



## YEARLY STATUS REPORT - 2020-2021

### Part A

#### Data of the Institution

##### 1.Name of the Institution

**B.D.SHAH COLLEGE OF  
EDUCATION(C.T.E.), MODASA**

- Name of the Head of the institution **Dr. Bipinkumar D. Patel**
- Designation **Principal**
- Does the institution function from its own campus? **Yes**
- Alternate phone No. **02774246484**
- Mobile No: **9428199947**
- Registered e-mail ID (Principal) **bdsmodedu@gmail.com**
- Alternate Email ID **dr.bdp.1210@gmail.com**
- Address **College Campus, Dhansura Road,  
Modasa  
Dist:Aravalli,Pincode:383315**
- City/Town **Modasa**
- State/UT **Gujarat**
- Pin Code **383315**

##### 2.Institutional status

- Teacher Education/ Special Education/Physical Education: **Teacher Education**
- Type of Institution **Co-education**

- Location **Semi-Urban**
- Financial Status **Grants-in aid**
- Name of the Affiliating University **(i) Hemchandracharya North Gujarat University, Patan and (ii) Indian Institute of Teachers Education, Gandhinagar**
- Name of the IQAC Co-ordinator/Director **Dr. Navinchandra A. Makawana**
- Phone No. **02774246484**
- Alternate phone No.(IQAC)
- Mobile (IQAC) **9427059468**
- IQAC e-mail address **bdsmodedu@gmail.com**
- Alternate e-mail address (IQAC)

**3. Website address**<https://bscem.info>

- Web-link of the AQAR: (Previous Academic Year) [http://www.bscec.info/pdf/AQAR/AQAR\\_2019\\_20.pdf](http://www.bscec.info/pdf/AQAR/AQAR_2019_20.pdf)

**4. Whether Academic Calendar prepared during the year?****Yes**

- if yes, whether it is uploaded in the Institutional website Web link: [http://www.bscec.info/pdf/Calendar/Academic\\_Calendar\\_2020\\_21.pdf](http://www.bscec.info/pdf/Calendar/Academic_Calendar_2020_21.pdf)

**5. Accreditation Details**

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
<b>Cycle 1</b>	<b>B+</b>	<b>77</b>	<b>2006</b>	<b>17/10/2006</b>	<b>16/10/2011</b>
<b>Cycle 2</b>	<b>B</b>	<b>2.86</b>	<b>2015</b>	<b>01/05/2015</b>	<b>30/04/2020</b>

**6. Date of Establishment of IQAC****16/09/2006****7. Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.**

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Nil	Nil	Nil	Nil	Nil

**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** **5**

- 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)**

\*A programme to create awareness for corona disease was conduct through exhibition. \*Celebration of teachers day and Hindi day by online mode. \*Student-teachers deliver five micro-lessons and three simulation lessons online in university method and college method of teaching. \*Organized activities for development creative efficiency among the student-teachers like, birthday card making and best from the waste \*Organize finishing school programme for improving written and spoken English.

**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
1.Think over teaching online for student-teachers of Sem-III.	1.Teaching process was conducted in online mode using Microsoft team software for various subjects.
2.To celebrate in online mode for teacher's day and Hindi day.	2.(i)Teacher's day was celebrated in the college and five student-teachers deliver their lectures on teacher on 05.09.2020 (ii)Hindi diwas was celebrated in the college on 15.09.2020 in online mode in which Prin.Dr.B.D.Patel and Dr.B.A.Modi delivered lectures on importance of Hindi as language and rest teacher-educators gave best wishes for the same.
3.Plan for Pravoshotasav for Sem-I	3.Praveshotsav was celebrated on 14.10.2020 in presence of Shree N.R.Modi saheb, President of trust; Gayatriben Patel,DEO,Aravalli;Smt.Smitaben Patel,DPEO,Aravalli and concerned secretaries of the college Shree Jayeshbhai Doshi and DR.Ghanshyambhai Shah.
4.Arrangement for simulation lesson of university and college pedagogies	4(A)Arrange simulation in university method for five lessons from 07.12.2020 to 17.12.2020. 4(B)Arrange simulation in college method for five lessons from 18.12.2020 to 23.12.2020.
5.IITE,Gandhinagar organized second teaching skill competition:24 to 26 ,January,2021	5.Studentend -teachers participated are:1.Parh K.Chauhan in Science pedagogy:Skill of questioning. 2.Harshil D.Patel in science pedagogy :Illustration skill
6.Attended NAAC seminar organized by L.N.K.College of	6.Principal shree and all the staff member of teaching and

Education, Patan.	administrative section participated in NAAC seminar at Patan on 24.02.2021.
7.All the staff members attended NAAC workshop organized by sir P.T.Science College, Modasa on 23.02.2021	7.In the workshop taught that how to management NAAC related documents of college activities.
8.Anilbhai Barot presented skill to make best from west using paper work on 01.03.2021.	8. Taught the skill of making flower of lotus and rose, Toran, doll, flower pot, pigeon to the student-teachers in presence of staff.
9.Visited the activities of Annapurna trust and "Dada-dadi no Visamo" on 02.03.2021.	9.The student-teachers can learn social services and responsibilities for that the visit of Annapurna trust and "Dada-dadi no Visamo" were organized on 02.03.2021.
10.Birthday card making competition was conducted on 06.03.2021.	10.All the student-teachers learnt birthday card making creative activity for that Birthday card making competition was organized on 06.03.2021.
11.Celebration of international women's day on 08.03.2021.	11.This day was(i) celebrated firstly online locally in the college in which three student-teachers presented various items and (ii)later on joined to webinar:"women in education peer mentoring for mature empowerment" after 12.00pm organized by KCG, Gandhinagar, Gujarat
12.Annual sport day was celebrated by IITE, Gandhinagar in which our 16 student-teachers participated various items.	12.Our 16 student-teachers participated in Volley-ball, Chess, Kabaddi, Riffle shooting ,running in athletics.
13.Azadi no Amrut Mahotsav organized by Sports authority of Gujarat on 17.03.2021.	13.Student-teachers presented:1.skit on Zansi Ki Rani,2.Skit on shahid Bhagatsinh,3.PPT on Dandi

	March,4.Lecture on patriotism by student-teachers.
14.On 26.03.2021 Sangoshthi online seminar was organized by L.N.K.College of Education, Patan.	14.Student-teachers from Sem-II (i)Vishnu S.Patel presented case study on J.Krishnamurthy (ii)Parth V.Patel presented research paper on types of transfer of learning and its effective factors. Student-teachers from Sem-IV(i)Dharmik J.Upadhyay presented policy planning of government about sex equality.(ii)Janak K.Prajapati presented research paper on "self and yoga"
15.Finishing school training programmes were conduct:	15.These finishing school training programmes were conducted as below for English learning skills

**13.Whether the AQAR was placed before statutory body?** Yes

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
The M.L.Gandhi Higher Education Society, Modasa	30/12/2021

