops and special talks by experts are also organized frequently for the students.
- Regular class tests are conducted to keep track on the improvement of the students. Basing on the performance of the students remedial classes are also conducted. The internal assessments of the students are solely assessed on the Performance of the student.
- IQAC also keeps a vigilant eye on the results, student needs and also keeps record of the different activities of the College regarding teaching learning, development and improvements of different methods of effective curriculum delivery. The Governing Body of the College sits with the teaching faculty and evaluates the result of every term examination and after receiving an adequate feedback from all concerned a concrete decision is taken together as on how to improve and go about with the next academic session.
- Interactive sessions with students and, sometimes with guardians are held to identify problem areas. Special care is taken to address the problems of slow learners, advanced learners and first generation learners. Social net-working sites are also used by some departments for interaction between faculty and students beyond the class hours.

Students' feedback about teaching learning process and infrastructure is collected by IQAC to improve the teaching learning

method.

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

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

A. All of the above

File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	View File
Meeting notice and minutes of the meeting for in-house curriculum planning	View File
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	View File
Any other relevant information	View File

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

A. All of the Above

are stated and communicated to teachers and students through Website of the Institution
Prospectus Student induction programme
Orientation programme for teachers

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://www.vtcbed.org/upload/iqac/b.ed.%20program%20outcome.pdf
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	View File

1.2 - Academic Flexibility

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

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

10

File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	12 hr. per week.
Any other relevant information	NA

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

0

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

0

File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	View File
Any other relevant information	View File

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

0

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

0

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

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

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	View File
Document showing teachers' mentoring and assistance to students to avail of self-study courses	View File
Any other relevant information	View File

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

0

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

0

File Description	Documents
Data as per Data Template	View File
Certificates / evidences for completing the self-study course(s)	View File
List of students enrolled and completed in self study course(s)	View File
Any other relevant information	View File

1.3 - Curriculum Enrichment

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

Teachers need a variety of skills, education and training to become

proficient in their careers. . Teacher education is the process of attending to people's needs, experiences and feelings, and intervening so that they learn particular things, and go beyond the given. Interventions commonly take the form of questioning, listening, giving information, explaining some phenomenon, demonstrating a skill or process, testing understanding and capacity, and facilitating learning activities. Good teachers have a deep knowledge of the subjects they teach, and when teachers 'knowledge falls below a certain level, it is a significant barrier to students' learning. Curriculum of the institutions provide opportunities for the students to acquire and demonstrate

knowledge, skills, values and attitudes related to various learning areas

The institution ensures the following aspects in the curriculum

1. Multi-skill development
2. Interdisciplinary / Multidisciplinary
3. Experiential learning
4. School exposure / internship

1. Multi - skill development in the course are:

Application of ET in methodologies, pedagogical theories in learning process. Audio visual techniques and use of electronic gadgets during lesson demonstration.

Improvise teaching aids as a support material. Preparation of projected and non-projected teaching aids. Micro research for comparing various programmes. Decoration of College, Decorating stage etc according to theme with aesthetic sense.

Critical thinking is a core academic skill. This skill is required for trainees working on assignments and conducting action research, case study and filed work. It is also an invaluable skill in many workplace scenarios. Critical steps to improve critical thinking include analysis, interpretation, current, and evaluation.

2. Interdisciplinary / Multidisciplinary

The B.Ed course itself is an Interdisciplinary course.

- Theories of Pedagogy in the paper - Teacher, Pedagogy have a direct relationship with the innovative methodological practices.
- Paper like guidance and counseling, classroom management, psychological experiments give insights into classroom management techniques, problems faced by the students.
- ICT in Curriculum is transferred / inter connected and used by student

teachers as a support system to enhance their teaching learning process during micro, macro and innovative phases of teaching.

3. Experiential learning

- Student-centric methods are adopted to get them activated. Experiential learning is one such way we put in practice. the college had opportunities to adopt value-added courses such as Reflecting Reading , Art in Education, Critical Understanding of ICT, and Understanding the Self prescribed by the affiliating University.
- Field visits are planned during the curriculum programme to schools for an exposure to children with special needs.
- Problems of children with special needs are taken up in one of the projects i.e Action Research during internship.

4. School exposure / internship

An internship of seven weeks in the cooperating schools is scheduled in the first year and of eight weeks days in fourth second year. The B.Ed students have to take up programs like conducting assembly / substitution classes, Audio Visual Aids Exhibitions / conducting sports / co-curricular programmes / unit tests.

Learning is always a multi-way process. It cannot flow in one direction only. Generally a teacher percolates knowledge from his end to the learner's end.

File Description	Documents
A fundamental or coherent understanding of the field of teacher education	View File
Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization	View File
Capability to extrapolate from what one has learnt and apply acquired competencies	View File
Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.	View File

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

There are different types of diversities in College. The students belong to different states, religion mediums and culture. Teachers and management never discriminate among the students. Diversity is everything that makes people different from each other.

This includes many different factors:

- race,
- ethnicity
- gender
- sexual orientation
- socio-economic status
- Ability
- age
- religious belief.

trainees go to school to be prepared for the workforce, so teaching must effectively address and embrace the realities that come with living and working in a diverse school, community and country. Diversity in the classroom doesn't just improve social skills, it

can also have an impact on academic results. It improves critical thinking skills and encourages academic confidence.

ways to encourage a culture of diversity in your school

- To Know your Students
- Organize various activities related to national unity
- Connect and communicate with parents and community
- Support professional development opportunities

Diversity expresses itself in so many different ways, so

it can be daunting to try and start conversations around bringing it to the classroom. Your institution is already full of students and staff with diverse and amazing backgrounds, abilities and skills! All you have to do is start highlighting that diversity. Start slowly and intentionally. always try to keep learning and growing. Listen to what others around you are saying, and look for feedback and ways to continuously improve. Change doesn't happen overnight, but the most important step is getting started.

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

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

V.T.Choksi Sarvajinik college of Education follows the curriculum in a way as to provide varied experiences to the students. In order to achieve this aim students are given professional training in teaching by the following measures:

The college follows student-centred approach. The college follows and promotes the teaching methods such as active learning, Team teaching and inductive –deductive teaching and learning, problem-based learning, project based learning, discovery learning, etc. It seeks to promote Collaborative group learning, both inside and outside the classroom.

