<div align="center">

PART – I

INSTITUTIONAL DATA

</div>

A. PROFILE OF THE INSTITUTION

1. Name and address of the institution:
   Shri Ramjibhai Jivabhai Herma Education & Charitable Trust-Satapar Sanchalit

   Smt. Shantiben Ramjibhai Herma B.Ed. College

   Herma Academy, At. Post. Satapar,

   Ta.-Jam Jodhpur, Dist.-Jamnagar, Pincode-360531.

2. Website URL
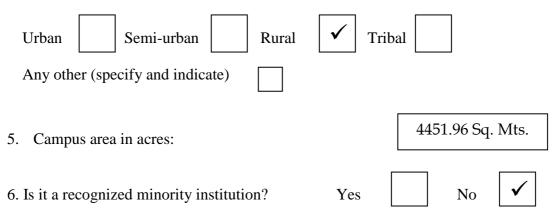   **www.hermaacademy.org**

3. For communication:

Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Principal Dr. Sanjaykumar Dayal	(02898) 273250	(02898) 273250	hermaacademy@yahoo.com
Vice-Principal Mr. Krupal Bhadresara	(02898) 273250	(02898) 273250	hermaacademy@yahoo.com
Self - appraisal Co-ordinator Mr. Jaydeepsinh Herma	(02898) 273250	(02898) 273250	hermaacademy@yahoo.com

Residence

Name	Telephone Number with STD Code	Mobile Number
Principal Dr. Sanjaykumar Dayal	(02898) 273250	97272 51283
Vice-Principal Mr. Krupal Bhadresara	(02898) 273250	99799 08755
Self - appraisal Co-ordinator Mr. Jaydeepsinh Herma	(02898) 273250	98989 29397

4. Location of the Institution:

Urban ☐   Semi-urban ☐   Rural ✓   Tribal ☐

Any other (specify and indicate) ☐

5. Campus area in acres:

4451.96 Sq. Mts.

6. Is it a recognized minority institution?   Yes ☐   No ✓

7. Date of establishment of the institution:
   Month & Year

	MM	YYYY
B.Ed.	06	2007

8. University/Board to which the institution is affiliated:

Saurashtra University, Rajkot

9. Details of UGC recognition under sections 2(f) and 12(B) of the UGC Act.

Month & Year

MM	YYYY
2f	N.A.

Month & Year

MM	YYYY
12B	N.A.

10. Type of Institution

   a. By funding   i. Government ☐

   ii. Grant-in-aid ☐

   iii. Constituent ☐

   iv. Self-financed ✔

   v. Any other (specify and indicate) ☐

   b. By Gender   i. Only for Men ☐

   ii. Only for Women ✔

   iii. Co-education ☐

   c. By Nature   i. University Dept. ☐

   ii. IASE ☐

   iii. Autonomous College ☐

   iv. Affiliated College ✔

   v. Constituent College ☐

   vi. Dept. of Education of Composite College ☐

   vii. CTE ☐

   Viii. Any other (specify and indicate) ☐

11. Does the University / State Education Act have provision for autonomy?

   Yes ✔   No ☐

   If yes, has the institution applied for autonomy?

   Yes ☐   No ✔

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12. Details of Teacher Education programmes offered by the institution:

Sl. No.	Level	Programme/ Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
i)	Pre-primary			Certificate		
				Diploma		
				Degree		
ii)	Primary/ Elementary			Certificate		
				Diploma		
				Degree		
iii)	Secondary/ Sr. secondary			Certificate		
				Diploma		
		B.Ed.	Graduate+ Entrance Exam	Degree	2 Year	Gujarati
iv.	Post Graduate			Diploma		
				Degree		
v.	Other (specify)			Certificate		
				Diploma		
				Degree		

13. Give details of NCTE recognition (for each programme mentioned in Q.12 above)

Level	Programme	Order No. & Date	Valid upto	Sanctioned Intake
Pre-primary	-	-	-	-
Primary/Elementary	-	-	-	-
Secondary/ Sr. secondary	B.Ed.	WRC/5-6/96th /2007/C-17251, 15/06/2007 WRC/APW02617/ 323306/B.Ed. (Revised Order)/ 2015/143975 31/05/2015	-	100 First Year 50+50 Second Year 50+50
Post Graduate	-	-	-	-
Other (specify)	-	-	-	-

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B) Criterion-wise inputs

Criterion I: Curricular Aspects

1. Does the Institution have a stated

   Vision

Yes	✔	No	

   Mission

Yes	✔	No	

   Values

Yes	✔	No	

   Objectives

Yes	✔	No	

2. a) Does the institution offer self-financed programme(s)?

Yes		✔	No	

   If yes,

   a) How many programmes?

01

   b) Fee charged per programme

B.Ed.-30,000/-

3. Are there programmes with semester system

✔

4. Is the institution representing/participating in the curriculum development/ revision processes of the regulatory bodies?

Yes	✔	No	

   If yes, how many faculty are on the various curriculum development/vision committees/boards of universities/regulating authority.

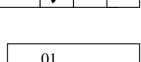 | 1 |
   |---|

5. Number of methods/elective options (programme wise)

   D.Ed.

-

   B.Ed.

11/6

   M.Ed. (Full Time)

-

   M.Ed. (Part Time)

-

   Any other (specify and indicate)

-

6. Are there Programmes offered in modular form

Yes		No	✔

Number	-

7. Are there Programmes where assessment of teachers by the students has been introduced

Yes	✔	No	

Number	01

8. Are there Programmes with faculty exchange/visiting faculty ?
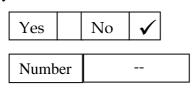
Yes	✔	No	

Number	01

9. Is there any mechanism to obtain feedback on the curricular aspects from the

- Heads of practice teaching schools | Yes | ✔ | No | |
- Academic peers | Yes | ✔ | No | |
- Alumni | Yes | ✔ | No | |
- Students | Yes | ✔ | No | |
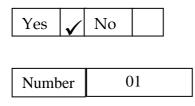- Employers | Yes | | No | ✔ |

10. How long does it take for the institution to introduce a new programme within the existing system?
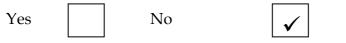
09 Years

11. Has the institution introduced any new courses in teacher education during the last three years?

Yes		No	✔

Number	--

12. Are there courses in which major syllabus revision was done during the last five years?

Yes	✓	No	

Number	01

13. Does the institution develop and deploy action plans for effective implementation of the curriculum?

Yes ☐   No ✓

14. Does the institution encourage the faculty to prepare course outlines?

Yes ☐   No ✓

Criterion II: Teaching-Learning and Evaluation

1. How are students selected for admission into various courses?

   a) Through an entrance test developed by the institution ☐

   b) Common entrance test conducted by the
      University/Government ✓

   c) Through an interview ☐

   d) Entrance test and interview ☐

   e) Merit at the qualifying examination ☐

   f) Any other

   By Central Admission Committee appointed by the university ✓

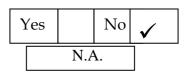2. Furnish the following information (for the previous academic year):

   a) Date of start of the academic year — 15/06/2015

   b) Date of last admission — 31/08/2015

   c) Date of closing of the academic year — 14/06/2016

   d) Total teaching days — 180 Days

   e) Total working days — 217 Days

3. Total number of students admitted

Programme	Number of Students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed.	-	-	-	-	-	-	-	-	-
B.Ed.	-	39	39	-	31	31	-	08	08
M.Ed. (Full Time)	-	-	-	-	-	-	-	-	-
M.Ed. (Part Time)	-	-	-	-	-	-	-	-	-

4. Are there any overseas students?

   If yes, how many?

   Yes ☐ No ✓

   N.A.