**14.Whether institutional data submitted to AISHE**

**Part A****Data of the Institution**

<b>1.Name of the Institution</b>	<b>B.D.SHAH COLLEGE OF EDUCATION(C.T.E.) , MODASA</b>
• Name of the Head of the institution	<b>Dr. Bipinkumar D. Patel</b>
• Designation	<b>Principal</b>
• Does the institution function from its own campus?	<b>Yes</b>
• Alternate phone No.	<b>02774246484</b>
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• Location	<b>Semi-Urban</b>
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• Mobile (IQAC)	9427059468				
• IQAC e-mail address	bdsmodedu@gmail.com				
• Alternate e-mail address (IQAC)					
<b>3. Website address</b>	<a href="https://bscem.info">https://bscem.info</a>				
• Web-link of the AQAR: (Previous Academic Year)	<a href="http://www.bscec.info/pdf/AQAR/AQAR_2019_20.pdf">http://www.bscec.info/pdf/AQAR/AQAR_2019_20.pdf</a>				
<b>4. Whether Academic Calendar prepared during the year?</b>	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	<a href="http://www.bscec.info/pdf/Calendar/Academic Calendar 2020 21.pdf">http://www.bscec.info/pdf/Calendar/Academic Calendar 2020 21.pdf</a>				
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<b>NAAC guidelines</b>		
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Name of the statutory body	Date of meeting(s)
The M.L.Gandhi Higher Education Society, Modasa	30/12/2021
<b>14.Whether institutional data submitted to AISHE</b>	
Year	Date of Submission
2020-21	07/01/2022
<b>15.Multidisciplinary / interdisciplinary</b>	
<b>16.Academic bank of credits (ABC):</b>	

<b>17.Skill development:</b>	
<b>18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)</b>	
<b>19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):</b>	
<b>20.Distance education/online education:</b>	
<b>Extended Profile</b>	
<b>2.Student</b>	
2.1 Number of students on roll during the year	<b>107</b>
<b>File Description</b>	<b>Documents</b>
Data Template	<a href="#">View File</a>
2.2 Number of seats sanctioned during the year	<b>55</b>
<b>File Description</b>	<b>Documents</b>
Data Template	<a href="#">View File</a>
2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	<b>78</b>
<b>File Description</b>	<b>Documents</b>
Data Template	<a href="#">View File</a>
2.4 Number of outgoing / final year students during the year:	<b>49</b>

File Description	Documents
Data Template	<a href="#">View File</a>
2.5 Number of graduating students during the year	49
File Description	Documents
Data Template	<a href="#">View File</a>
2.6 Number of students enrolled during the year	55
File Description	Documents
Data Template	<a href="#">View File</a>
<b>4. Institution</b>	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	371555.00
4.2 Total number of computers on campus for academic purposes	25
<b>5. Teacher</b>	
5.1 Number of full-time teachers during the year:	7
File Description	Documents
Data Template	<a href="#">View File</a>
Data Template	No File Uploaded
5.2 Number of sanctioned posts for the year:	0
<b>Part B</b>	
<b>CURRICULAR ASPECTS</b>	
<b>1.1 - Curriculum Planning</b>	

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

After the admission process first of all micro-teaching theory was taught to the student-teachers systematically with the theoretical explanation of micro-teaching concepts

conducting classroom teaching they have conduct various co-curricular activities as suggested by the university.

semester-I, they have to submit assignment and perform well in continuous and comprehensive evaluation in each of paper subject. They are requiring submitting six different activities in the papers of EPC.

semester: II, student-teachers have to deliver 6 lessons and 12 observations in each pedagogy subjects. They also requiring writing their internship diary and submitting teaching aid.

semester-III student-teachers have to deliver 30 lessons,15 in each of pedagogies of school subjects,

All the student-teachers have to organize one activity out of given by the syllabus.

Before the internship one pedagogy period for both the method were kept for lesson guidance they have to learn to manage various records of the school records of the school. All Student teachers participate in various the meetings They have to conduct yoga session, formulate subject forum/club. All the student-teachers have to collectively submit innovatively the reflective journal involving school students. After completing the internship programme they have to presentation of their internship report in college.

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

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

**A. All of the above**

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

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

**C. Any 2 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	<a href="#">View File</a>
URL to the page on website where the PLOs and CLOs are listed	<a href="http://www.bschem.info/pdf/Programme_Outcomes/Programme_Outcomes.pdf">http://www.bschem.info/pdf/Programme_Outcomes/Programme_Outcomes.pdf</a>
Prospectus for the academic year	<a href="#">View File</a>
Report and photographs with caption and date of student induction programmes	<a href="#">View File</a>
Report and photographs with caption and date of teacher orientation programmes	No File Uploaded
Any other relevant information	<a href="#">View File</a>

## **1.2 - Academic Flexibility**

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

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

7

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	<a href="#">View File</a>
Academic calendar showing time allotted for optional / electives / pedagogy courses	<a href="#">We run 7 pedagogy courses i.e Gujarati, Hindi, English, Sanskrit, Social Science, Science and Mathematics. In sem II, all the student-teachers have to select two pedagogical courses and everyday they have to attend two periods compulsorily everyday throughout this particular semester.</a>
Any other relevant information	Nil

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

1

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

1

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Brochure and Course content along with CLOs of value-added courses	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

52

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

52

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	<a href="#">View File</a>
Course completion certificates	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

One of the above

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

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

0

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

0

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

### 1.3 - Curriculum Enrichment

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

The institution is affiliated to H. N.G.U.Patan.

Semester-III

Contemporary India and Education

Knowledge and Curriculum

Assessment for Learning

Drama and art in Education

Semester-IV:

Contemporary India and Education

Gender, School and Society

Creating an Inclusive School

Understanding the Self

School internship

The institution is newly affiliated with the new university ,namely IITE, Gandhinagar

SEM-I

Psychology of Learner

Perspectives in Education

Principles of Curriculum Development

Gujarati Language

General Pedagogy for Maths and Science

General Pedagogy for Languages ,Social Science and Commerce

Reflective Reading

Art in Education

Semester-II

Learning and Teaching

Development of Self

Knowledge and Curriculum

English Language

Pedagogy (English,Hindi,Sanskrit,Science and Technolgy, Gujarati,Mathematics,Social Science)

For Procedural knowledge

Micro-teaching & simulation lessons

conducting various co-curricular activities

submitting assignment and perform well in CCE in each of paper.

delivering lessons and observe lessons

Maintaining internship diary and submitting teaching aid.

organizing activity

conducting yoga session, formulate subject forum/club

submit the reflective journal

\* Capability to extrapolate

Delivering the lessons using different methodology and techniques using different teaching aids.

Under SRC forum each trainee has to assign different responsibility & to participate in different competitions

\*Skills/Competencies

Home room practice

Various activities under Reflective Reading

Discussion with students during lessons

Day celebrations and participation in various competitions

File Description	Documents
List of activities conducted in support of each of the above	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded
Photographs indicating the participation of students, if any	<a href="#">View File</a>

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

**Development of School system:**

To introduce student about diversities of school system in India the following points are discussed with the student-teachers:

**Functioning of various Boards of School Education:**

1. Following are the functions of Boards of School Education in Gujarat namely, Gujarat Secondary Education Boards (1972).

- They functions for conducting examination and evaluation work for SSCE and HSCE.
- Distribution of text books to various school. 2. Manage the functioning of Jawahar Navoday Vidhyalay in the country.
- Jawahar Navoday Vidhyalay were established in 1985 recognized as Navodaya Vidhyalaya in the beginning.
- Conduct admission test at the national level by CBSC in all the districts.
- The admissions are given from 9 to 11 according efficiency of entrants
- 1/3 female children are given admissions across country and all the education given free of cost. 3. Functions of CBSC:
- It conducts admission examination for 10th and 12th class.
- Provide training to teachers of pre-service and in-service programmes.
- The certificate issued to the student passing the examination.
- Include teachers in construction of curriculum and innovations.
- Developing the supplementary literature for students.
- Manages all monetary needs as unused fees.
- Organized training programme for teacher in collaboration with British Council.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

SEM-I:

Micro-teaching and simulation lesson along with demonstration lessons.