Research and discovery by students and faculty together: When discussing field work, Action Research, case study. This introspection helps prospective teachers examine their own beliefs and learn how these beliefs might influence their future work with families. For example, faculty member teaches about issues of power in society (gender, School and Society for example) by asking students to analyse their own Society and culture perspectives (such as their cultural history, language, and literacy in female – male, Special Children).

In addition to above

Teaching skills are taught through Micro Teaching, simulation lesson, Digital lesson and Macro lessons and annual lessons per teaching Methods. All Faculty members are deliver Panel discussion on micro and macro teaching before commencement of practice teaching .

Trainees develop 'School Reflective Journal.'

- They visit school, observe daily routine, and also interact with the permanent teaching staff and prepare School Exposure of the of practice teaching schools.
- In Internship Programme: Prepares a journal that has a variety of tasks to perform such as daily planning, TLM, SwOT analysis and Action Research.

In the course of practice teaching,

- the student teachers participate in all the curricular and extra curricular activities and Administrative of the school and assist the school teachers in decorations, conducting morning assembly arranging sport events, annual day celebration etc.

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

1.4 - Feedback System

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

All of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	View File

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

Feedback collected, analyzed and action taken

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

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

55

2.1.1.1 - Number of students enrolled during the year

55

File Description	Documents
Data as per Data Template	View File
Document relating to sanction of intake from university	View File
Approval letter of NCTE for intake of all programs	View File
Approved admission list year-wise/ program-wise	View File
Any other relevant information	View File

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

26

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

File Description	Documents
Data as per Data Template	View File
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View File
Final admission list published by the HEI	View File
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	View File
Any other relevant information	View File

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

6

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

File Description	Documents
Data as per Data Template	View File
Certificate of EWS and Divyangjan	View File
List of students enrolled from EWS and Divyangjan	View File
Any other relevant information	View File

2.2 - Honoring Student Diversity

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

V.T.Choksi Sarvajanic College of Education is presently having the Assessment process is in place at entry level mechanisms for identify different learning needs of students by Content Test, Remedial Coaching for assessment of different learning needs. For the entry level formative assessments include: Content Test, Unit Test, Portfolios, Group projects, Group discussion, Progress reports, Class discussions etc. The Content Test is prepared by each method masters and taken to test the ability of the trainee's content. After taking contest test, teacher give remedial coaching based on hard points. There are 2 methods are given to trainees, first is their own subject and another method is given to suit the interest of the student. Given the second method, the trainees of the main method teach by adopting the trainees of the second method. There are also attempts are made for professional skill through micro, simulation and macro lessons. Micro-teaching and seminars are done by students which are associated with the curriculum, Visit to innovative schools, visit to special schools, rural immersion programme and educational excursions are carried out by the college, Seminars, workshops and special talks by experts are also organized frequently for the students.

File Description	Documents
Documentary evidence in support of the claim	View File
Documents showing the performance of students at the entry level	View File
Any other relevant information	View File

2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs

Two/One of the above

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the activities to address the student diversities	View File
Reports with seal and signature of Principal	View File
Photographs with caption and date, if any	View File
Any other relevant information	View File

2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity

All of the above

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	View File
Reports with seal and signature of the Principal	View File
Photographs with caption and date	View File
Any other relevant information	View File

2.2.4 - Student-Mentor ratio for the academic year

9:1

2.2.4.1 - Number of mentors in the Institution

6

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

2.3 - Teaching- Learning Process

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

College is presently having the 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 subsequent mechanisms for effective delivery of curriculum. At the commencement of an academic session, staff meetings are held in which the subjects of the IITE syllabus are distributed to the teachers after discussion with them. Number of classes for each paper is allotted according to the syllabus of IITE. Orientation programme is organized every year for newly admitted students to make them aware of the mechanism for curriculum

delivery and implementation. Teachers prepare Endragogy for their allotted Teaching Subjects. Each and every units are mostly teach by Plan of Endragogy. To prepared an Endragogy, we chalk out diversity of students, classroom teaching methods based on diverse needs of different subjects are regularly used for the effective delivery of the curriculum such as Chalk and Blackboard method, ICT-enabled teaching-learning method, Use of different software, Use of Scientific models and charts for effective lecture delivery, Distribution of class notes by faculties, Group discussion amongst the students during the class. During Covid-19 online classes, we had conducted Blended Learning mode for each course.

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

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

6

File Description	Documents
Data as per Data Template	View File
Link to LMS	not applicable
Any other relevant information	View File

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

55

File Description	Documents
Data as per Data Template	View File
Programme wise list of students using ICT support	View File
Documentary evidence in support of the claim	View File
Landing page of the Gateway to the LMS used	View File
Any other relevant information	View File

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

Five/Six of the above

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	not applicable
Any other relevant information	View File

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

There are Continual mentoring is provided by teachers for developing professional attributes in students in our college. For the principle need to understand that creating a structure that allows experienced trainees to work with un-experienced trainees will ultimately benefit the students of both type. and the overall organization will be stronger as a result of the increased capacity

of teachers serving as mentors. For Teaching-staff developers grow in their understanding of comprehensive professional development that extends well beyond training workshops, they can begin to embrace mentoring programs not only as a valuable resource for novice teachers, but also as a growth-promoting experience for mentors as well. When administrators grapple with funding decisions related to mentoring programs, they need to recognize the dual benefits of their investments. Finally, because mentors can exert substantially greater influence on the school organization than novices, the benefits mentors derive from mentoring may be of equal, or even greater, importance than those experienced by novice teachers.

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

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

Five/Six of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	View File
Any other relevant information	View File

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

In our College, We make special strategy for nurturing students creativity. Like, Keep their interest, Give them space for

presenting their creativity and innovative ideas. We involve students in Teaching-Learning process. Some times Find ways to involve parents and school teachers and students for intellectual pursuits'. We using Self Learning Mode, Students bifurcation of students interest we using Saptdhara -Vibhajan & Activities.

- In our Assemble (Prayer) everyday students take part by them own interest, creativity and intellectual and thinking skills. Critical thinking ability and reading habits develop by Book Review Activity, Students can write their own thoughts also by this activity, by story telling activity developed life skill.

- In School Internship organised different type of activities, which developed their creativity and innovations. By Action Research, can give innovative ideas can give solutions of classroom problems, it is live experiences about problem solving.

-By Endragogy based Teaching-Learning process, students feel the need to learn, They have some input into what, why, and how they learn: The learning's content and processes have a meaningful relationship to the learner's past experience.