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5. What is the 'unit cost' of teacher education programme? (Unit cost = total annual recurring expenditure divided by the number of students/ trainees enrolled).

    a) Unit cost excluding salary component (B.Ed.)   0.05

    b) Unit cost including salary component (B.Ed.)   0.19

6. Highest and Lowest percentage of marks at the qualifying examination considered for admission during the previous academic session

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
D.Ed.	-	-	-	-
B.Ed.	90.74 %	76.97 %	92.91%	72.23 %
M.Ed. (Full Time)	-	-	-	-
M.Ed. (Part Time)	-	-	-	-

7. Is there a provision for assessing students' knowledge and skills for the programme (after admission)?

    Yes   ✓   No   ☐

8. Does the institution develop its academic calendar?

    Yes   ✓   No   ☐

9. Time allotted (in percentage)

Programmes	Theory	Practice Teaching	Practicum
D.Ed.	-	-	-
B.Ed.	48%	48%	04%
M.Ed. (Full Time)	-	-	-
M.Ed. (Part Time)	-	-	-

10. Pre-practice teaching at the institution

     a) Number of pre-practice teaching days | 1 | 4 |

     b) Minimum number of pre-practice teaching lessons given by each student | 1 | 4 |

11. Practice Teaching at School

     a) Number of schools identified for practice teaching | 0 | 6 |

     b) Total number of practice teaching days | 2 | 2 |

     c) Minimum number of practice teaching lessons given by each student | 1 | 4 |

12. How many lessons are given by the student teachers in simulation and pre-practice teaching in classroom situations?

| No. of Lessons In simulation | 08 | No. of Lessons Pre-practice teaching | 06 |

13. Is the scheme of evaluation made known to students at the beginning of the academic session?

    Yes   ✓   No   ☐

14. Does the institution provide for continuous evaluation?

    Yes   ☐   No   ✓

15. Weightage (in percentage) given to internal and external evaluation

Programmes	Internal	External
D.Ed.	-	-
B.Ed.	50.40 %	49.60 %
M.Ed. (Full Time)	-	-
M.Ed. (Part Time)	-	-

16. Examinations

     a) Number of sessional tests held for each paper | 0 | 2 |
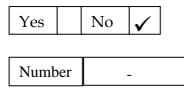
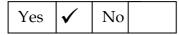   b) Number of assignments for each paper | 0 | 1 |

17. Access to ICT (Information and Communication Technology) and technology.

	Yes	No
Computers	✓	-
Intranet	-	-
Internet	✓	-
Software / courseware (CDs)	✓	-
Audio resources	✓	-
Video resources	✓	-
Teaching Aids and other related materials	✓	-
Any other (specify and indicate) Other Teaching aids based on ICT • Slide Projector • Multimedia Projector	- ✓ ✓	-

18. Are there courses with ICT enabled teaching-learning process?

Yes [ ] No [✓]

Number [-]

19. Does the institution offer computer science as a subject?

Yes [✓] No [ ]

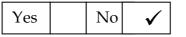If yes, is it offered as a compulsory or optional paper?

Compulsory [✓] Optional [ ]

Criterion III: Research, Consultancy and Extension

1. Number of teachers with Ph. D and their percentage to the total faculty strength

Number	1	6.25	%

2. Does the Institution have ongoing research projects?

Yes		No	✓

   If yes, provide the following details on the ongoing research

   projects

Funding agency	Amount (Rs)	Duration (years)	Collaboration, if any
-	-	-	-
-	-	-	-

3. Number of completed research projects during last three years.

Nil

4. How does the institution motivate its teachers to take up research in education? (Mark ✓ for positive response and X for negative response)

   ○ Teachers are given study leave ✓

   ○ Teachers are provided with seed money X

   ○ Adjustment in teaching schedule ✓

   ○ Providing secretarial support and other facilities ✓

   ○ Any other specify and indicate X

5. Does the institution provide financial support to research scholars?

   Yes [ ]   No ✓

6. Number of research degrees awarded during the last 5 years.
   a. Ph.D. | Nil |
   b. M.Phil. | Nil |

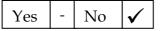7. Does the institution support student research projects (UG & PG)?

Yes ✓   No ☐

8. Details of the Publications by the faculty (Last five years)

	Yes	No	Number
International journals	-	-	-
National journals – referred papers Non referred papers	-	-	-
Academic articles in reputed magazines/news papers	-	-	-
Books	-	-	-
Any other (specify and indicate)	-	-	-

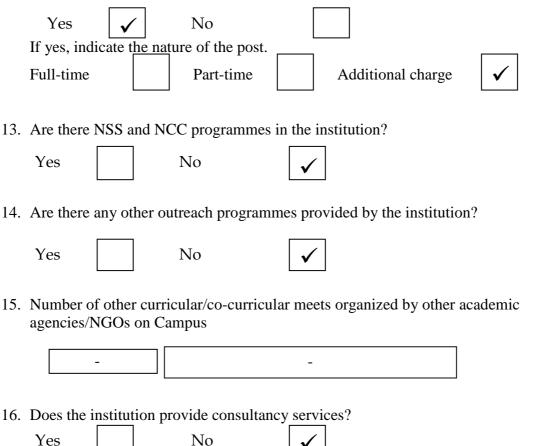9. Are there awards, recognition, patents etc. received by the faculty?

Yes	-	No	✓

10. Number of papers presented by the faculty and students (during last five years):

Particular	Faculty	Student
National seminars	00	00
International seminars	00	00
Any other State level District level	00	00

11. What types of instructional materials have been developed by the institution?
    (Mark `✓' for yes and `X' for No.)

Self-instructional materials	X
Print materials	X
Non-print materials (e.g. Teaching Aids/audio-visual, multimedia, etc.)	✓
Digitalized (Computer aided instructional materials)	X
Question bank	✓
Any other (specify and indicate)	

12. Does the institution have a designated person for extension activities?

   Yes [✓]   No [ ]

   If yes, indicate the nature of the post.

   Full-time [ ]   Part-time [ ]   Additional charge [✓]

13. Are there NSS and NCC programmes in the institution?

   Yes [ ]   No [✓]

14. Are there any other outreach programmes provided by the institution?

   Yes [ ]   No [✓]

15. Number of other curricular/co-curricular meets organized by other academic agencies/NGOs on Campus

-	-

16. Does the institution provide consultancy services?

   Yes [ ]   No [✓]

   In case of paid consultancy what is the net amount generated during last three years.

   Nil

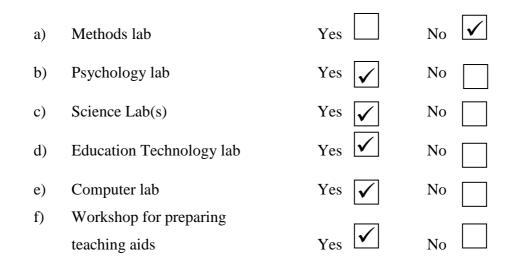17. Does the institution have networking/linkage with other institutions/ organizations?

Local level	✓
State level	✓
National level	✓
International level	–

Criterion IV: Infrastructure and Learning Resources

1. Built-up Area (in sq. mts.)

   | 3,178.26 |

2. Are the following laboratories been established as per NCTE Norms?

   a) Methods lab   Yes ☐   No ✔

   b) Psychology lab   Yes ✔   No ☐

   c) Science Lab(s)   Yes ✔   No ☐

   d) Education Technology lab   Yes ✔   No ☐

   e) Computer lab   Yes ✔   No ☐

   f) Workshop for preparing teaching aids   Yes ✔   No ☐

3. How many Computer terminals are available with the institution?

   | 50 |

4. What is the Budget allotted for computers (purchase and maintenance) during the previous academic year?

   | 30,000/- |

5. What is the Amount spent on maintenance of computer facilities during the previous academic year?

   | 20,130 /- |

6. What is the Amount spent on maintenance and upgrading of laboratory facilities during the previous academic year?

   | - |

7. What is the Budget allocated for campus expansion (building) and upkeep for the current academic session/financial year?

   | 25,00,000/- (By Trust) |

8. Has the institution developed computer-aided learning packages?

   Yes ☐   No ✔

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9. Total number of posts sanctioned (B.Ed.)   Open   Reserved

	M	F	M	F
Teaching	03	03	07	05
Non-teaching	02	02	02	02

10. Total number of posts vacant   Open   Reserved

	M	F	M	F
Teaching	1	1	1	-
Non-teaching	-	-	1	-

11. a. Number of regular and permanent teachers (Gender-wise)   (B.Ed.)