SEM-II:

Deliver total 6 lessons in each pedagogy in school, make 12 observations analog with activities of submissions.

SEM-III

The student teachers has to deliver total 15 lessons in one pedagogy. In each pedagogy two lessons based on ICT, one lesson using self-made teaching aids in each pedagogy subject, two lessons based on constructivist approach. They have to observe 40 lessons in which 10 lessons are to be observed for school teachers, 10 lessons of the same pedagogy subjects, 20 observation of the lessons of trainees of any pedagogy subject, organizes one activity, formative assessment, planning of co-curricular activity, action research, prepare reflective journal, descriptively write, prepare and present report of internship as a whole.

SEM-IV

The student teacher has to deliver 15+15 lessons in both the pedagogy and total 30 lessons. In which one unit lesson planning (comprised of minimum of 5 lessons 4+1=5). One digital lesson based on ICT in each pedagogy subject and 2 lessons based on constructivist approach in each pedagogy. Each trainee has to observe 40 lessons.

Diagnostic test and remedial teaching

New trends

School time table and annual plan

Maintenance of laboratories and Library.

participate in meetings of CRC, BRC, SMC, BISAG. Parents, staff, etc. To function in yoga, subject club, prepare Reflective journal, present activity



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

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

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

Feedback collected, analyzed, action taken and available on website

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	<a href="#">View File</a>
Action taken report of the institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### TEACHING-LEARNING AND EVALUATION

##### 2.1 - Student Enrollment and Profile

##### 2.1.1 - Enrolment of students during the year

55

##### 2.1.1.1 - Number of students enrolled during the year

55

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

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

78

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

78

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

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

10

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

10

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificate of EWS and Divyangjan	<a href="#">View File</a>
List of students enrolled from EWS and Divyangjan	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 2.2 - Honoring Student Diversity

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

AT entry level, IITE, gandhinagar arranges admission test containing 120 marks and the candidadats seeking for admission have to get minimum 60 marks for claiming the admission. Though 59 B.Ed. colleges (Grant in aid and DIET) are affiliated with IITE, Gandhinagar, the students from all over the Gujarat participate in the entrance exam and after that centralised admission process is taken into hand by IITE, Gandhinagar and college is chosen by candidate through merit base and one ccan select the college of admission. After getting admission in the college, personal counselling is arranged by college for second method selection.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Documents showing the performance of students at the entry level	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs**

<b>Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs</b>	
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents highlighting the activities to address the student diversities	<a href="#">View File</a>
Reports with seal and signature of Principal	No File Uploaded
Photographs with caption and date, if any	No File Uploaded
Any other relevant information	No File Uploaded
<b>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</b>	Two of the above
File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	<a href="#">View File</a>
Reports with seal and signature of the Principal	<a href="#">View File</a>
Photographs with caption and date	No File Uploaded
Any other relevant information	No File Uploaded
<b>2.2.4 - Student-Mentor ratio for the academic year</b>	
18:1	
<b>2.2.4.1 - Number of mentors in the Institution</b>	

7

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents of mentor-mentee activities with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 2.3 - Teaching- Learning Process

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

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

But in the current year, due to Corona pandemic teaching-learning process remained online and during the year Microsoft Teams platform is used effectively.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**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**

0

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to LMS	Nil
Any other relevant information	No File Uploaded

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

**107**

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

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

Two of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	<a href="#">View File</a>
Geo-tagged photographs wherever applicable	No File Uploaded
Link of resources used	<a href="https://www.youtube.com/watch?v=5VxyFBb0ZqE">https://www.youtube.com/watch?v=5VxyFBb0ZqE</a>
Any other relevant information	No File Uploaded

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

In the very beginning Student orientation process take place

Everyday prayer assembly activities which cover thought of the day, delivering lecture in prayer assembly and singing song with music instruments.

The college have some music instruments which are useful for better presentation of music items. They are also taught to decorate the bulletin boards and writing news on the black board.

The practice of gardening work is conducted in the college garden. This provides sense of regularity. They asked to come in time at college and sign the attendance sheet everyday before the prayer begins.

There is home room group for all the student-teachers. In the home room period each group have to seat at different places in various rooms to conduct home room meeting and teacher-educators have to listen to introduction of the student-teachers and his/her family members and specifically regarding his/her financial and other responsibilities carries at home.

In the beginning of B.Ed. course, micro-teaching & simulation lessons are fruitfully useful to generate confidence among the

student-teachers. Stray lessons and internship programme and at the last university level lesson examination are conducted for which very deeply lesson guidance sessions are organized for different pedagogical subjects.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

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

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

Activities conducted in which teaching-learning process nurtures creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc.

1. In Reflective Reading, student-teachers have to conduct various activities and submit the report of the same to concerned teacher-educators. It nurtures their creativity.

2. In, Art in Education, student-teachers have to conduct various



activities and submit the report. They have to conduct and submit any three activities as per their choice.

3. During micro teaching, they have to deliver 6 micro lessons containing 6 to 7 minutes content to express. They deliver micro lessons in Skill of Fluency in Questioning, Explanation Skill, Illustration Skill, Probing of questions Skill, Black-board Writing Skill, Evaluation Skill, Set Induction Skill, Reinforcement Skill, Stimulus Variation Skill, Skill of using teaching aids and using skill of Non-verbal Cues.

4. During Simulation, student-teachers have to deliver total 10 lessons, five in each of pedagogy for 20 minutes. They have to deliver six lessons using various method like inductive-deductive method, Demonstration, Experimental method, Story-telling, Structural approach, Direct method, CLT, Source method, Translation method, Project method, Analysis-synthesis method, Logical approach, Comparative method, Narration-discussion method, Bilingual method, Paraphrasing (Khandanvya), Regional Method

5. Each trainee has to observe 10 lessons 5 in each pedagogy

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 2.4 - Competency and Skill Development

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

Five/Six of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the selected response/s	<a href="#">View File</a>
Reports of activities with video graphic support wherever possible	No File Uploaded
Any other relevant information	No File Uploaded

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

Six/Seven of the above

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

**2.4.3 - Competency of effective communication is developed in students**

All of the above

through several activities such as Workshop sessions for effective communication  
 Simulated sessions for practicing communication in different situations  
 Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur'  
 Classroom teaching learning situations along with teacher and peer feedback

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

**2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales**

Four of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Samples prepared by students for each indicated assessment tool	<a href="#">View File</a>
Documents showing the different activities for evolving indicated assessment tools	No File Uploaded
Any other relevant information	No File Uploaded

**2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive**

Three of the above

<b>devices for learning Identifying and selecting/ developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations</b>	
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of each response selected	<a href="#">View File</a>
Sample evidence showing the tasks carried out for each of the selected response	No File Uploaded
Any other relevant information	No File Uploaded
<b>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</b>	All of the above
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence showing the activities carried out for each of the selected response	<a href="#">View File</a>
Report of the events organized	<a href="#">View File</a>
Photographs with caption and date, wherever possible	<a href="#">View File</a>
Any other relevant information	No File Uploaded
<b>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</b>	Four of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Samples of assessed assignments for theory courses of different programmes	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Most of the principals of practice teaching schools are the alumni members of the college. They are eager to welcome the trainee for school internship. In the current year, students are given freedom to choose nearby schools due to covid-19 pandemic.