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

2.4 - Competency and Skill Development

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

Seven/Eight of the above

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

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

Eight /Nine of the above

File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	View File
Attendance sheets of the workshops / activities with seal and signature of the Principal	View File
Documentary evidence in support of each selected activity	View File
Any other relevant information	View File

2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different

All of the above

situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback	
File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	View File
2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales	All of the above
File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	View File
Documents showing the different activities for evolving indicated assessment tools	View File
Any other relevant information	View File
2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/ developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations	All of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	View File
Any other relevant information	View File

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

All of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence showing the activities carried out for each of the selected response	View File
Report of the events organized	View File
Photographs with caption and date, wherever possible	View File
Any other relevant information	View File

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

All of the above

File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	View File
Any other relevant information	View File

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

During internship, trainees undertake a various activities relating to classroom teaching, classroom management and organisation of school-based and community-based activities other than teaching. They undertake some activities in the first part in Semester-3 of internship and some other in the second part in Semester-4 of internship. Before internship, we invite school principals for school exposure information. Both internship programme are planned very systematically with necessary preparedness, like-

- Understanding the Internship School and Community around.
- Analysis of school syllabus and textbook
- There are using social media like, Whatsapp group and MS Team platform for online instructions as method group
- Observing the classroom teaching of regular teachers
- Preparation of Case Study, Project, Teaching Aid and Action Research of the internship school and the innovative activities that the school undertaken
- Preparation of Lesson Plans and Unit Plans
- Teaching as a substitute teacher
- Mobilisation and development of teaching-learning recourses.
- Preparation of question papers and other assessment tools

- Preparation of diagnostic tests and organisation of remedial teaching.
- Undertake case study of a school-child.
- Maintenance of a reflective diary to record day to day happening and reflections thereon

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

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

2.4.9.1 - Number of final year students during the academic year

51

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

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

Nine/All of the above

File Description	Documents
Data as per Data Template	View File
Sample copies for each of selected activities claimed	View File
School-wise internship reports showing student engagement in activities claimed	View File
Wherever the documents are in regional language, provide English translated version	View File
Any other relevant information	View File

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

During internship, there are very effective monitoring mechanisms.

- Trainees are distribute in method wise or 12 to 15 trainees group in each professor and the in-charge supervising them time to time in internship school.

- Principal of college and school also took guidance about classroom management and Community-work also.

-School subject-teacher take personal interest for internship-trainee as mentor of group.

- There are using social media like, Whatsapp group and MS Team platform for monitoring each trainees of each internship-school

- Observing the classroom teaching of trainees as flying visit by college-teachers and principal

- Method-master guide to prepared Case Study, Project, Teaching Aid and Action Research of the internship school and the innovative activities during internship

- Guide and checking of of Lesson Plans and Unit Plans

- Mobilisation and development of teaching-learning recourses.

- Guide to preparation of question papers and other assessment tools

- Guide to preparation of diagnostic tests and organisation of remedial teaching.
- Guide to undertake case study of a school-child.
- Guide to maintenance of a reflective diary to record day to day happening and reflections
- Take oral feedback by school subject-teachers and feedback in written-form of school-principals

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

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

All of the above

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

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

Five of the above

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

2.5 - Teacher Profile and Quality

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

6

File Description	Documents
Data as per Data Template	View File
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View File
English translation of sanction letter, if it is in regional language	View File
Any other relevant information	View File

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

6

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

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

6

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

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

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

There are Self improvement is continuous for teachers and their professional development needs.

- For College-Teachers professional development there are freedom environment for taking part in Workshops, Seminars, Conferences.

- There are also guided by IQAC Cell, To make Research-papers

- There are totally supports for Orientation Course, Refresher Course for them Professional Development

- There are very supportive system for active learning, collaboration with peers, and models best practices in the field.

- Knowing this highlights the importance of professional development, but also the keys to improving teacher professional development.

In order to improve teacher professional development, the strategies need to be research-based, reflective, and provide a platform for the Professional Development to be applied in the classroom setting.

- College-Teachers feel that their professional development falls into the "one size fits all" category. To improve professional development for teachers, there must be clear focus on the groups attending and what their needs are.

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

2.6 - Evaluation Process

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

- **Number of classes for each course paper is allotted according to the syllabus of IITE.**
- **Orientation programme is organized every year for newly admitted students to make them aware of the mechanism for curriculum delivery and implementation.**
- **College IQAC provides a well constructed time table for each year.**
- **College Staff prepares the academic work schedule for each subject which is approved by the IQAC duly.**
- **Teachers prepare andragogy for their allotted Teaching Subjects.**
- **Classes are held according to the schedule under the supervision of IQAC.**
- **We have fully rich library with vast range of books for reference which is available for teachers and also for the students.**
- **Diverse classroom teaching methods based on diverse needs of different subjects are regularly used for the effective delivery of the curriculum such as**
 - ü **Chalk and Blackboard method**
 - ü **ICT-enabled teaching-learning method.**
 - ü **Use of different software.**
 - ü **Use of Scientific models and charts for effective lecture delivery.**
 - ü **Distribution of class notes by faculties.**
 - ü **Group discussion amongst the students during the class.**
 - ü **Micro-teaching and seminars are done by students which are associated with the curriculum.**

ü Visit to innovative schools, visit to special schools, rural immersion programme and educational excursions are carried out by the college.

ü Seminars, workshops and special talks by experts are also organized frequently for the students.

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

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

Five of the above

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	View File
Annual Institutional plan of action for internal evaluation	View File
Details of provisions for improvement and bi-lingual answering	View File
Documentary evidence for remedial support provided	View File
Any other relevant information	View File

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

Students come to training college from different backgrounds. Some of them might be first generation learners. They need different type of support. Some supports, like, Guidance cell, placement cell, Grievance redressal cell and welfare measures which must be made

available in the college. There are some special cells for this type of grievance redressal process. These are SC-ST Cell, Women Empowerment Cell, Anti-Ragging Cell etc. In some cases like psychological disorder symptoms, we also involve their parents, some times also took guidance from psychologist too. We also try to give economically help to students of poor background students. Some donors and some social service organisation also involved for donation.

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

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

Till now the academic and cultural activities are performed according to the academic calendar of the college through academic calendar every one aware of what is next to be performed.