	Open		Reserved	
	M	F	M	F
Lecturers	02	03	07	05
	M	F	M	F
Readers	-	-	-	-
	M	F	M	F
Professors	1	-	-	-

b. Number of temporary/ad-hoc/part-time teachers (Gender-wise)

	Open		Reserved	
	M	F	M	F
Lecturers	-	-	-	-
	M	F	M	F
Readers	-	-	-	-
	M	F	M	F
Professors	-	-	-	-

c. Number of teachers from   Same state | 17 |

   (B.Ed.)   Other states | 01 |

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12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
D.Ed.	-
B.Ed.	1:12
M.Ed. (Full Time)	-
M.Ed. (Part Time)	-

13. a. Non-teaching staff   (B.Ed.)

	Open		Reserved	

Permanent

M	F	M	F
02	01	04	01

Temporary

M	F	M	F
-	-	-	-

b. Technical Assistants   Permanent

   (B.Ed.)

M	F	M	F
02	-	-	-

Temporary

M	F	M	F
-	-	-	-

14. Ratio of Teaching – non-teaching staff

   2:1

15. Amount spent on the salaries of teaching faculty during the previous academic session (% of total expenditure)

   B.Ed.   55.44 %

16. Is there an advisory committee for the library?

   Yes   ✓   No   ☐

17. Working hours of the Library

   On working days   9 Hours

   On holidays   -

   During examinations   12 Hours

18. Does the library have an Open access facility?

Yes	✓	No	

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19. Total collection of the following in the library

a. Books	2731
- Textbooks	1413
- Reference books	50
b. Magazines	04
e. Journals subscribed	
- Indian journals	03
- Foreign journals	02
f. Peer reviewed journals	Nil
g. Back volumes of journals	Nil
h. E-information resources	
- Online journals/e-journals	
- CDs/ DVDs	
- Databases	
- Video Cassettes	
- Audio Cassettes	

20. Mention the

Total carpet area of the Library (in sq. mt.)   286.59

Seating capacity of the Reading room   100

21. Status of automation of Library

Yet to intimate	-
Partially automated	✓
Fully automated	-

22. Which of the following services/facilities are provided in the library?

Circulation	✓
Clipping	✓
Bibliographic compilation	✓
Reference	✓
Information display and notification	✓
Book Bank	✓
Photocopying	✓
Computer and Printer	✓
Internet	✓
Online access facility	X
Inter-library borrowing	X
Power back up	✓
User orientation /information literacy	X
Any other (please specify and indicate)	

23. Are students allowed to retain books for examinations?

Yes	✓	No	

24. Furnish information on the following

Average number of books issued/returned per day

> 80

Maximum number of days books are permitted to be retained

> by students   15 Days
> by faculty   20 Days

Maximum number of books permitted for issue

> for students   02 Books
> for faculty   06 Books

Average number of users who visited/consulted per month

> 1800

Ratio of library books (excluding textbooks and book bank facility)to the number of students enrolled

> 12

25. What is the percentage of library budget in relation to total budget of the institution?

15%

26. Provide the number of books/ journals/ periodicals that have been added to the library during the last three years and their cost.

Year	2012-13		2013-14		2014-15	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books	1093		1093		1413	
Other books	1238		1256		1309	
Journals/ Periodicals	05		05		05	
Any others specify and indicate	-	-	-	-	-	-

Criterion V: Student Support and Progression

1. Programme wise "dropout rate" for the last three batches

Programmes	Year 2 2012-13	Year 3 2013-14	Year 3 2014-15
D.Ed.	-	-	-
B.Ed.	-	-	1.0 %
M.Ed. (Full Time)	-	-	-
M.Ed. (Part Time)	-	-	-

2. Does the Institution have the tutor-ward/or any similar mentoring system?

Yes		No	✓

If yes, how many students are under the care of a mentor/tutor?

-

3. Does the institution offer Remedial instruction?

Yes		No	✓

4. Does the institution offer Bridge courses?

Yes		No	✓

5. Examination Results during past three years (provide year wise data)

	UG			PG			M. Phil		
	I 12/13	II 13/14	III 14/15	I	II	III	I	II	III
Pass percentage	100.00 %	100.00 %	99.00 %	-	-	-	-	-	-
Number of first classes	05	02	03	-	-	-	-	-	-
Number of distinctions	95	98	96	-	-	-	-	-	-
Exemplary performances (Gold Medal and university ranks)	-	-	-	-	-	-	-	-	-

6. Number of students who have passed competitive examinations during the last three years (provide year wise data)

	12 - 13	13-14	14-15
NET	-	-	-
SLET/SET	-	-	-
Any other (specify and indicate)	15	10	03

7. Mention the number of students who have received financial aid during the past three years.

Financial Aid	2012-13	2013-14	2014-15
Merit Scholarship	05	05	05
Merit-cum-means scholarship	-	-	-
Fee concession	-	-	-
Loan facilities	-	-	-
Any other specify and indicate provided by state govt. (On caste basis)	-	-	-

8. Is there a Health Centre available in the campus of the institution?

Yes ✓ No ☐

9. Does the institution provide Residential accommodation for:

Faculty Yes ✓ No ☐

Non-teaching staff Yes ✓ No ☐

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10. Does the institution provide Hostel facility for its students?

Yes	✓	No

If yes, number of students residing in hostels

Men | - |

Women | 100 |

11. Does the institution provide indoor and outdoor sports facilities?

Sports fields | Yes | ✓ | No | |

Indoor sports facilities | Yes | ✓ | No | |

Gymnasium | Yes | | No | ✓ |

12. Availability of rest rooms for Women

| Yes | ✓ | No | |

13. Availability of rest rooms for men

| Yes | ✓ | No | |

14. Is there transport facility available?

| Yes | ✓ | No | |

15. Does the Institution obtain feedback from students on their campus experience?

| Yes | ✓ | No | |

16. Give information on the Cultural Events (Last year data) in which the institution participated/organized.

	Organized			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate	–	-	-	-	-	-
Inter-university	-	-	-	-	-	-
National	-	-	-	-	-	-
Any Other (Annual / Farewell Function)	✓	-	2	✓	-	70

17. Give details of the participation of students during the past year at the university, state, regional, national and international sports meets.

	Participation of students (Numbers)	Outcome (Medal achievers)
State	-	-
Regional	-	-
National	-	-
International	-	-

18. Does the institution have an active Alumni Association?

Yes ☐   No ✓

If yes, give the year of establishment

-

19. Does the institution have a Student Association/Council?

Yes ✓   No ☐

20. Does the institution regularly publish a college magazine?

Yes ☐   No ✓

21. Does the institution publish its updated prospectus annually?

Yes ✓   No ☐

22. Give the details on the progression of the students to employment/further study (Give percentage) for last three years

	Year 1 (%)	Year 2 (%)	Year 3 (%)
Higher studies	03	05	06
Employment (Total)	20	25	07
Teaching	-	-	-
Non teaching	-	-	-

23. Is there a placement cell in the institution?

Yes ✓   No ☐

If yes, how many students were employed through placement cell during the past three years.