School visit is compulsory for all student-teachers before one week or pre decided date. Internship incharge teacher-educators inform school about school visit and internship duration to principal. On school visit day, one request letter is sent to the principal of each selected school and they also provide permission letter to trainee. One school teacher is appointed as an evaluator, and he/she evaluates all the work done by trainee.

Before joining internship, each student-teacher is oriented in general class and particular pedagogy class about the work assigned to them during internship. During school visit, they meet school principal and school teachers and make plan for internship.

Particular submission works are divided to each teacher-educator and they explain it in general class. In pedagogy class, they discuss about how to make a particular lesson plan, make a test based on blue print etc.

Mentor from the school mentoring and teacher-educators assess the work.

They are encouraged for co-curricular activities also.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

##### 2.4.9.1 - Number of final year students during the academic year

52

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Data as per Data Template	<a href="#">View File</a>
Plan of teacher engagement in school internship	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Five/Six of the above

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

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

During one week school experience in Sem I, student- teachers are oriented to school atmosphere by the school principal, teachers and get familiar with students. One teacher is assigned to watch and guide the student-teachers.

During two week school internship in Sem II, one teacher-educator is assigned by college and he/she remain present in school with students throughout the internship for mentoring them. The time-table is separately prepared keeping in mind for 3 + 3 lessons in each of two pedagogies

Before starting two months school internship in sem III & IV each, the student-teachers are oriented and explained their actual role in the school and on the nature of activities to be covered during the internship. Student-teachers gets wider scope to plan and organize vivid social extension activities under mentorship of teacher-educators/school teachers.

Before the internship one pedagogy period for both the method subjects were kept for lesson guidance in the time table in the college and lesson guidance was provided to the student-teachers. Generally it is the responsibility of the teacher-educator of the college to supervise lessons, conduct activities and guide for field work as appointed by the principal of the college.

File Description	Documents
Documentary evidence in support of the response	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Four of the above

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

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

Four of the above

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	<a href="#">View File</a>
Five filled in formats for each of the aspects claimed	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 2.5 - Teacher Profile and Quality

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

7



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

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

6

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificates of Doctoral Degree (Ph.D) of the faculty	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Nil

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

File Description	Documents
Copy of the appointment letters of the fulltime teachers	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Principal of the colleges arranges staff-meeting frequently, and during this meeting discussions is going on the current

development and issues in education. We discuss issues regarding National education policy-2020, current issues related to welfare of teacher-educators like removal of fix pay tradition from Gujarat, Career advancement Scheme, New Pension Scheme versus Old pension scheme.

We celebrate various days and festivals in the college and all is discussed in the meeting and agenda is made. IQAC is also helpful in making decision. Student Representative committee is there and discuss is also done in SRC meeting and plan is made for new programmes.

During prayer assembly, taken decisions are declared by particular teacher-educator incharge and accept by all.

File Description	Documents
Documentary evidence to support the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 2.6 - Evaluation Process

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

In each course, there is a provision of submitting CCE in sem I & II. Each course has two unit and after completing the study of each unit, 25 marks CCE is taken in each paper. Assignments are also given to them to write and submit within time. Each teacher-educator assess this work of 25 marks per unit per student and then transform this mark in 5. Thus, total 10 marks internal is provided to CCE work. In each paper 5 marks assignment is there.

Intern exam is also taken before university exam and 70 marks paper is taken there for each paper and then this marks are transformed in 15 marks and put into marksheet as internal exam marks for each paper in each semester.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

<p><b>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</b></p>	
File Description	Documents
Copy of university regulation on internal evaluation for teacher education	<a href="#">View File</a>
Annual Institutional plan of action for internal evaluation	<a href="#">View File</a>
Details of provisions for improvement and bi-lingual answering	No File Uploaded
Documentary evidence for remedial support provided	No File Uploaded
Any other relevant information	<a href="#">View File</a>
<p><b>2.6.3 - Mechanism for grievance redressal related to examination is operationally effective</b></p>	
<p><b>Examination is arranged according to the academic plan and exam. schedule is declared in general assembly as well as displayed on board so each and every student remain conscious about it. Syllabus of each course is completed before exam time and three to four days reading time is provided to them before internal and external exam. Paper is assessed transparently by assigned teacher-educators who teach particular subject. After assessing the paper, the result is declared in time and if any student-teacher is not satisfied by result, written paper is shown to them and if he/she found correct, correction is made in the result of particular paper.</b></p>	
File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

According to academic calendar, Practical lessons are arranged in the school. Student-teachers have to submit certain submission before internal examination as a part of continuous and comprehensive evaluation (CCE) and all the student-teachers submit it within predecided time. They also have to submit assignments in particular papers. All work is done in time with planning.

Internal exam is also scheduled in time and within a week result is also declared by the institution. Exam incharge teacher-educator circulate the notice on the instruction of principal for paper setting and gets paper in time before examination and put them in the office of principal with seal.

## 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.

Programme learning outcomes (PLOs) and Course Learning Outcomes (CLOs) is aligned with the stated PLOs and CLOs.

By viewing the programme outcome, whole syllabus is framed by both the university i.e. HNGU, Patan and IITE, Gandhinagar. Since ours is newly affiliated college with IITE, Gandhinagar, first year student-teachers study IITE, Gandhinagar syllabus and Second year B.Ed, student-teachers study HNGU, Gandhinagar syllabus.

As stated in B.Ed. curriculum, college aligns all the activities throughout the year. Curricular, co-curricular and school experience activities are arranged time to time and classes are going on regularly. Monthly calendar is prepared well in advance and it is strictly adhered to. Daily report is also maintained under Daily Report committee Under SRC in charge teacher-educator. We are strict in our attendance rules b in the institute and practice teaching schools also.

In short, college performs all its functions according to PLOs and CLOs.

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

### 2.7.2 - Pass percentage of Students during the year

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

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

The progressive performance of students and attainment of professional and personal attributes is monitored by principal, IQAC of the college and staff committees of the college.

Teaching papers are distributed to all teacher-educators and they teach it well and continuously assess the achievement of the students-teachers. Before allotting any work, student-teachers are provided theoretical knowledge as well as demonstration where needed and the performance work is checked by teacher-educators. Principal also monitor on it. In the quarterly meeting of IQAC, all these progress is discussed deeply and new plans are made for further progression. To assess the student progress and providing guidance for further improvement viva voce examination are conducted at the end of the each semester.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

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

55

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

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

At the beginning of B.Ed. programme college arranges personal interview and check their pre knowledge and skills. After that intensive training is provided to them throughout the programme. In all the four semesters, student-teachers have to perform various activities like classroom activities, prayer activities, co-curricular activities. They have to submit the report of all the activities in the college.

Normally all the student-teachers get first class with distinction in internal exam as well as university exam. After completion of training they can speak before the mass very effectively without hesitation.

Farewell day is celebrated at the end of the course. Prizes and certificates are given to the winner students. Medals are given to

star student-teachers.

On the farewell day, Parent Teacher Association meeting is held and parents also accept that they have seen the clear cut change in their son/daughter.