2.7 - Student Performance and Learning Outcomes

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

The effectiveness of a professional education programme can be seen in the extent to which its graduates are able to internalize the knowledge. In the starting of the year, all faculties prepare andragogy for each course with Teaching-Learning Activities.

Programme Name

PLO

B.Ed.

- After successfully undergoing this course, trainee?teacher?educators will be able To master the methods and techniques of developing competencies, commitments and Performance skills of a teacher.

- To explain the nature of issues and problems faced by the state system of education and through some innovative remedies try to solve them.
- To appreciate the national education policies and provisions made in the plan to spread quality secondary education in the country, and the ways and means to equip would be secondary teachers for the same.
- To understand education, in the light of global scenario, and to form teachers who are emotionally, psychologically and socially competent to deal with the problems and demands of a high tech society.
- To imbibe in them attitudes and skills required of 'life-long learners' on the 'ICT Influenced World of today and tomorrow.
- To acquire the skills required for interdisciplinary educational research.
- To develop experts of curriculum, pedagogy and evaluation for elementary, secondary and senior secondary education.
- The B.Ed curriculum shall be designed to integrate the study of subject knowledge, human development pedagogical knowledge and communication skills.
- The Programme shall comprise 3 broad curricular areas: Perspectives in Education, curriculum and pedagogic studies and engagement with the field.

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

2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	View File
Result sheet for each year received from the Affiliating University	View File
Certified report from the Head of the Institution indicating pass percentage of students program-wise	View File
Any other relevant information	View File

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

After successfully undergoing this course, trainee?teacher?educators will be able To master the methods and techniques of developing competencies, commitments and Performance skills of a teacher.

- To explain the nature of issues and problems faced by the state system of education and through some innovative remedies try to solve them.
- To appreciate the national education policies and provisions made in the plan to spread quality secondary education in the country, and the ways and means to equip would?be secondary teachers for the same.
- To understand education, in the light of global scenario, and to form teachers who are emotionally, psychologically and socially competent to deal with the problems and demands of a high tech society.
- To imbibe in them attitudes and skills required of 'life?long learners" on the 'ICT Influenced World of today and tomorrow.
- . To acquire the skills required for interdisciplinary educational research.
- To develop experts of curriculum, pedagogy and evaluation for elementary, secondary and senior secondary education.
- The B.Ed curriculum shall be designed to integrate the study of subject knowledge, human development pedagogical knowledge and

communication skills.

- The Programme shall comprise 3 broad curricular areas: Perspectives in Education, curriculum and pedagogic studies and engagement with the field.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View File
Any other relevant information	View File

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

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	View File
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	View File
Any other relevant information	View File

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

To explain the nature of issues and problems faced by the state system of education and through some innovative remedies try to solve them.

- To appreciate the national education policies and provisions made in the plan to spread quality secondary education in the country, and the ways and means to equip would?be secondary teachers for the same.

- To understand education, in the light of global scenario, and to form teachers who are emotionally, psychologically and socially competent to deal with the problems and demands of a high tech society.
- To imbibe in them attitudes and skills required of 'life-long learners' on the 'ICT Influenced World of today and tomorrow.
- To acquire the skills required for interdisciplinary educational research.
- To develop experts of curriculum, pedagogy and evaluation for elementary, secondary and senior secondary education.
- The B.Ed curriculum shall be designed to integrate the study of subject knowledge, human development pedagogical knowledge and communication skills.
- The Programme shall comprise 3 broad curricular areas: Perspectives in Education, curriculum and pedagogic studies and engagement with the field.

File Description	Documents
Documentary evidence in respect to claim	View File
Any other relevant information	View File

2.8 - Student Satisfaction Survey

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

0

File Description	Documents
Data as per Data Template	View File
Sanction letter from the funding agency	View File
Any other relevant information	View File

3.1.2 - Number of grants received for research projects from government and / or non-

government agencies during the year (INR in Lakhs)**0**

File Description	Documents
Sanction letter from the funding agency	View File
Income Expenditure statements highlighting the research grants received certified by the auditor	View File
Any other relevant information	View File

3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research

One of the above

File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	View File
Sanction letters of award of incentives	View File
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View File
Documentary evidence for each of the claims	View File
Any other relevant information	View File

3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed

Three of the above

**innovations Encouragement to novel ideas
Official approval and support for innovative
try-outs Material and procedural supports**

File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	View File
Reports of innovations tried out and ideas incubated	View File
Copyrights or patents filed	View File
Any other relevant information	View File

3.2 - Research Publications

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

10

File Description	Documents
Data as per Data Template	View File
First page of the article/journals with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the journals in which articles are published	View File
Any other relevant information	View File

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

0

File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher	View File
Any other relevant information	View File

3.3 - Outreach Activities

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

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

20

File Description	Documents
Data as per Data Template	View File
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View File
Any other relevant information	View File

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

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

100

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	View File
Report of each outreach activity with seal and signature of the Principal	View File
Any other relevant information	View File

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

100

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

100

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the claim along with photographs with caption and date	View File
Any other relevant information	View File

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

- programmes such as Swachh Bharat, Aids Awareness, Gender Issue, covid-19 Awareness (sanitize, mask, distance, health care, medicine....) health awareness, woman empowerment, Education awareness, human relation awareness, election awareness, Lifestyle awareness, language awareness, social Development and Human Resources Development, social issues solution awareness, Mental awareness, Government help awareness etc.
- On the occasion of Diwali, Rangoli competition was organized under Art Skills Act in which 16 trainees of FY and SYBED participated.

- Yogas were conducted by the faculty and administrative staff of the college on the occasion of World Yoga Day in the multipurpose hall of the college and also yoga day competitions were held for the trainees. In addition to the trainees' yogas, the trainees made posters about yoga and also wrote poems about yoga.
- A program was held to celebrate the 21st Gujarat Foundation Day. In which various works of art related to ancient culture, art, heritage, sculpture-architecture, dance-drama-music, heroes, society, pride, geography etc. were presented by the trainee friends.