2012-2013	2013-2014	2014-2015
15	22	25

24. Does the institution provide the following guidance and counseling services to students?

	Yes	No
• Academic guidance and Counseling	✓	☐
• Personal Counseling	✓	☐
• Career Counseling	✓	☐

Criterion VI: Governance and Leadership

1. Does the institution have a functional Internal Quality Assurance Cell (IQAC) or any other similar body/committee

    Yes   ✓   No   ☐

2. Frequency of meetings of Academic and Administrative Bodies: (last year)

Governing Body/management	04
Staff council	04
IQAC/or any other similar body/committee	06
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	02

3. What are the Welfare Schemes available for the teaching and non-teaching staff of the institution?

    Loan facility   Yes ☐   No ✓

    Medical assistance   Yes ☐   No ✓

    Insurance   Yes ✓   No ☐

    Other (specify and indicate)   Yes ☐   No ✓

4. Number of career development programmes made available for non-teaching staff during the last three years

2012-13	2013-14	2014-15
-	-	1

5. Furnish the following details for the past three years

    a. Number of teachers who have availed the Faculty Improvement Program   of the UGC/NCTE or any other recognized organisation

-

    b. Number of teachers who were sponsored for professional   development programmes by the institution

National

12-13	13-14	14-15
-	-	-

International

12-13	13-14	14-15
-	-	-

    c. Number of faculty development programmes organized by   the Institution:

12-13	13-14	14-15
-	-	1

d. Number of Seminars/ workshops/symposia on Curricular development, Teaching- learning, Assessment, etc. organised by the institution

12-13	13-14	14-15
-	-	1

e. Research development programmes attended by the faculty

12-13	13-14	14-15
-	-	-

f. Invited/endowment lectures at the institution

12-13	13-14	14-15
03	02	03

Any other area (specify the programme and indicate)

-	-	-

6. How does the institution monitor the performance of the teaching and non-teaching staff?

a. Self-appraisal

Yes	✓	No	

b. Student assessment of faculty performance

Yes	✓	No	

c. Expert assessment of faculty performance

Yes		No	✓

d. Combination of one or more of the above

Yes		No	✓

e. Any other (specify and indicate)

Yes		No	

7. Are the faculty assigned additional administrative work?

Yes		No	✓

If yes, give the number of hours spent by the faculty per week

-

8. Provide the income received under various heads of the account by the institution for previous academic session

	B.Ed.	M.Ed.
Grant-in-aid	-	-
Fees	30,17,000	-
Donation	-	-
Self-funded courses	-	-
Any other (specify and indicate)	-	-
Interest Misc. Income	-	-

9. Expenditure statement (for last two years)

Total sanctioned Budget	2013-14	2014-15
% spent on the salary of faculty	64%	71.43%
% spent on the salary of non-teaching employees	11.15%	11.47%
% spent on books and journals	0.09%	0.06%
% spent on developmental activities (expansion of building)	-	-
% spent on telephone, electricity and water	2.75%	3.59%
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	3.19%	3.25%
% spent on maintenance of equipment, teaching aids, contingency etc.	0.16%	0.02%
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	-	-
% spent on travel	0.12%	0.23%
Any other (specify and indicate)	18.50%	9.95%
Total expenditure incurred	9418372	9230311

10. Specify the institutions surplus/deficit budget during the last three years? (specify the amount in the applicable boxes given below)

	Surplus in Rs.	Deficit in Rs.
2012/13	-	0.51
2013/14	3.65	-
2014/15	3.52	-

For more details please see Annexure 1

11. Is there an internal financial audit mechanism?

Yes ✓   No ☐

12. Is there an external financial audit mechanism?

Yes ☐   No ✓

13. ICT/Technology supported activities/units of the institution:

	Yes	No
Administration	✓	
Finance	✓	
Student Records	✓	
Career Counseling		✓
Aptitude Testing		✓
Examinations/Evaluation/	✓	
Assessment		✓
Any other (specify and indicate)		

14. Does the institution have an efficient internal co-coordinating and monitoring mechanism?

Yes ✓ No ☐

15. Does the institution have an inbuilt mechanism to check the work efficiency of the non-teaching staff?

Yes ✓ No ☐

16. Are all the decisions taken by the institution during the last three years approved by a competent authority?

Yes ✓ No ☐

17. Does the institution have the freedom and the resources to appoint and pay temporary/ ad hoc / guest teaching staff?

Yes ✓ No ☐

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18. Is a grievance redressal mechanism in vogue in the institution?

    a) for teachers   ☐

    b) for students   ☑

    c) for non - teaching staff   ☐

19. Are there any ongoing legal disputes pertaining to the institution?

    Yes   ☐   No   ☑

20. Has the institution adopted any mechanism/process for internal academic audit/quality checks?

    Yes   ☑   No   ☐

21. Is the institution sensitised to modern managerial concepts such as strategic planning, teamwork, decision-making, computerisation and TQM?

    Yes   ☑   No   ☐

Criterion VII: Innovative Practices

1. Does the institution have an established Internal Quality Assurance Mechanisms ?

   Yes   ✓   No   ☐

2. Do students participate in the Quality Enhancement of the Institution?

   Yes   ✓   No   ☐

3. What is the percentage of the following student categories in the institution?

	Category	Men	%	Women	%
a	SC	-	-	04	4
b	ST	-	-	01	1
c	OBC	-	-	66	66
d	Physically challenged	-	-	-	-
e	General Category	-	-	29	29
f	Rural	-	-	60	60
g	Urban	-	-	40	40
h	Any other (specify)	-	-		-

4. What is the percentage of the staff in the following category ?

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	-	-	-	-
b	ST	-	-	-	-
c	OBC	12	66.67	04	50
d	Women	08	44.44	04	50
e	Physically challenged	-	-	-	-
f	General Category	06	33.33	04	50
g	Any other (specify)	-	-	-	-

5. What is the percentage incremental academic growth of the students for the last two batches?

Category	At Admission		On completion of the course	
	Batch I 2013-14	Batch II 2014-15	Batch I 2013-14	Batch II 2014-15
SC	8.30%	8.98%	6.99%	8.98%
ST	12.66%	8.98%	12.66%	7.18%
OBC	34.06%	31.14%	32.31%	31.14%
Physically challenged	1.31%	0.00%	0.87%	0.00%
General Category	44.98%	50.90%	42.35%	49.10%
Rural	55.02%	41.32%	52.40%	40.12%
Urban	44.98%	58.68%	39.73%	58.08%
Any other OU/OUG	21.83%	17.96%	21.40%	17.36%

Part II

(A) **Executive summary**

Our institution is situated in the lap of nature far from noisy, city atmosphere and factories. Our institute is established in rural area with specific goals and objectives concerning to provide education in interior area. The B.Ed. College started on June-2007.

Our college is affiliated to Saurashtra University, Rajkot so the rules, regulations, curriculum and evaluation system of Saurashtra University followed by us.

The admission process is completely monitored by the Central Admission Committee appointed by Saurashtra University. The admissions are given on merit base. The fee structure is decided by the committee appointed by State Government.

Our college is a self finance institute. The Trustees, Management and Secretary of trust is responsible for all managerial activities. In the beginning of the year, all the staff of the institution and management discusses in details the annual planning and other activities.

As a main goal of the institution, we intend to prepare totally dedicated teachers at the end of their studies. They would be prepared to engage themselves in the overall development of the society.

Internship and off campus programmes are being held regularly. These programmes make networking of institution -school-society very conveniently. We practice learner centered pedagogy, self learning strategy, school experience and community work for, by and of trainees of our institution. With preplanned and well thought calendar of academic and co-curricular activities and its implementation in totality ensure that the institution achieves its divine target.

The institution always tries to make the campus environment friendly and disciplined. For the overall development of the students, the institution encourages their participation in sports, cultural activities and celebration of national festivals.

The principal, being the head of the institution, always provides co-ordination and guidance to all the staff members. The institution has taken necessary steps to reflect the quality in mission, vision and goal. The order to achieve it regular meetings, planning, execution, evaluation and implementation are on prime focus.

The social responsibilities of the institution are discharged through the number of extension activities, which include multipurpose medical camp, awareness camps for aids education, various programmes for *'Beti Bachao', 'Swachchha Bharat – Swastha Bharat'* etc.

Regarding infrastructure, we have a very nice and spacious building having large ground around it. We have all the facilities, a college should have for its smooth and efficient running, garden is also developed in campus.

College has rich library having about 4194 books in various subjects and 09 magazines and journals are subscribed.

We intend to open up new horizons in the field of education by producing offer better citizens and offering them to society and nation at large.

With awareness created by NAAC we have made many changes at infrastructure level and operational level.

(B) CRITERION WISE ANALYSIS

CRITERION – I

1.1   CURRICULAR DESIGN AND DEVELOPMENT

1. **State the objectives of the institution and the major considerations addressed by them ?**

    Our institute is affiliated to **"Saurashtra University"** Our objectives are as follows.