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

File Description	Documents
Documentary evidence in respect to claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 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	No File Uploaded
Sanction letter from the funding agency	No File Uploaded
Any other relevant information	No File Uploaded

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

0

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

<p><b>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</b></p>	<p>Three of the above</p>														
<table border="1"> <thead> <tr> <th data-bbox="86 613 539 674">File Description</th> <th data-bbox="539 613 1436 674">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 674 539 741">Data as per Data Template</td> <td data-bbox="539 674 1436 741"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="86 741 539 842">Institutional Policy document detailing scheme of incentives</td> <td data-bbox="539 741 1436 842">No File Uploaded</td> </tr> <tr> <td data-bbox="86 842 539 943">Sanction letters of award of incentives</td> <td data-bbox="539 842 1436 943">No File Uploaded</td> </tr> <tr> <td data-bbox="86 943 539 1122">Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal</td> <td data-bbox="539 943 1436 1122"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="86 1122 539 1223">Documentary evidence for each of the claims</td> <td data-bbox="539 1122 1436 1223">No File Uploaded</td> </tr> <tr> <td data-bbox="86 1223 539 1290">Any other relevant information</td> <td data-bbox="539 1223 1436 1290">No File Uploaded</td> </tr> </tbody> </table>	File Description	Documents	Data as per Data Template	<a href="#">View File</a>	Institutional Policy document detailing scheme of incentives	No File Uploaded	Sanction letters of award of incentives	No File Uploaded	Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	<a href="#">View File</a>	Documentary evidence for each of the claims	No File Uploaded	Any other relevant information	No File Uploaded	
File Description	Documents														
Data as per Data Template	<a href="#">View File</a>														
Institutional Policy document detailing scheme of incentives	No File Uploaded														
Sanction letters of award of incentives	No File Uploaded														
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	<a href="#">View File</a>														
Documentary evidence for each of the claims	No File Uploaded														
Any other relevant information	No File Uploaded														
<p><b>3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports</b></p>	<p>One of the above</p>														



File Description	Documents
Documentary evidences in support of the claims	<a href="#">View File</a>
Details of reports highlighting the claims made by the institution	No File Uploaded
Reports of innovations tried out and ideas incubated	No File Uploaded
Copyrights or patents filed	No File Uploaded
Any other relevant information	No File Uploaded

### 3.2 - Research Publications

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

9

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

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

4

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

### 3.3 - Outreach Activities

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

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

1

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

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

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

110

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

### 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

98

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

98

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the claim along with photographs with caption and date	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Nil

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

### 3.3.5 - Number of awards and honours received for outreach activities from government /

**recognized agency during the year**

2

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Appropriate certificates from the awarding agency	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**3.4 - Collaboration and Linkages****3.4.1 - Number of linkages for Faculty exchange, Student exchange, research etc. during the year**

0

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

0

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

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

3

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copies of the MoU's with institution / industry/ corporate houses	<a href="#">View File</a>
Any other relevant information	No File Uploaded

<p><b>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</b></p>	<p>One/Two of the above</p>
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of each activities with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## INFRASTRUCTURE AND LEARNING RESOURCES

### 4.1 - Physical Facilities

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

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

**Maintenance and utilization of science and mathematics laboratories:** The laboratory committee takes care of maintenance of laboratory.

**Library arrangements:**

The library building is located on first floor of UGC hall having various t reference book titles and copies of dissertation/theses. Ramp is available to reach.

**ICT)Laboratory :**

Located on the second floor. The college has 25 computer monitors, 25 CPU, 25UPS, 25 Camera,25 head phones.

**Classrooms:** The college have required numbers of the class rooms and laboratories along with hall to conduct various activities in the vast college building. The prayer assembly hall, called room no.5

**Sport complex:** The sport complex in common to all colleges in the college campus.The college conduct sport activities there.

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

**College canteen:** facility of sitting for around 100 student and staff members at a time. It provides facilities of food like tea, coffee, prepared fresh breakfast and readymade breakfast, water, etc.

**Staff Quarters:** Located on both the campus. Principal bungalow and staff quarters are separately available.

File Description	Documents
List of physical facilities available for teaching learning	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

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

4

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Link to relevant page on the Institutional website	Nil
Any other relevant information	No File Uploaded

**4.1.3 - Expenditure for infrastructure augmentation excluding salary during the year (INR in lakhs)****371555**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

**4.2 - Library as a Learning Resource**

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

Institution has purchased SOUL 2.0 software from INFLIBNET, Gandhinagar for Library Automation vide letter dated 15th October, 2020.

Though regular librarian is not appointed by government after retirement of Shri Kishorbhai M. Shukla in 2014, the management appointed to Bamniya Arumaben K. as ad hoc librarian from 01-02-2021 and she is updating the library automation process currently.

Management has provided saperate advanced technology computer on 8/10/220 for pudating the libraryinformation

File Description	Documents
Bill for augmentation of library signed by the Principal	<a href="#">View File</a>
Web-link to library facilities, if available	<b>Nil</b>
Any other relevant information	<b>No File Uploaded</b>

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

The planning for remote access is in progress. In the coming years we will work on it. Due to Covid 19 pandemic we were unable to plan on it.

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

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

One of the above

File Description	Documents
Data as per Data template	<a href="#">View File</a>
Receipts of subscription /membership to e-resources	<a href="#">View File</a>
E-copy of the letter of subscription /member ship in the name of institution	No File Uploaded
Any other relevant information	No File Uploaded

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

15528

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

**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**

110

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	<a href="#">View File</a>
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	Nil
Any other relevant information	<a href="#">View File</a>

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

Two of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**4.3 - ICT Infrastructure**

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

College has GTPL & BSNL Wi-Fi facility which is used for academic and administrative work. Teacher educators as well as student

teachers frequently use this facility.

The college has its ICT lab on second floor of the college building. A teacher educator is appointed as in charge of ICT laboratory. The college has 25 computer monitors, 25 CPU, 25 UPS, 25 camera, 25 head phones with enough space for seating on individual chair. One computer is used with server connected all the computers with LAN in the laboratory.

During Online admission process, online exam work, online teaching-learning process, webinar, online attendance etc. the institute use internet and wi-fi facility effectively.

We keep in touch with programmes and various activities frequently announced by CHE, KCG, NCERT, NCTE, NAAC, UGC and Government of Gujarat through these ICT facilities, and to follow we can plan, arrange and implement effectively by using wi-fi facility

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### 4.3.2 - Student – Computer ratio during the academic year

5:1

File Description	Documents
Data as per data template	<a href="#">View File</a>
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

E. < 50 MBPS

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

**Live studio Content distribution system  
Lecture Capturing System (LCS)  
Teleprompter Editing and graphic unit**

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

**4.4 - Maintenance of Campus and Infrastructure**

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

266640

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

**The College building:** The college ensures optimal allocation and utilization of the financial resources for maintenance of various facilities by holding meetings of appointed committees constituted for this purpose and using the grants received by the college as per the requirement

**The records of maintenance of account of the laboratory equipments**

are done by office staff and concerned subject teacher educators. The post of laboratory assistant is vacant.

#### Library arrangements:

The college has separate wide building on the first floor having various type of books for B.Ed. and M.Ed. course and other relevant reference book titles and very big number of copies of dissertation of M.Ed., Ph.D.(Education)

Suggestion box is installed inside the library in reading section.

To ensure return of books 'no dues 'from the library is mandatory for student-teachers before appearing in concerned semester-end examination.

Library committee monitors book giving and returning back in time.

It kept open throughout the week during college hours.

ICTLaboratory: Ateacher-educator is appointed as in-charge of ICT Laboratory. The college has 25 computer monitors, 25 CPU,25 UPS, 25 Camera,25 head phones with enough space for seating on individual chair. One computer is used with server connected all the computers with LAN.