File Description	Documents
Relevant documentary evidence for the claim	View File
Report of each outreach activity signed by the Principal	View File
Any other relevant information	View File

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

0

File Description	Documents
Data as per Data Template	View File
Appropriate certificates from the awarding agency	View File
Any other relevant information	View File

3.4 - Collaboration and Linkages

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

0

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

0

File Description	Documents
Data as per Data Template	View File
List of teachers/students benefited by linkage – exchange and research	View File
Report of each linkage along with videos/photographs	View File
Any other relevant information	View File

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

0

File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	View File
Any other relevant information	View File

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

Five/Six of the above

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

INFRASTRUCTURE AND LEARNING RESOURCES**4.1 - Physical Facilities**

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

Teaching –Learning and Infra facilities:

? The Institution has two halls Assembly Hall and Multipurpose Hall. In which various seminars, competitions, workshops, various cultural programs are organized in the Assembly Hall and in the Multipurpose Hall.

? There are five classrooms with blackboards and LCD projector.

? The library is equipped with soal and four computers.

? There is a computer lab with 25 computers and Wi-Fi, Administrative office with computers, separate office for the principal, one Staff room, Softwares with Printers and well equipped up to mark laboratories.

? Each professor is equipped with his own cabin and computer.

? Separate bathrooms for staff.

? Playground for playing Kabaddi, Volley Ball and Badminton etc.

? There is enough space for parking, A beautiful garden with benches.

? A canteen facilities for students and staff.

? Separate rooms for girls and boys.

? Fire Extinguishers

? Water coolers for regular water supply.

? Wi-Fi enabled campus

? Language Lab for developing communication and interpersonal skills of the

? students.

? Internal and external surveillance system (CCTV) cameras and one LCD for

File Description	Documents
List of physical facilities available for teaching learning	View File
Geo-tagged photographs	View File
Any other relevant information	View File

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

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

06

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	https://www.vtcbed.org/pages/infrastructure/
Any other relevant information	View File

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

1.17

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View File
Any other relevant information	View File

4.2 - Library as a Learning Resource

4.2.1 - Institution has adopted automation of library using Integrated Library Management System

(ILMS) or any other software Describe the features of Library Automation in not more than 100 – 200 words.

The college has a large library. The library has a journal, books facility. The library has soil servers which list all the books. The library is also equipped with a computer. The library has a register facility for trainees and professors in which notes are recorded. There is also a facility of printer and Xerox machine. The library is equipped with WiFi. There is separate arrangement for reading in the library. The library also has research corner, e-corner, e-books and internet facilities Inward and outward register is maintained. There is also a book bank in the library. The Library has a total of 15179 books. Regular Magazine comes. National Journal 8 and International Journal 6. The book is issued to the students. It is renewed. The Library is open from 10:30 am to 05:00 pm.

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	https://www.vtcbed.org/pages/library/
Any other relevant information	View File

4.2.2 - Institution has remote access to library resources which students and teachers use frequently Give details of Gateway for remote access to library resources used by teachers and students in not more than 100 - 200 words

This facility is not available in our Library till now but our college management is planning to make available this service in upcoming days for the students and teachers so that they can access through gateway or remote access and after this facility Teachers and students can use computer and internet to access various kind of information regarding teaching subjects, teaching-learning process, teaching strategies, teaching techniques, various kinds of innovations in the field of classroom interactions, teaching aids, effective use of audio visual teaching aids, role of electronic media in education, recent researches related to educational developments and educational complexities etc

File Description	Documents
Landing page of the remote access webpage	View File
Details of users and details of visits/downloads	View File
Any other relevant information	View File

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

One of the above

File Description	Documents
Data as per Data template	View File
Receipts of subscription /membership to e-resources	View File
E-copy of the letter of subscription /member ship in the name of institution	View File
Any other relevant information	View File

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

0.0543

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	View File
Any other relevant information	View File

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

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

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	https://www.vtcbed.org/pages/sar-vtcsce/#
Any other relevant information	View File

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

None of the above

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

4.3 - ICT Infrastructure

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

Our Teachers Training College keeps its IT infrastructure up to date. Desktop computers, multimedia seminars, projection systems, language cum-career laboratories, and various applications for these have all been purchased. To promote students' mastery of basic IT skills, the college IT lab is fitted with 70 computers and a server that runs on Windows 7, 8, 10. The college has a high-speed internet access and a Wi-Fi network. Faculty and students both make extensive

use of the ICT services.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	View File
Any other relevant information	View File

4.3.2 - Student – Computer ratio during the academic year**1:1**

File Description	Documents
Data as per data template	View File
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View File
Any other relevant information	View File

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

D. 50 MBPS - 250MBPS

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

One of the above

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	https://www.vtcbcd.org/pages/sar-vtcsce/#
List the equipment purchased for claimed facilities along with the relevant bills	View File
Link to the e-content developed by the faculty of the institution	https://www.vtcbcd.org/pages/sar-vtcsce/#
Any other relevant information	View File

4.4 - Maintenance of Campus and Infrastructure

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

1.02

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View File
Any other relevant information	View File

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

A well establish policy and its systematic procedure is maintained for physically, academic and support facilities. The principal of college is the authorized person for the augmentation of the infrastructures, its maintenance and also for the disposal of the defective unwanted infrastructure that cannot be used. Laboratory stock checking of all the equipment, instrument glassware, specimen, computing devices etc is done in entire the departments regularly. Regular maintained of fault register and log books in the laboratories and repair work are carried out immediately. Library damage books are bound. Every year in the month of March, the staff register is closed and condemned equipments marked in the condemned register are disposed by 31st march. Internal stock audit is done by principal and IQAC member at the start of next year condemned equipments are replaced. A Computer facilitator is in-charge of computer lab and takes care of maintenance and service of the computers. Common computer problems are handled by the concern person. Classroom maintenance where related to electrical, carpentry etc. of the class room are carried out under the supervision of maintenance staff throughout the year and major repair works are done during summer vacation. Electrical and technical requirements and other infrastructure facilities are maintained regularly by separate maintenance team which is provided by Sarvajanik Education Society. Working of LCDs is checked on regular basis.

File Description	Documents
Appropriate link(s) on the institutional website	https://www.vtcbed.org/pages/sar-vtcsce/#
Any other relevant information	View File

STUDENT SUPPORT AND PROGRESSION**5.1 - Student Support**

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

Five fo the above

File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File
Sample feedback sheets from the students participating in each of the initiative	View File
Photographs with date and caption for each initiative	View File
Any other relevant information	View File

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

Nine or more of the above

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	View File
5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	A. All of the above
File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	View File
Any other relevant information	View File
5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)	Five or more of the above

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

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
Nil	Nil

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

5.2.2 - Number of student progression to higher education during the academic year

5.2.2.1 - Number of outgoing students progressing from Bachelor to PG (A1).