    Through Education...

    (i)   To develop ideals conjoined to Indian culture and Indian life style with relation to educational philosophy.

    (ii)   To encourage trainees to contribute to the prosperity of the nation by imparting innovative educational methods and experimenting them for the upliftment of new generation through our spiritual and cultural heritage and enriched traditions.

    (iii)   To develop new teaching learning processes for the all round development of trainees and to transmit in them knowledge in the fields like arts, science and technology.

    (iv)   To develop feeling of national integration and cultural development by imparting education through moral and spiritual values, yoga, physical education and the subjects like Sociology, Sanskrit, Science, Mathematics, Linguistics, Music etc.

    (v)   To develop teachers corps, dedicated to nation and academic Excellency and to endow them with the spirit of patriotism knowledge and cultural values.

(vi) To develop a system through which we can spread Indian cultural heritage, patriotism, brotherhood and moral as well as universal values across the globe.

(vii) To establish Indian philosophy as the base for educational methods and as partial fulfillment of the present western psychology and provide requisite direction and assistance for research programmes.

(viii) To promote research assistance and guidance in order to facilitate teacher education.

(ix) To work as organization dedicated only to education and not as profit making firm.

(x) To be associated with diverse streams of Indian Society and maintain uniformity with the organizations oriented for the upliftment of the organizations oriented for the upliftment of the tribal of the mountain valleys, down trodden in the slums of cities and deprived in the rural area.

2. **Specify the various steps in the curriculum development processes.**
(Need assessment, development of information database pertaining to the feedback from faculty, students, alumni, employers and academic experts and formalizing the decisions in statutory academic bodies)

Our institute is affiliated to Saurashtra University. It is academically governed by rules and regulations of the university. Syllabus is framed by faculty of Education, Saurashtra University and subsequently implemented in the college. However institute undertakes following steps in curriculum development process.

IQAC of the institute is very active. In maintaining the norms and standards of curriculum development process. These are some of the majors that we undergo.

1. Feedback related Information

When University organizes seminars/ programmes for syllabus reconstruction, our faculty members participate actively in them.

3. How are the global trends in teacher education reflected in the curriculum and existing courses modified to meet the emerging needs?

In the present syllabus, various issues on subjects like environment sciences, computer education, population education, School organization and management. Expanding Horizons of education are introduced. And thus the matters to be related with environmental problems, Green House effects, Global Warming pollution, world peace, national integration, international understanding, sustainable development and global culture are being taught.

Generally the existing syllabus is so well framed that it enables the institution to meet any emerging local needs.

4. How does the institution ensure that the curriculum bears some thrust on national issues like environment, Value education and ICT?

Since the topics like environmental sciences, school management and administration, educational technology, communication, international understanding, national integration are introduced in the syllabus, which ensure thrust areas of national issues.

All such activities enable the trainees to prepare themselves to render their services to society and nation by joining different schools and colleges, as teachers.

5. **Does the institution make use of ICT for curricular planning ? If yes, give details**

Generally the ICT is used in the implementation of curricular activities. However for planning, the ICT is less used because the major work of curricular planning has been done by the statutory bodies of the university.

1.2 ACADEMIC FLEXIBILITY.

1. **How does the institution attempt to provide experiences to the students so that teaching becomes a reflective practice ?**

The students are free to give feedback on curriculum. The process of assessment of the curriculum is done every year. Thus, the reflective ideas of the students are gathered for curriculum development.

2. **How does the institution provide for adequate flexibility and scope in the operational curriculum for providing varied learning experience to the students both in the campus and in the field?**

Varied learning experiences are provided to the students in the following aspects ;

i) **Learner Centered Pedagogy:**
We uses Student centered pedagogy like discussion, supervised study, buzzing session questioning etc. to keep learners in the centre.

ii) Promoting Self Learning:

After the examinations, or tests questions from papers and reference books are given to trainees and they are guided to find out proper answers. Through project work also, they are motivate towards self learning.

1.   Work cards have been prepared for various subjects.
2.   Programme learning materials
3.   Power point Presentation

Talks on current affairs, on special days, and inspiring true-life-stories etc. become main part of our daily prayers, which finally lead the trainees to self learning.

iii) Internship Approach to Practice.

Our university introduced internship in 1992. This programme is very useful for the development of teacher skills. We arrange this project in different schools and towns. During these two week programme, trainees are molded as true teachers through experience of planning and by performing various tasks from prayer to cultural programmes.

iv) School Experience :

We arrange lessons in the schools of entire district. Principals and teachers of respective schools render their co- operation to us. Their guidance and institutional emotional atmosphere increase to self-confidence of trainees. Entire staff of the school provides help to use their infrastructure, time and institutional resources. Our trainees bring out their special talents and make them feel that they are also helpful to school. Our trainees are often invited to plan and conduct programmes like republic day celebrations in schools. We happily witness such a good job performed by our trainees elsewhere. Such schools are like our institutional friends.

3. **What value added courses have been introduced by the institution during last three years which would for example : Development of communication skills (Verbal & Written), ICT skills, life skills, community orientation, social responsibility etc.)**

No, The institution hasn't introduced any value added courses during last three years.

4. **How does the institution ensure the inclusion of the following aspects in the curriculum ?**

     i)   Practice teaching

     ii)   School experience / Internship

     iii)   Work experience / શ્રમયજ્ઞ   arranged 3 to 4 times in a year.

     iv)   Off campus project work, action research

     v)   Seminar & Assignment

Note : As a normal practice of teacher education institution we have expanded our internship programmes up to the schools of neighboring talukas.

During off-campus the students are encourages to do inclusive activities like awareness of educations, removing અંધશ્રદ્ધા નિવર્ણ and implementation of some of the aspects of curriculum in the remote areas through off-campus programmes of the institutions.

- **Practice teaching is divided in two phases**
  1. Simulated teaching
  2. Practice teaching in schools

In simulated teaching, there are micro lessons and bridge lessons. In micro lessons the entire process is divided into following phases.

❖ Content analysis

❖ Planning of lessons

- ❖ Guidance by teacher educators
- ❖ Performing teaching skills
- ❖ Feedback by teacher educators
- ❖ Peer discussion
- ❖ Re-planning
- ❖ Re-teaching
- ❖ Providing re-feedback by teacher educator

Thus through 'Micro cycle' the trainees practise major teaching skills, which are as follows :

- ❖ Skill of set induction
- ❖ Skill of questioning
- ❖ Skill of reinforcement
- ❖ Skill of black-board work
- ❖ Skill of illustrating with examples
- ❖ Skill of stimulus variation
- ❖ Skill of explaining

Bridge lesson is concerned with the task of integrating several skills individually mastered by the teacher trainee in Micro Teaching. In bridge lesson the procedure is as follows.

- ❖ Selection of topics.
- ❖ Content analysis.
- ❖ Planning of the lessons.
- ❖ Guidance by teacher educators.
- ❖ Teaching (bridging the skills)
- ❖ Providing feedback by teacher educators.
- ❖ Providing feedback by peers.

    Thus, it is helpful in bridging a gap between training in isolated teaching skills and real teaching situation faced by a teacher.

The second phase of practice teaching is divided into three parts. stray lesson, practice lessons and unit lessons or block teaching.

Before every lesson plan, theory is discussed well in classroom, followed by demonstration of every type of lesson. The teacher trainee seek guidance in details. They are also provided feedback in order to modify their plan as per suggestions of the teacher educators and then practice during different phases of practice teaching programmes in the real classroom situation.

All the practice lessons are supervised and guided well followed by the feedback sessions personally and in practicing groups.

In unit lessons / block teaching the teacher trainees make planning for continuous 5 to 6 days and after teaching of unit, they evaluate students' knowledge through a formal written test, which is constructed on the basis of blue-print. Remedical teaching is also a part of block teaching students are supposed to observe various lessons of peers, senior teachers and teacher educators. It is followed by group discussion to make it more meaningful.