File Description	Documents
Appropriate link(s) on the institutional website	<a href="http://www.bsceem.info/viewgallery/ICT-Facilities">http://www.bsceem.info/viewgallery/ICT-Facilities</a>
Any other relevant information	No File Uploaded

## STUDENT SUPPORT AND PROGRESSION

### 5.1 - Student Support

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

Four of the above

<b>the two E-content development Online assessment of learning</b>	
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	<a href="#">View File</a>
Sample feedback sheets from the students participating in each of the initiative	No File Uploaded
Photographs with date and caption for each initiative	No File Uploaded
Any other relevant information	No File Uploaded
<b>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</b>	Nine or more of the above
File Description	Documents
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	No File Uploaded
<b>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</b>	B. Any 3 of the above

File Description	Documents
Data as per Data Template for the applicable options	<a href="#">View File</a>
Institutional guidelines for students' grievance redressal	<a href="#">View File</a>
Composition of the student grievance redressal committee including sexual harassment and ragging	<a href="#">View File</a>
Samples of grievance submitted offline	No File Uploaded
Any other relevant information	No File Uploaded

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

Three of the above

File Description	Documents
Data as per Data template	<a href="#">View File</a>
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	No File Uploaded
Report of the Placement Cell	No File Uploaded
Any other relevant information	<a href="#">View File</a>

## 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
01	52

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports of Placement Cell for during the year	<a href="#">View File</a>
Appointment letters of 10 percent graduates for each year	No File Uploaded
Any other relevant information	No File Uploaded

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

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

8

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

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

12

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copy of certificates for qualifying in the state/national examination	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 5.3 - Student Participation and Activities

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

The college has its student teachers' council known as Student Teachers' Representative Committee (SRC)

SRC is one of the productive, dynamic and vibrant part of the college There are eight elective course subjects run by this college therefore eight representatives were appointed on merit base for SRC. G.S. and L.R. each were selected on the bases of their qualities and experience for leadership in the past and looking at their willingness to work for the designation of G.S. and L.R. There is no election system for any position in SRC. When G.S. and/or L.R. selected from representative of particular elective courses subject, in that case the next student-teacher in the elective courses subject merit in the college is selected to represent the elective courses subject as representative in SRC. In the beginning of the year from 2020 in First year of B.Ed. all the 55 student-teachers get admissions in the college by Central Admission Committee of IITE, Gandhinagar, SRC is formed for two years and it is constituted by principal, SRC-in-charge and staff members by collective discussions.

File Description	Documents
Copy of constitution of student council signed by the Principal	<a href="#">View File</a>
List of students represented on different bodies of the Institution signed by the Principal	<a href="#">View File</a>
Documentary evidence for alumni role in institution functioning and for student welfare	No File Uploaded
Any other relevant information	No File Uploaded

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

7



File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports of the events along with the photographs with captions and dates	<a href="#">View File</a>
Copy of circular / brochure indicating such kind of events	No File Uploaded
Any other relevant information	No File Uploaded

#### 5.4 - Alumni Engagement

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

Old student-teachers Alumni Association was established by student-teachers of the first batch in 1969. In the Adhiveshan , OSA members would get opportunity to meet each other and their teacher Educators , Principal and administrative staff members at the place were with the co-operation of OSA members and school management members including school staff and administrative staff OSA adhiveshan is organised. alumni meet (Varshik Adhivation ane Sneh Milan) regularly every two year.

In this function recently retired Alumni members are felicitated by bouquet and shawl, the achievement of children of Alumni members greeted by cash prize and certificates The Alumni members who have achieved some new designation or members achieved Ph.D. degree are greeted by the guests. All the staff members and current year student-teachers are invited. All the alumni members gathered for general meet after lunch and the proposal for next meet are being declared and with discussion accepted and declared every two years.

**KALYANNIDHI YOJANA:** Benefits of financial assistance are provided to the members of Kalyannidhi Yojana of Alumni Association of the college.

"NUTAN ADHYAPAN" is a magazine collectively monitored by BSCem and ALUMNI ASSOCIATION is continuously released every year since 1969-70

File Description	Documents
Details of office bearers and members of alumni association	<a href="#">View File</a>
Certificate of registration of Alumni Association, if registered	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Three/Four of the above

File Description	Documents
Documentary evidence for the selected claim	<a href="#">View File</a>
Income Expenditure statement highlighting the alumni contribution	No File Uploaded
Report of alumni participation in institutional functioning for the academic year	No File Uploaded
Any other relevant information.	No File Uploaded

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

5

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Alumni Association gives gold plated medal to the final year student-teachers getting first rank from each science stream, commerce stream and arts stream.

During the academic year, Alumni members help the college in selecting schools for practice teaching

Alumni members frequently visit the college and deliver their valuable though before student-teachers of the college

on The occasion celebration of Golden Jubilee, the scheme of financial assistance for keeping the photograph of their parents waqs launched and it was highly successful

One of the member namely virabhai patel donated to publish Student-teachers daily diary and this diary is used by all student-teachers every year to write their everyday college experiences.

Every two year Alumni Association meet is organized, and more than 200 people get together in this meeting and it is financially supported by the Alumni association members

Our Alumni Association named OSA- Old Student Association publishes OSA mouthpiece "Nootan Adhyapan" and all the information of the college in this magazine

OSA members having their own school, help student-teachers to appoint in their school in various teaching subjects. One of the student- teacher is selected as a lab. technician in Chankya School run by one of the alumni members.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## GOVERNANCE, LEADERSHIP AND MANAGEMENT

### 6.1 - Institutional Vision and Leadership

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

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

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

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

The institution constitutes Student-teacher representative committee every year after completion of admission process. The role of Student-teachers Representative Committee (S.R.C.) is vital as practical part teachers training. After admission to this

institution students are informed by the committee to visit the college and follow the rest of the procedure to get admission in this college. They have to present all original documents for admission in this institution. Administrative staff asks the student-teacher to pay the fees. The format of committees formulated and appointment made in different SRC Committees is explained in this report at a proper place. All the activities well-managed by SRC for first year and second year of B.Ed. Some of the decisions are taken at SRC level, few are taken at IQAC level and policy related decisions are taken by the governing body at large.

File Description	Documents
Relevant documents to indicate decentralization and participative management	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

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

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 6.2 - Strategy Development and Deployment

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

1. Curriculum Development.: In semester-III student-teachers have to deliver total 30 lessons, 15 in each of pedagogy including two ICT based lessons, one lesson with self-made teaching aids and two lessons based on constructivist approach. Each student-teacher has to follow total of 40 practice teaching observations. Also the submission on library, laboratory, social and community engagements. Subject Viva-voce examination and general viva-voce are effectively conducted.

### 2. Teaching and Learning:

Teaching work was nicely conducted in the college. The teacher-educators were motivated by the principal and other colleagues to develop various use of techniques and methods.

### 3. Examination and Evaluation:

The student-teachers are given Star-batch guidance. It is followed for the student-teachers stood in first ten ranks in the college preliminary examination.

### 5. Library, ICT and Physical Infrastructure / Instrumentation:

- Improvements in the library services:
- Student-teachers visit library during recess, before and after college time. Some e-journals were made available free of cost.

### 6. Human Resource Management:

- Hostel facility is provided for both male and female student teachers.