File Description	Documents
Data as per Data Template	View File
Details of graduating students and their progression to higher education with seal and signature of the principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

2

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	View File
Any other relevant information	View File

5.3 - Student Participation and Activities

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

Students have active representation on academic and administrative bodies and

committees of the Institute. Student Council working under saptdhara. In saptdhara there is one In charge professor of each dhara as well as one secretary and two co-opt members..As well as in each dhara students can join as per their interest. Apart from this GS Selection is done democratically in the college.This is the form of the composition of the Student Council

Student Volunteers disseminate information from College administration and other committees to all students. They assist the professor in planning, organizing and executing various student-

oriented activities.

Our students actively participate in cultural activities by promoting our customs and traditions. They enthusiastically participate in the activities which are carried out in the college under Saptadhara such as Mehendi competition, essay writing competition, Singing competition, Rangoli competition, & celebration of many festivals. Students also take active part in conducting Days like Traditional Day, Teacher's Day, Farewell functions Founder's Day celebrations and other National celebrations that include, Independence Day, Republic Day, Science Day and also take the responsibility of maintaining discipline on the Campus.

Social Dhara is one of the active units in our college that enhances the social and interpersonal skills of the students. Various activities are organized under the social act such as blood donation camp, helping the needy etc. Students help the organization by performing social service tasks to the best of their ability.

Apart from this, the students also enthusiastically participate in the youth festival organized by the university and brighten the name of the college.

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

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

11

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

5.4 - Alumni Engagement

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

Our college provides an opportunity to the alumni to interact and share their experience with students by arranging a grant evening in the "social gathering" on 2nd may every year in the college.

Our Alumni Association works for the overall development of students as well as the institution. It helps our institution not just financially, but in terms of academic planning, placements of students, career guidance and technological guidance.

Our Alumni Association organizes:

1.The college invited alumni as resource person for seminar, conference & workshop or organized in the college.

2.They are also invited as judges for competition & Chief guest for cultural events.

3. Guest lectures on various subjects and provide guidance from the experts of various fields to the students.

4. Alumni Association helps to organize educational visits for the students.

5. Alumni Association provides information about the job opportunities available in their fields.

6. Our Alumni Association motivates the students for research activities.

Financial Support:

Our Alumni Association supports the Institute in financially also. It encourages our alumni to help the institution by donating generously for the infrastructural development of the college. Alumni Association encouraged some of our alumni to donate for the purchase of books, water-cooler.

Our Alumni Association plays very supporting and constructive role in the overall development of the college.

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

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

All of the above

File Description	Documents
Documentary evidence for the selected claim	View File
Income Expenditure statement highlighting the alumni contribution	View File
Report of alumni participation in institutional functioning for the academic year	View File
Any other relevant information.	View File

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

3

File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View File
Any other relevant information	View File

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

Alumni Association acts as an effective support system to the institution by: -

- **financial support**
- **Assistance for item purchase**
- **Useful expert service to students in a variety of educational programs**
- **Assistance for fees to poor students**
- **Announcement and distribution of prizes, gold medals, cash prizes, etc. from the fund deposited by the well wishers of the society to encourage the best students.**
- **Financial assistance in the form of scholarships to economically weaker but gifted students from the interest of funds deposited by the elites of the society.**
- **To arrange and support in placement activities for students.**
- **To encourage the students of the college & members of the Association for research & development work in various field of education.**

Alumni of the V.T.Sarvajanik College of Education are contributing in the overall development of the students of college which would ensure better professional future for the students.

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

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

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

Vision: All round development of teachers through qualitative training programme for the progress of the self, society and nation.

Mission: Application of continuous and comprehensive training programme to develop highly, efficient, professional and ethical teachers.

Goal: Development of self and society through teacher education.

- Planning of study teaching process.
- Overall planning of study and co-curricular activities.
- Determined by detailed discussion of staff and student delegation
- The delegation is formed democratically according to the student's field of interest.
- Students are assigned special responsibilities according to their special qualifications Such as teaching through a specialized teaching method in a teaching-learning task Facilitator under student leadership and as a teacher facilitator.
- The dual role of planning and managing co-curricular activities is played by the students.

The college is constantly striving to make the students participate in the inter-college/zone /university /state level competition. Thus, keeping in view all the aspects of student development as a teacher, continuous quality oriented efforts are made for their all round development

File Description	Documents
Vision and Mission statements of the institution	View File
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

The college management decentralizes all academic and administrative matters by constituting various committees.(e.g.Local administrative committee, academic Committee central purchase department, Estate department, central training and placement cell) consisting teacher representatives with specific objectives to achieve the vision of the college.

At the institute level constituting various committees (SC-ST cell Anti ranging cell, placement cell, women empowerment cell, CTE-Advisory committee etc.) consisting teacher, student representatives and experts from other resources with specific objectives to achieve the goal of the college.

File Description	Documents
Relevant documents to indicate decentralization and participative management	View File
Any other relevant information	View File

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

The annual plan and development of the academic year 2020-21 had been discussed and digitalised for the implementation with a scope for modifications according to the demands. The policies and programmes with regard to academic and administrative aspects are very transparent and also made available in public domain.

The e-governance had been implemented in all necessary matters and communication on with other agencies.

The college management had arranged the service of chartered accountant for the internal audit. Administrative wing of college maintain the account of income and expenditure and the details of the finance and accounts is maintained by software program electronically and sent for periodical auditing.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	View File
Any other relevant information	View File

6.2 - Strategy Development and Deployment

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

Academic calendar: Mostly the planning of academic calendar of the current year is discussed in the last week of the previous academic year. Academic planning for syllabus, activities, practical work, school visit and other schedule were arranged after healthy discussion.

Afterwards in the current year college will follow the academic calendar with minor changes.

The advantages of the above said pre-planned calendar smoothly run with no burden on students and staff also.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://www.vtcbed.org/pages/procedures-and-policies/
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

Administrative committee: The management appoints the chairman and members of the committee for every 3 years. The academic and administrative staff of the college is also represented in this committee. The resolution is passed by the committee to improve the quality of education, reduction of staff, guidance on administrative functions and necessary discussions regarding physical facilities and modernity.

In the academy calendar, various committees of the college are formed by the chairperson, co-ordinator and members. Students are also represented in the committee.