Internship :

During the second semester, internship programme is organized for 15 days in different schools. During the programme, the students gain experience of teaching as well as administrative activities. Trainees get experience of continuous teaching. Trainees also gain experiences about organization of different activities and other administrative activities like preparing of general register students register, result sheet etc. They also conduct psychological tests.

They have to prepare a report of their activities and about the facilities provided to them in concerned schools.

SUPW :

Under this, our institute organizes **"શ્રમયજ્ઞ"** on alternate Saturdays for cleaning the campus and maintaining garden. We also organize activities like tree plantation and **"Swachhta Abhiyan"** in rural areas.

Off Campus Program

Off campus program is arranged for 5 to 7 days. During these days students are supposed to go to schools and work in an unfamiliar situations. They stay together for the whole week. They are to do all types of work like teaching, planning and management of time and co-curricular activities at schools.

Project work :

As a requirement of curriculum the trainees are supposed to complete three projects. They are ;

1. Preparing of TLM (Teaching Learning Material)
2. Conducting psychological test.
3. Action Research.

Seminar & Assignment

Seminar presentation and assignments is the specimen of evaluation. For the crystal evaluation of seminar presentation and assignment the topics are for that.

> ➢ To evaluate their creativity and to develop their skills seminars and assignments are presented.

1.3   FEEDBACK ON CURRICULUM :

1. **How does the institution encourage feedback and communication from the Students, Employers, Community, Academic Peers and other stakeholders with reference to curriculum ?**

    The institution obtains feedback from the students, alumni, and academic peers. It is done through discussions, interactions and exchange of thoughts during informal and formal gatherings. Feedback obtained are debated and best of them are presented in the board of studies for consideration and implementation.

2. **Is there a mechanism for analysis and use of the outcome from the feedback to review and identify areas for improvement and the changes to be brought in the curriculum ? if yes, give details on the same.**

    Feedback from students, alumni etc. are revised by concerned faculties and principal. Necessary actions are takes at institutional level. After that selected suggestions are sent to Board of Studies of University for making changes if they find it necessary. Board of Studies takes final decisions.

    IQAC of the institution as a regular practice is a sort of mechanism for analysis of the feedback.

    The feedback thus gathered are reviewed and the areas of improvement are trace out in regular meetings.

3. **What are the contributions of the institution to curriculum development? (Member of Bos sending timely suggestions, Feedback etc.)**

    i.   Our Institution contribute indirectly in curriculum development process as follows ;
    ii. We have received for membership of board of Studies of Saurashtra University.
    iii. Our institution represents suggestions to Board of Study of Saurashtra University time to time.

1.4 CURRICULUM UPDATE

1. **Which courses have undergone a major curriculum revision during the last five years? How did these changes contribute to quality improvement and student satisfaction?**

    The CBCS has been introduced in and carried out since June 2010 by Faculty of Education, Saurashtra University. Feedback of the students taken on CBCS. The copy of syllabus is attached in Document.

2. **What are the strategies adopted by the institution for curriculum revision and update ? (need assessment, student input, feedback from practicing schools etc.)**

    Generally curriculum updation is done and finalized by the Faculty of Education, Saurashtra University and the same is accepted and implemented by the institution. So, naturally the aspects either newly added or modified in the curriculum are implemented by the institution.

1.5 BEST PRACTICES IN CURRICULAR ASPECTS

1. **What is the quality sustenance and quality enhancement measures undertaken by the institution during the last five years in curricular aspects ?**

    The institution is deeply concerned with quality sustenance and quality enhancement measures. For quality sustenance and enhancement, monthly tests, assignments, group discussions and interaction are arranged periodically. All these measures keep students active throughout the process of learning and add to their self-confidence, linguistic skills and better performance.

    Through CBCS the view internal system has been adopted under which students are supposed to present curriculum aspects through seminars in all subjects.

2. **What innovations / best practices in 'Curricular Aspects' have been planned / implemented by the institution ?**

As we have to follow the rules and regulations framed by Saurashtra University, we have no scope for independent steps regarding curriculum development but we strive to put emphasis on the following.

1. Our faculties have made all possible efforts to understand and justify the topics of curriculum and explain them to the students.

2. Along with the changes in syllabus, we always immediately purchase the books in library covering topics of new syllabus so that faculty and students can make the best use of them.

3. The principal of the college makes periodic assessment of the implemented programmes or the new changes put in action and if needed points of improvement are suggested.

4. They are supposed to undergo innovative topics in the form of assignments.

Generally, innovations are made by the Faculty of Education, Saurashtra University

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

1. **What are the main evaluative observations/suggestions made in the first assessment report with reference to *Curricular aspects* and how have they been acted upon?**

However the peer team has not given any written suggestions but on the basis on evaluated observation the institution has tried to fulfill. Some queries under the area of research. Consultancy and extension.

2. **What are the major quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation.**

1. Recruitment of the staff

2. Monthly tests were added to ensure continues and comprehensive evaluation.

3. ICT Lab was modernised.

4. Lab hours were extended.

Criterion II

TEACHING-LEARNING AND EVALUATION

2.1 ADMISSION PROCESS AND STUDENT PROFILE

1. **Give details of the admission processes and admission policy (criteria for admission, adherence to the decisions of the regulatory bodies, equity, access, transparency, etc.) of the institution?**

The admission process is completely monitored by the Central Admission Committee appointed by the University time to time. Therefore, the policies and parameters of admission are mostly depended on the committee, However the general policy and parameters almost prevalent in every year are following.

The efforts to make the admission process transparent and just the central admission committee has been renamed as Saurashtra University Central Admission Board (SUCAB) right from the academic year 2012-'13. SUCAB the prime authority has practiced some of the innovations as follow.

4. On-line complete admission process.
5. Entrance Test

   Admission based on 100% entrance test
6. Autonomy for the institution by maintaining norms of SUCAB

The admissions are given on merit base process on Entrance test. For this the marks obtained in graduation examinations equivalent for entry level are given weightage. However, there is entrance test no teacher aptitude tests, which have great importance in deciding parameters regarding admissions.

2. How are the programmes advertised? What information is provided to prospective students about the programs through the advertisement and prospectus or other similar material of the institution?

The SUCAB provides prescribed admission form along with detailed parameters for getting admissions to B.Ed. course. The same is also made public in the interest of the students through newspapers.

At the time of admission, the standard of fees for different colleges under Central Admission Committee is also mentioned to the students. The students are also informed by the committee regarding the facilities available in a particular college. The following are the institution attempts

1. Students are provided prospective information in print on demand. These prospects contain the details of institutions brief introduction of the programme.
2. Fees structure of the various programme, minimum academic requirements for the same and the admission procedure and the important schedule of admission procedure are displayed of flax board in the administrative block of the institution.

3. How does the institution monitor admission decisions to ensure that the determined admission criteria are equitably applied to all applicants?

As mentioned earlier, the entire process of admission is handled by SUCAB. So, committee monitors admission decisions, the institution however takes care of

1. The merit is maintained that institutional level also.
2. Reservation policy is strictly followed
3. The admission policy is transparent enough to ensure justice to all sections of society.

4. **Specify the strategies if any, adopted by the institution to retain the diverse student population admitted to the institution. (e.g. individuals of diverse economic, cultural, religious, gender, linguistic, backgrounds and physically challenged)**

No, the institution has no active role in deciding such strategies since the entire admission process is under control of Central Admission Committee.

The institution independently tries to maintain norms standard laid by the State Government, NCTE and Saurashtra University from time to time.

5. **Is there a provision for assessing student's knowledge/ needs and skills before the commencement of teaching programmes? If yes give details on the same.**

The institution has custom of establishing report between the institutional staff and the students every year 'Pravesotsav' પ્રવેશોત્સવ is arranged as a custom. In this programme students are oriented informally as well as they are equipped with teaching kit as well as the rules and regulations of the institution.

In order to lead the students towards the smooth commitment of the programme. They are suppose to undergo (Sapathgrahan Vidhi)

સપથગ્રહણ વિધિ

Students are granted admission in B.Ed. through SUCAB, Saurashtra University. After seeking, admission in the college, students get acquainted with institutional environment within a week. Mutual introduction and Mental conditioning are established.