- **7.Industry Interaction / Collaboration :**
- **The linkages were established with following organizations at National, International level.**
- **Admission of Students:**
- **Our college tries its level best with engagement of required human resources to help students in the admission process.**

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	<a href="http://www.bsceem.info/naac?AppSessionId=Important_Documents">http://www.bsceem.info/naac?AppSessionId=Important_Documents</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**Planning and Development :** It is done according to schedule of the university for the institutional development. The selection of pedagogy are done by the student according to the norms. Correspondance with various agencies and college management is done well.

#### **Administration:**

Like, every year, the facilities to apply for on-line admission to parent university nicely conducted by the college B.Ed. help centre to get admission in B.ED. Course for B.Ed. Aspirants. The Roll-call is prepared for better administration for conducting various activities.

#### **Finance and Accounts**

Every month the salary bills are prepared The account of purchase and maintain dead stock are managed by the administrative

staff. Administrative staff also checks the correspondence letters.

#### Student Admission and Support

The college has been given on line form filling help centre by university. College Admission form filling processes done by the office keeping in mind all the latest instruction given by parent university.

**Examination :** All types of examinations are conducted by the college according to instructions of the university. The answer books are properly assessed by the teacher educator for all the examinations. To set the question papers senior persons are appointed by university and the co-ordinator appointed by the university.

File Description	Documents
Link to organogram on the institutional website	<a href="http://www.bschem.info/naac?AppSessionId=Important_Documents">http://www.bschem.info/naac?AppSessionId=Important_Documents</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

All of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Screen shots of user interfaces of each module	<a href="#">View File</a>
Annual e-governance report	No File Uploaded
Geo-tagged photographs	No File Uploaded
Any other relevant information	No File Uploaded

6.2.4 - Effectiveness of various bodies / cells / committees is evident through minutes of meetings and implementation of their resolutions / decisions Describe one decision based on the minutes of



the meetings of various Bodies / Cells / Committees which is successfully implemented in not more than 100 - 200 words.

The IQAC body is established in 2006 as per the guidance of NAAC committee during assessment in first cycle. In every academic year three to five meetings are arranged and various new agenda are discussed and decisions are taken appropriately as required. In the same way after completion of admission the student-teacher representative committee is formulated every two years as B.Ed. course is converted into two years programme. For each new batch, new SRC body is formulated and various responsibilities of the committees are distributed voluntarily and the committees and members take suitable necessary decisions. These committees are known as cells, like, women cell, Placement cell, Anti-ragging cell, Grievance Redressal cell, Guidance and Counselling cell. The online teaching remained in progress due to lock down throughout the year therefore by using various platforms like, MS Team, Zoom, Google meet, etc. were used in teaching-learning process of trainees of the institution. It was a big decision that implemented by the institution to take care of teaching of the trainees.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	<a href="#">View File</a>
Action taken report with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

### 6.3 - Faculty Empowerment Strategies

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

The institutions of higher education are covered under welfare measures for its teaching and non-teaching staff through Commissionerate of Higher Education, Gandhinagar, Gujarat.

Our institution is also a part of it so the scheme of welfare measures for the staff of our college is existing. Our college runs Old Student-teacher Association (OSA) and it runs scheme of welfare for all of the OSA members and staff. The benefit of OSA welfare scheme is given to its lifetime members and staff members too. In case of sickness of member the welfare scheme pays Rs.5000.00 and if the OSA member expires during service is paid Rs.10000.00. In

case of death the it pays the decided amount and in severe sickness the application sought need of help is provided forRs.5000.00 It has been observed that welfare scheme is found very useful for the member's family in the time of need of financial and emotional help.

For Non-teaching staff they run college administrative employee sharafi mandli, M.L. Gandhi Higher Education Society, Modasa which functions for administrative employees serving in various colleges in the campus. It helps Rs. 10,000 as loanto the such staff which is to be repaid by the concern employee.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View File</a>
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

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

0

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

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

1

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Brochures / Reports along with Photographs with date and caption	No File Uploaded
List of participants of each programme	No File Uploaded
Any other relevant information	No File Uploaded

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

2

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copy of Course completion certificates	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

According to Gujarat Government promotion rule the teacher educators have to submit Performance Appraisal Report to the institution at the end of every year for Career Advancement Scheme purpose along with required document duly signed by the principal and IQAC co-ordinator. In this report teacher educator has to achieve certain grades or points to fulfil the rules.

The administrative staff members are also assessed by the management body and principal to see different documents and correspondence done in time with different agencies of the government. The account maintenance of the institution for expenditure, fee deposited by the student, management of monthly accounts and bill, vouchers are audited by the management appointed

auditor/s every year.the report of the performance of thee administrative staff is asked by the management to the principal for any required corerections.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	<a href="#">View File</a>
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### 6.4 - Financial Management and Resource Mobilization

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

The institution conducts its internal and external financial audit every year regularly with the help of appointed chartered accountant namely, M/S C.M.Shah & Co., Ahmedabad. The internal financial audit is also conducted by the college management committee so appointed .The external audit of the institution is conducted by the externally appointed chartered accountants by the college management namely, The M.L.Gandhi Higher Education Society, Modasa at every financial year in which the auditor so appointed arrives at the college and checks all the financial administration of the college with the help of bills , vouchers for purchasing various required things in the college and library, salary bills, expenditure bills and vouchers ,etc.and payment made for purchase of the things or articles and also checks cash vouchers as per the bills as required .

File Description	Documents
Report of Auditors of during the year signed by the Principal.	<a href="#">View File</a>
List of audit objections and their compliance with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

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

0

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

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

Generally the salary bills of the staff for teaching and non-teaching staff are prepared everymonth in advance as per the guide lines of the commissionerate of higher education and send to that office every month regularly which is considered as salary grant to the institution by state Government. The salary norms and DA given to the employee of the institution are followed while preparing the salary bill. The grant given in the past years by the UGC to purchase required infrastructure, books for library, equipments for laboratory and classroom teaching are followed according the norms and regulations of UGC. The grant so given by UGC used appropriately for the said purposes and the financial requirements. The institution has got audited the expendirues so made from 2014-15 to 2020-21 and the report so given by the auditor are submitted to UGC and also no

objection certificate (NOC) is received for finalization of accounts against 12th plan grant under IQAC Scheme vide UGC letter no.F.76-0478/14(WRO )the expenditure made is received by the institution through letter No.F.76/0478/14(WRO)dated 10 MAR 2021.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 6.5 - Internal Quality Assurance System

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

The process adopted by the institution for quality assurance through IQAC :Teacher educators of the institution participated in various Webinars from 01.05..20 to 23.05.2020 .The discussion with IITE family members was organized with other college.Online teaching work was conducted using Microsoft team platform from .Lesson guidance was given to deliver lessons of various types. The introduction of curriculum of B.Ed. programme was conducted in online mode from 14.09.2020 to 19.09.2020 by IITE University.Online orientation programme for sem-IV was conducted from 29.09.2020 to 30.09.2020.Along with these online teaching work was conducted for Sem-I and III.The microlesson and lesson for various skills in teach and were delivered by the student-teachers.After uniexamSchool internship and online teaching-learning programme was conducted from 31.12.2020 to 04.01.2021.School internship programme for sem-IV was conducted from 05.01.2021 to 28.01.2021.Conducted internal practical examination of student-teachers of Sem-I from 13.02.2021 to 14.02.2021.College remain present at Pata on one day zonal NAAC orientation workshop organized by IITE, Gandhinagar & L.N.K. Colleg of Education, Patan on "IQAC-IITE: Zonal NAAC Orientation Workshop"on 24.02.2021.Internshipo field work submission activity conducted and student participated in 9th Annual Sport Day FES.Sem-II Lesson guidance and annual lesson guidance for Sem-IV were conducted on 19.03.2021 On 20.03.2021.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

During the training process,the review begins from assessing ones own micro-teaching skill based lessons through peer feedback and feedback of the teacher educators.During the class room teaching work ,the teacher educators normally explains and asks question pertaining to the particular concept/s explained by him or her.We have installed CCTV Camera so that the principal can observe each teaching period and provid feedback.Even menbers of IQAC and Alumni Association member frewently visit the institution and observe teaching/learning process and ptovide their suggestion and appreciation.The college management mebers like concern secretary,prsident,trustees and executive committee mebers do vissit college and observe teaching /learning and lesson guidance procedure of the teacher educator in the class rooms.Based on their observation and feed back the teaching -learning process also discussed in the staff meeting and necessary correction or improvement be made.