File Description	Documents
Link to organogram on the institutional website	https://www.vtcbed.org/#
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

All of the above

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

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

The meeting of the Administrative Committee of the College was held twice during the period 2020-21 due to the Covid-19 epidemic. Online

meeting was held on 03/09/2020 and offline meeting was held on 19/01/2021. The agenda was openly discussed. Minutes and report of the meeting are included. A general meeting of all the students is held with anti ragging committee. Of course, no untoward incidents take place in the teacher training institute. Placement Cell: Recruitment fair for second year students is being organized by the Central Training and Placement Cell of the State Government and SES in the second half of the academic year. However, the recruitment fair was canceled due to covid-19 epidemic. During the year activities like personality development, English speaking course, computer course, general knowledge quiz etc. were organized.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	View File
Action taken report with seal and signature of the Principal	View File
Any other relevant information	View File

6.3 - Faculty Empowerment Strategies

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

For employees of all organizations run by management. Various types of assistance are provided to the members of the Sarvajanik Education Employees' Co-op-society limited established in.....This assistance is provided in the form of cash loan to the indent loan members for emergency assistance in case of illness, immediate financial assistance in case of natural calamity.

The children of the members are also encouraged to excel in their studies.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	View File
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	View File
Any other relevant information	View File

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

0

File Description	Documents
Data as per Data Template	View File
Institutional Policy document on providing financial support to teachers	View File
E-copy of letter/s indicating financial assistance to teachers	View File
Certificate of participation for the claim	View File
Certificate of membership	View File
Income Expenditure statement highlighting the financial support to teachers	View File
Any other relevant information	View File

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

2

File Description	Documents
Data as per Data Template	View File
Brochures / Reports along with Photographs with date and caption	View File
List of participants of each programme	View File
Any other relevant information	View File

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

2

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	View File
Any other relevant information	View File

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

At the end of each academic year, the quality of faculty and teaching learning process is checked by the faculty API. Based on the feedback of the trainees also the quality of work of the professors is checked and improvement process is carried out.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	View File
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View File
Any other relevant information	View File

6.4 - Financial Management and Resource Mobilization

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

Necessary amendments are made in the budget presented to the Executive Committee appointed by the management and it is finalized. The audit rate for every financial transaction made by the charter accountant through the college as determined by the institute is continuous for..... months.

Of course, every month the accounts of the college are assessed by a person of charter account level and experienced person authorized by the management and then audited by the charter accountant.

It is noted by "Tally" Software for financial transactions.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	View File
List of audit objections and their compliance with seal and signature of the Principal	View File
Any other relevant information	View File

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

0

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	View File
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	View File
Any other relevant information	View File

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources are in

place. Describe the procedure of mobilization of funds and its optimal utilization in not more than 100 - 200 words.

Old Students Association (OSA) helps the college in various ways:

- financial support
- Assistance for item purchase
- Useful expert service to students in a variety of educational programs
- Assistance for fees to poor students
- Announcement and distribution of prizes, gold medals, cash prizes, etc. from the fund deposited by the well wishers of the society to encourage the best students.
- Financial aid in the form of scholarships to economically weaker but gifted students from the interest of funds deposited by the elites of the society.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View File
Any other relevant information	View File

6.5 - Internal Quality Assurance System

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

- In the formation of the student delegation.
- Allocation of students as per various Dhara.
- Planning of educational and co-study activities as per each Dhara.
- work distribution.
- Creation of andragogy by all professors according to each subject in well and advance.
- Education planning and implementation program is done keeping in view the academic calendar for the purpose of following the teacher-centered method and student-centered study-teaching process which is conducive to self-study.

Finally, feedback from students is used to assess the effectiveness of the program and gain experience in making future

programs quality.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View File
Any other relevant information	View File

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

The process of teaching learning is observed and evaluate by college IQAC team. At the beginning of the term year all professors make the andragogy of their relavant subject topics. Andragogy give direction to teaching learning process.

- Which is the method use?
- Teacher oriented/ student oriented/ self learning method?
- Necessary time?

Before end of the semester IQAC team review the teaching learning process.

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View File
Any other relevant information	View File

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

19

File Description	Documents
Data as per Data Template	View File
Report of the work done by IQAC or other quality mechanisms	View File
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View File
Any other relevant information	View File

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

Three of the above

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://www.vtcbed.org/upload/iqac/iqac%20meeting%2019-20%20eng.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://www.vtcbed.org/pages/aqar/
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	View File
Feedback analysis report	View File
Any other relevant information	View File

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

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

1. The teaching learning process may be made more effective with ICT and internet access available to all.

? To make the study and teaching process more effective, projectors have been set up in the maximum classrooms of the college so that the professors can make maximum use of it in the classroom teaching work.

? Smart boards are used for teaching of some subjects.

? Students are directly involved in the teaching process through project method seminars and exercise method etc.

? Wi-Fi facility is provided in the college so that students can make maximum use of internet.

? The computer lab is also equipped with internet.

2. the college may establish a counselling and placement cell.

? The Orissa Club at the college was formed as per the directions of the government, according to which the grant received is used for two main purposes.

? Some skills such as personality development, written and oral expression development, clarification of general concepts on English, general maths paper, clarifying basic concepts of students, etc.

The program is organized for the benefit of the students. Some common questions are asked by the students in the prayer meeting every day.

? . In order to organize the placement program for the students of the final semester, among the schools in the city and district, the schools which need teachers are contacted and the students are interviewed by the school principal and the management and subject matter expert.

Appropriate candidates are recruited as teachers. The above program is now organized in the name of Mega Job Fair in all the universities of the state through special efforts of Gujarat Government.

as per instruction NAAC second cycle

1. hostel facilities for both girls and boys may be provided exclusively for the Student of the education

Public Education Society Surat manages 12 higher education institutes and institutes for various courses up to high school. Hostel facilities have also been provided for the students coming from outstation along with meals for the courses in which students studying in B.Ed. Is also taken advantage.

Apart from this, the facilities of Kasturba Kanya Hostel and Samaras Hostel run by Gujarat State Government and Boys Hostel facility for brothers are located in average area which students get full benefit. Students can study there paying fees.

2. proper arrangement for clean and hygienic food and water may be initiated.

A canteen facility has been set up in the campus to provide cheap and hygienic food to the four other institutions on the college campus and in view of the students. The type of and its price is determined. According to this price list, snack and tea-coffee facilities are provided by the canteen.