2.2   CATERING TO DIVERSE NEEDS

1. **Describe how the institution works towards creating an over all environment conducive to learning and development of the students?**

        The teaching learning experiences provided to students create an overall environment conducive to learning and development of the students. They are as follows ;

1.   Academic discussion through innovative methods
2.   Simulated practice of teaching skill and peer group discussion.
3.   Pre-practice teaching work and skills development
4.   Practice teaching work
5.   Intensive programmes (In depth) like
       Internship, Off campus programme, which provide the students opportunities to being trained, academically, administratively and socially through teaching practice and extra curricular activities.
6.   Project Work
       - Preparation of T.L.M. (Teaching Learning Material)
       - Conducting and analyzing psychological test.
       - Conducting action Research.

2. **How does the institution cater to the diverse learning needs of the students?**

        Activities provided in the institution to diverse learning needs of the students are as follows ;
       - Active use of library facilities
       - Guidance by Experts
       - Requirements regarding learning
       - ICT related facilities.

3. **What are the activities envisioned in the curriculum for student teachers to understand the role of diversity and equity in teaching learning process?**

   Theoretically the curriculum itself has certain teaching units, which provide the student teachers the opportunities to understand the role of diversity and equality in teaching-learning process. They are as follows.

   - National integration
   - International understanding
   - Fundamental rights & duties in Indian constitution.
   - Other co-curricular activities like festival celebration and community work, SUPW etc.

4. **How does the institution ensure that the teacher educators are knowledgeable and sensitive to cater to the diverse student needs?**

   The recruitment of the teacher educator is normal processes adopted by the university system. But the institution has one more step to implement in this regards that is demo lectures to be given by the recruited staff. This ensures the quality criterion of getting knowledgeable teacher educators. The male teacher educators are addressed by the students as 'Guruji' and female teacher educator as 'Didis'. This tradition helps sensitivity to the diverse students need.

5. **What are the various practices that help student teachers develop knowledge and skills related to diversity and inclusion and apply them effectively in classroom situations?**

   Through theoretical teaching work, discussion, debat and other competitions, student teachers develop their knowledge and skills related diversity and inclusion. Then, they are able to apply their knowledge and skills effectively in classroom situations.

2.3 TEACHING-LEARNING PROCESS

1. **How does the institution engage students in "active learning"? (Use of learning resources such as library, web site, focus group, individual projects, simulation, peer teaching, role-playing, internships, practicum, etc.)**

   The institution engages students actively in learning process through various following activities. Seminars and assignments of innovative topics on the year round.

   - Availability of knowledge resources in library.
   - Motivation to students to use Internet facilities for expanding knowledge.
   - Individual assignments & projects for developing knowledge and skills.
   - Vigorous simulated teaching practice and practice teaching experience at schools.
   - Internship and off campus programmes for the development of academic, administrative and social skills.

2. **How is 'learning' made student-centered? Give a list of the participatory learning activities adopted by the Institution and those, which contributed to self-management of knowledge, and skill development by the students?**

   The Institution attempts collaborative efforts in order to promote interactive teaching learning activities. The academic calendar itself suggests such activities. It is very necessary to adopt various methods and techniques of teaching in learner centered process. The teaching learning activities of the institution have been described here.

1. **Supervised study method :**

    Teacher educators prefer this method generally for such sub topics, where ample number of references are to be viewed. Under this method the teacher educators interact with the students under the steps.

    1. Content analysis of the topic is done systematically.
    2. Reading references on each sub topic are provided.
    3. The trainees are supposed to read and comprehend the needed information.
    4. They are also provided with certain sort of questions/assignments/stimul and their responses are collected.

    This method is used to teach topics like recommendation of different commissions.

2. **Seminar method :**

    Under this method, any point problem or an aspect of teaching unit is presented in the classroom and the students in groups discuss the point and express their ideas and views. The teacher educator initiates the discussion. At last the teacher educator concludes it with some fruitful out come.

3. **Project method :**

    In project method the students are assigned topics based on various units of theoretical curriculum. The are also provided with list of reference book or needed information which they will be getting from the library. They are divided into small groups with a leader of each and supposed to submit the outcome in written report. In project, psychological testing is also assigned.

4.   Buzzing method :

Various groups are involved in the discussion of teaching any unit. Each group is given a specific point of the unit. They discuss it with a question or a problem raised by the teacher educator. The teacher educator takes round in the classroom and guides the students, if required.

3. What are the instructional approaches (various models of teachings used) and experiences provided for ensuring effective learning? Detail any innovative approach/method developed and/used.

Such innovative approach is practiced in the form of 'Work card Learning' and 'Programme Learning'.

4. Does the institution have a provision for additional training in models of teaching? If yes, provide details on the models of teaching and number of lessons given by each student.

No, there is no such provision for additional training in models of teaching. Only theoretical aspects are taught in classroom but it doesn't practiced by trainees in classrooms.

5. Does the student teachers use micro-teaching technique for developing teaching skills? If yes, list the skills practiced and number of lessons given by each student per skill.

Yes, student teachers use Micro-Teaching technique for developing teaching skills. The theoretical knowledge of Micro-teaching is given to them about twelve major skills. But student teachers practice only four skills as a requirement of syllabus, which are as follows ;

- Skill of set induction
- Skill of fluency in questioning

- Skill of Reinforcement
- Skill of using black board work

Teacher students give two lessons for each skill to be practiced (Teaching as well as Re-teaching).

Micro teaching procedure is as follows ;

- Selection of Topic
- Content analysis
- Preparing lesson plans
- Guidance by Teacher educator
- Performing teaching skills by Teacher students
- Feedback by teacher educator
- Peer discussion
- Re-planning
- Re-teaching
- Actual teaching
- Providing Re-feedback by Teacher educator.
- Students lecture are encouraged to use multimedia projectors.

6. **Detail the process of practice teaching in schools. (Lessons a student gives per day, lessons observed by the teacher educators, peers/school teachers, feedback mechanism, monitoring mechanisms of lesson plans, etc.)**

Process of practice teaching.

Theoretical discussion for planning is discussed well in the classroom, followed by demonstration of every type of lesson. The entire process of practice teaching is as follows.

- Selection of topic
- Content analysis
- Preparing lesson plan by teacher students
- Guidance by teacher educator
- Teaching

- Providing feedback by teacher educator
- Providing feedback by peer
- Peer discussion (informal)

Every student teacher gives one lesson per day minimum in a session. Every teacher educator observes two or three lessons. For peer group observation every teacher trainee is provided observation sheets. In it, teacher students fill information according to observation of lesson. For making it more meaningful, it is followed by informal group discussion.

For giving feedback, there is a special space for writing it. Every teacher educator observes the lesson of teacher students and writes down positive remarks as well as limitations of teaching work and the same is discussed with teacher students personally if needed. Format of feedback given by teacher educator in lesson plan is attached in document. Please refer document 5.

Generally, teacher educator monitors the lesson with the help of the marking scheme already included in internal evaluation.

7. **Describe the process of Block Teaching / Internship of students in vogue.**

In unit lessons / block teaching the teacher student makes planning continuously for 5 to 8 days and after teaching of unit, he/she evaluates students knowledge through a formal written test, which is constructed according to blue-print. On the basis of their result, the teacher student tries to diagnose and provides them remedial teaching.

In internship, the teacher students also practice co-curricular activities, extra curricular activities and administrative activities. Every teacher student conducts psychological tests and action research is also under taken during internship programme. They also submit report after internship programme is over.

8. **Are the practice teaching sessions/plans developed in partnership, cooperatively involving the school staff and mentor teachers? If yes give details on the same.**

    No, such practices like, partnership with school staff and mentor teachers for practice teaching sessions are not practiced now. However, we plan to practice such activity.

9. **How do you prepare the student teachers for managing the diverse learning needs of students in schools?**

    Theoretically individual differences, Teaching – learning principle's for exceptional children, implementation of different methods, and techniques are taught to student teachers in detail. All these issues help them in managing the diverse learning needs of students in schools.