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

4

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

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

Four of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to the minutes of the meeting of IQAC	<a href="http://www.bsceem.info/naac?AppSessionId=IQAC">http://www.bsceem.info/naac?AppSessionId=IQAC</a>
Link to Annual Quality Assurance Reports (AQAR) of IQAC	Nil
Consolidated report of Academic Administrative Audit (AAA)	No File Uploaded
e-Copies of the accreditations and certifications	No File Uploaded
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	No File Uploaded
Any other relevant information	No File Uploaded



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

1st cycle visit date 30.08.2006 to 01.09.2006:According to the suggestion given by peer team of NAAC,the institution has taken care of systematic planning of activities and its documentation. The institution has added library reading periods for the student-teachers and even teacher educators also use widely the resources of library in their teaching process in the class room.

2nd Cycle visit date 27.03.2015 to 28.03.20 : According to the suggestion given by peer team of NAAC in second cycle, the institution has started effective use of Mobile technology .Also the staircase prepare to visit library for disable students. The appointment of regular principal is made in the college.

Follow up of both the suggestions have made functioning of the institution effective and dynamic.

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

## INSTITUTIONAL VALUES AND BEST PRACTICES

### 7.1 - Institutional Values and Social Responsibilities

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

**Solar energy:** The college gets electricity from UGVCL, Gujarat with customer no. 24501029854 and we have our own solar panel on the terrace of the college. Registration for rooftop solar PV (RTPV) system under Gujarat Solar Power Policy-2015 (The policy) for the year 2018-19 with registration no. UG/IND/10049703 dated 13th November, 2019 was done successfully and sanctioned load/contract demand is 10 KW.

File Description	Documents
Institution's energy policy document	<a href="#">View File</a>
Any other relevant information	No File Uploaded
<p>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.</p> <p>The Modasa Nagarpalikaprovides scope for submitting non-degradable waste alternetday in its big vehicle is used by the institute. The institution has arrangement for underground west water management through underground drange system in the campus. For west water, urine ,etc are routed to underground dig.</p>	
File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded
<b>7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant</b>	One of the above
File Description	Documents
Documentary evidence in support of each selected response	No File Uploaded
Geo-tagged photographs	<a href="#">View File</a>
Income Expenditure statement highlighting the specific components	No File Uploaded
Any other relevant information	No File Uploaded
<b>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</b>	One of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	No File Uploaded
Documentary evidence in support of the claim	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Plantation of tree and providing trees water supply that is nicely managed by the institution in its front garden with using water from the common wall. we welcome guest in different programmes by giving them Tulsi plant and later we plant it into our college's front garden.

On the campus there are many old trees like, Neem tree, mango trees, bunyan tree, pipal tree, Ashopalav tree, jambu tree, Bamboo tree, Shimado(margosa) tree, Kanazee tree, Keshoodo, drum stick, Anar tree, black berry.

Our campus is Plastic Free and Paper Free Campus ,It will help to reduce the use of plastic and papers which will be a good contribution towards sustainable environment.

File Description	Documents
Documents and/or photographs in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Two of the above

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

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

0

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statement on green initiatives, energy and waste management	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**B.D. Shah College of Education, Modasa with the help of "The M.L. Gandhi Higher Education Society, Modasa providing the inclusive environment by celebrating various festivals, arranging various curricular and co-curricular activities.**

**Because of covid-19 pandemic, online education remained in progress throughout the year, some online cultural, regional, linguistic, communal socio economic programme were arranged. They are a under:**

**1. Teacher Day Celebration on 5th September, 2020**

2. Hindi Day Celebration on 15th September, 2020
3. Welcome ceremony to F.Y.B.Ed. Student-teachers on 14th October, 2020
4. Make Best from West activity was arranged on 1st March, 2021
5. Visit to Annapurna Trust, Modasa on 2nd March, 2021
6. Women Empowerment Day was celebrated on 18th March, 2021
7. Language writing workshop conducting by IITE, Gandhinagar on 11th to 13th January, 2021. 8. Teaching Skill competition conducted by IITE, Gandhinagar on 24th to 26th January, 2021

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

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

**B. Any 3 of the above**

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

## 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

### 1Title: Prayer Assembly

Student-teachers need to feel the requirement to organize prayer.

### Objective

To develop the potential of social leadership, man power management skill, resource- management skill, effective oral-communication

### The Practice

The first thirty minutes of the college time-table are earmarked for prayer assembly. After prayer, Song, Thought of the Day and Quiz questions etc. are presented

### Obstacles to overcome

Demonstrations are given by faculty members and Quality participation is instantly rewarded through appreciation in the

assembly

**Impact:** Remarkable transfer of leadership training in the performance of the student-teachers in the college activities as well as practice teaching & They show a high sense of discipline initiative and accountability

**Resources required**

Various books from library like stories, good thought, lectures of great personalities.

**Contact person** Prin. Dr.B.D.Patel

**2.Title:**Finishing School

**context:** 80 hours of training is given to the trainees

**Objectives:** Finishing School aims at empowering students with various Skill sets in addition to Knowledge that makes them Industry ready.

**Practice:** Training Structure-Set A to D (life skill & employability skills, functional English skill-1, 2)

**Obstacles:** student-teachers find it hard to adjust themselves to workshop situations.

**Strategies adopted:**Total training period is 80 hours, everyday 4 hours allotted for 20 days.

**Impact of the practice:**

Students develop life skills, employability skills and functional English skills necessary to live in contemporary world & remove their stage fear and inferiority complex.

**Resources Required:** Empanelled Trainer

**Contact person:**Prin. Dr. B.D.Patel

File Description	Documents
Photos related to two best practices of the Institution	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 7.3 - Institutional Distinctiveness

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

In the current year online education remained distinctive for the college. Due to covid-19 pandemic the offline education was not possible. So, during whole year online education using different online platforms like MS Teams, Google Meet and zoom become possible and the student-teachers of the college took advantage of these online platform education very well. Throughout the year, curricular and co-curricular activities are also arranged online.

Microteaching is the heart of B.Ed. training and different microteaching skills and simulation lesson as per curriculum are taught online to student-teachers. Theory and demonstration lessons are also presented by teacher-educator in an online-mode by using MS Teams platform and student-teachers also gave their micro lessons and stimulation lessons online after online guidance.

Everyday prayer assembly is arranged online and student-teachers performed different activities like prayer, Song or Hymn, thought of the day and quiz online. All the necessary instructions are announced by the concerned

Teacher-educators. The prayer assembly was ended through conclusive instruction by Principal.

The student-teachers of III and IV Semester delivered their internship lesson in an on-line mode of presentation.

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



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