In collaboration with the alumni fund of the college, two water filter plants and a cooler have been arranged in the college which can be used by the students and the staff of the college.

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

1. Turning off lights or appliances when the college members do not need them and also use LED light for power saving.
2. Use optimal quantity of water.
3. Use hot water only when very necessary.
4. Plant-trees or shrubs in the campus.
5. Computer is used when needed. A computer that runs 24 hours a day for instance, uses more power than on energy - efficient refrigerator.
6. Setting computers, monitors and copiers to use sleep mode when not in use helps cut energy costs by approximately 40%.

File Description	Documents
Institution's energy policy document	View File
Any other relevant information	View File

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

Solid Waste Management- Nurturing environment consciousness is the aspiration of V.T.Chokshi sarvjanik college of Education and so the college has undertaken certain steps to maintain solid waste management. To keep the campus neat and clean, the college has made use of more waste boxes kept in different corners of the college campus, so that the students, teaching and non-teaching staff use these boxes as a dustbin. Sometimes the NSS volunteers also clean the college which is a part of their activity.

Liquid Waste Management- The liquid waste management is well maintained by the college.

E-waste management- our College maintains disposal waste in a planned way. The waste like broken furniture is brought in reuse after assembling the useable parts. Other E-waste materials like totally damaged furniture, out of function computers, non functioning digital apparatus like Mother Board, Hard Drive and other office E-wastes are stored in a separate room. Other than these college maintains clean and green campus. V.T.Chokshi sarvjanik college of Education is plastic free campus. LED lights are used in some parts of college campus for conservation of energy. Initiatives are taken to Reduce paper communication. College actively organizes Swach Bharat Abhiyan to creates awareness and consciousness among students, teaching and non-teaching staff.

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

7.1.3 - Institution waste management practices Two of the above

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

File Description	Documents
Documentary evidence in support of each selected response	View File
Geo-tagged photographs	View File
Income Expenditure statement highlighting the specific components	View File
Any other relevant information	View File

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

Two of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	View File
Documentary evidence in support of the claim	View File
Geo-tagged photographs	View File
Any other relevant information	View File

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

V.T.Chokshi sarvjanik college of Education is committed to maintenance of cleanliness, sanitation, green cover and producing a pollution free healthy environment. Cleaning staff of our institute disinfect bathrooms, classes and common areas several times a day. Each room in the college has a box of cleaning supplies. There are dustbins all around the college premises, both inside and outside. There are larger trash cans in hallways, toilets and college entrances and exists. Cleaning staff sanitise classes, bathrooms, staffrooms several times during the college time and the sanitiser stands are placed every where. The college has also

organized a programme on go green in which different activities are performed by students like plantation, for sustainable developments of natural resources, like balance of ecology and steps of improvement and conservation of natural resources etc.as the green as a green initiative college has proposed to society for installing Solar plant in college campus the proposal was made in local administrative committee meeting installation of Solar plant is expected to be initiated and completed in near future

File Description	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	View File

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

All of the above

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

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

0.1

File Description	Documents
Data as per Data Template	View File
Income Expenditure statement on green initiatives, energy and waste management	View File
Any other relevant information	View File

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

V.T.Chokshi sarvjanik college of Education is always sensitive and emphatic towards social, environmental and community problem. Time to time the college has organized the seminars, webinars and programs touching the issue of environment, society and community. The college is willing to nurture a healthy environment for which different programs like plantation are organized. Each and every students along with faculty members are fully involved in the national developmental activities, national festivals, awareness rallies and government and non-government campaigns. The college regularly organizes different activities for inculcating the values of tolerance, harmony towards cultural diversities. These activities have a very positive impact on society's cultural and communal thought directly. The college thereby celebrates Independence Day, Republic Day, Gandhi Jayati, Rashtriya Ekta Divas every year with great honour and respect. These programs organized by the college promote greater value of life, love, integrity, fraternity and patriotism in the minds of the students.

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

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

B. Any 3 of the above

Annual awareness programmes on the Code of Conduct are organized

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View File
Web-Link to the Code of Conduct displayed on the institution's website	View File
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	View File
Details of the Monitoring Committee, Professional ethics programmes, if any	View File
Any other relevant information	View File

7.2 - Best Practices

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

2020 -2021 BEST PRACTICES -1

TITLE: Action Research PROGRAMME

Objective: Action research programme was introduced by the college to provide action research guidance to the teacher trainees.

Context: Teacher trainees of Education College are not so much aware about the action research. So institution initiated action research programme.

Practice: The faculty member conducted workshops on action research and encourage e the teacher trainees to conduct the action research.

Evidence of success: 51 teacher trainees conducted the action research during their internship programme and the reports of action researches were submitted to the method master.

Problems: Because of covid-19 face to face teaching was not possible. The action research programme was imparted in online mode.

BEST PRACTICES – 2**TITLE: Online Teaching Programme**

Objective: Online teaching programme was introduced by the college to provide online teaching guidance to the teacher trainees and teacher educators.

Context: Teacher trainees and teacher educators are not so much aware about M.S. Teams app, Google meet App., and Zoom App., which are very much helpful for online teaching. So institution initiated online teaching programme. **Practice:** The workshop was organized for teacher trainees and teacher educators to give the training regarding M.S.Teams, Google meet and Zoom Application. **Evidence of Success:** All faculty members conducted the online classes on M.S.Teams, Google meet and Zoom Application. Teacher trainees were also given their lessons on online mode very confidently. This programme was very helpful in covid-19 pandemic to complete the syllabus.

Problems: Many faculties and teacher trainees faced problem during the online class because of Internet connectivity and electricity cut.

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

7.3 - Institutional Distinctiveness

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

Institutional Distinctiveness .

V.T.Choksi Sarvajanic College of Education is the oldest college of South Gujarat Region.

VTCSCE provide quality education in the South Gujarat Region for six decade. Best College award was given by Gujarat Government to VTCSCE.

NAAC and AAA accredited the College by 'A' Grade.

Teacher trainees give first choice to VTCSCE in admission.

The college has created benchmark in the field of Education.

All regular Faculty members are Doctorate in Education.

The college provides opportunity for sharing of inter-cultural, inter-religious and inter-faith values.

The college has well furnished A.C. multipurpose hall.

100 students passed with distinction.

The college has BAOU Centre. The college has CTE Centre .

The college has CCRT Centre.

The College has active TiE center.

The college has been working actively towards environment preservation.

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