10. **What are the major initiatives for encouraging student teachers to use / adopt technology in practice teaching?**

    Institute provides all facilities for preparing and using technology related material in their practice teaching work. Our institute also organizes workshop on preparing T.L.M. making of transparencies and preparing of Ms-Power point Presentation.
    Students-teachers are encouraged to use multimedia projectors in practice teaching work.

2.4 TEACHER QUALITY

1. **Are the practice teaching plans developed in partnership, cooperatively involving the school staff and mentor teachers? If yes give details.**

    No specific mechanism is used for the same. However schools staff is used for preparing time table, prayer activities and other co-operative activities

2. What is the ratio of student teachers to identified practice teaching schools? Give the details on what basis the decision has been taken?

The ratio of student teachers to identified practice teaching in schools is as per NCTE norms 1:12. The ratio of student-teachers has been decided by N.C.T.E.

3. Describe the mechanism of giving feedback to the students and how it is used for performance improvement.

The mechanism of giving feedback to the students is as follows;

1. **Feedback given by teacher educator.**
   Teacher educator observes student teachers practice lessons and gives them feedback in positive and negative aspects of their teaching work. Format of feedback given by teacher educator in lesson plan is attached in document. Please refer document 5.

2. **Feedback given by peers.**
   Peer students also observe teaching lesson's and give them feedback in specific format provided by institution. Format of feedback given by peers is attached in document. Please refer document 6.

3. **Peer discussion (informal)**
   In this session, teacher students discuss their experience and share feedback in their groups.

4. **Personal guidance**
   The teacher educator gives personal guidance informally to teacher students. He/she also give them tips to improve their teaching skills.

4. **How does the institution ensure that the student teachers are updated on the policy directions and educational needs of the schools?**

No, There are no such specific activities to ensure that the student teachers are updated on the policy directions and educational needs of the schools.

5. **How do the students and faculty keep pace with the recent developments in the school subjects and teaching methodologies?**

The students and faculty keep pace with the recent development in the subjects and teaching methodologies by employing following tools.

1. Magazines, Journals and Reference Books.
2. Seminars, Group discussion and Debates
3. Workshops, Conferences, Talks by experts and visiting faculties.
4. Educational visits and Orientation Programmes and Refresher courses.
5. Internet facility
6. Cuttings of Newspaper pertaining to recent developments and researches made in the academic field are displayed on bulletin-board from time to time.

6. **What are the major initiatives of the institution for ensuring personal and professional/career development of the teaching staff of the institution (training, organizing and sponsoring professional development activities, promotional policies, etc.)**

Activities were done by the institution for ensuring personal and professional / career development of teaching staff of the institution in past. Staff Welfare and Recreation Cell is constructed.

7. **Does the institution have any mechanism to reward and motivate staff members for good performance? If yes, give details.**

No, There is not any specific mechanism for reward and motivation of staff members for their good performance. But at last, our institute gives honour of 'Best Teacher Educator of the Year' to one member of the staff.

2.5 EVALUATION PROCESS AND REFORMS

1. **How are the barriers to student learning identified, communicated and addressed? (Conducive environment, infrastructure, access to technology, teacher quality, etc.)**

   There is no specific mechanism used for the same but informally teacher educator identifies the barriers to student learning and properly communicates.

2. **Provide details of various assessment /evaluation processes (internal assessment, mid term assessment, term end evaluations, external evaluation) used for assessing student learning?**

   The evaluation process is divided into two parts.
   1. External Evaluation
   2. Internal Evaluation

Framework for B.Ed. Two Years Course

Semester	Curriculum Details	Hours	Credit	Internal	External	Total
1	Theory Paper	16	16	120	280	400
2	Practice Teaching & College Activity	09	09	225	00	225
	Total	**25**	**25**	**345**	**280**	**625**
2	Theory Paper	16	16	120	280	400
	Practice Teaching & College Activity	09	09	225	00	225
	Total	**25**	**25**	**345**	**280**	**625**
3	Theory Paper	16	16	120	280	400
	Practice Teaching & College Activity	09	09	225	00	225
	Total	**25**	**25**	**345**	**280**	**625**
4	4 - Internship	--	25	225	400	625
	Total	**00**	**25**	**225**	**400**	**625**
	Grand Total		**100**	**1260**	**1240**	**2500**

All Semesters are of 625 marks and 25 Credit each

Semester - 1

Sub Code	Subject Name	Hours	Credit	Internal	External	Total
CC1	Chilhood and growing up	4	4	30	70	100
CC2	Contemporary India in Education	4	4	30	70	100
EC	Pedagogy of School Subject - 1 (Part - 1)	2	2	15	35	50
EC	Pedagogy of School Subject - 2 (Part - 2)	2	2	15	35	50
SSC	School Subject - 1 (Part - 1)	2	2	15	35	50
SSC	School Subject - 2 (Part - 2)	2	2	15	35	50
		16	**16**	**120**	**280**	**400**

Assignment / Task / Practical Work - Semester - 1

Sr. No.	Title	Hours	Credit	Internal	External	Total
1	Micro Lesson - 8 (4+4) Bridge Lesson - 6 (3+3) Total - 14	2	2	60	00	60
2	Observation Micro Lesson - 8 (4+4) Bridge Lesson - 6 (3+3) Total - 14	2	2	40	00	40 (16+24)
3 *	School Subject Analysis and framing Comprehension questions (SSC, MCQ Questions 100, 1+1)	2	2	50	00	50
4	Book Review	2	2	50	00	50
5	Physical Activates and YOGA	1	1	25	00	25
		9	**9**	**225**	**00**	**225**

*   **25 Marks MCQ Types Questions from each method**
*   **75 Marks MCQ Types Questions from each content**

Semester - 2

Sub Code	Subject Name	Hours	Credit	Internal	External	Total
CC3	Philosophical and Sociological Foundation of Education	4	4	30	70	100
CC4	School Policies and Administration	4	4	30	70	100
EC	Pedagogy of School Subject - 1 (Part - 2)	2	2	15	35	50
EC	Pedagogy of School Subject - 2 (Part - 2)	2	2	15	35	50
SSC	School Subject - 1 (Part - 2)	2	2	15	35	50
SSC	School Subject - 2 (Part - 2)	2	2	15	35	50
		16	**16**	**120**	**280**	**400**

Assignment / Task / Practical Work - Semester - 2

Sr. No.	Title	Hours	Credit	Internal	External	Total
1	Stray Lesson - 5	2	2	50	00	50
2	Observation of Lesson - 10 (Stray - 5 + Unit - 5)	2	2	50	00	50
3	Unit Lesson - 1 (4+1)	2	2	50	00	50
4 *	School Subject Analysis and Framing Comprehension Questions (SSC, MCQ Questions 100, 1+1)	2	2	50	00	50
5	Construction of TLM (Main Method / Admission Method)	1	1	25	00	25
		9	**9**	**225**	**00**	**225**

*   **25 Marks MCQ Types Questions from each method**
*   **75 Marks MCQ Types Questions from each content**

Semester - 3

Sub Code	Subject Name	Hours	Credit	Internal	External	Total
CC5	Critical Understanding of ICT	4	4	30	70	100
CC6	Learning and Teaching	4	4	30	70	100
CC7	Educational Communication Skill	2	2	15	35	50
SSC	School Subject - 1 (Part - 3)	2	2	15	35	50
SSC	School Subject - 2 (Part - 3)	2	2	15	35	50
EC	(Any one out of four)					
	Optional Paper - 1 : Environment Education					
	Optional Paper - 2 : Guidance & Counseling					
	Optional Paper - 3 : Educational Statistics					
	Optional Paper - 4 : Fundaments of Indian Constitution					
		16	**16**	**120**	**280**	**400**

Assignment / Task / Practical Work - Semester - 3

Sr. No.	Title	Hours	Credit	Internal	External	Total
1	Stray Lesson - 5	2	2	50	00	50
2	Unit Lesson - 2 (3+2+1)	2	2	50	00	50
3	Computer Practical	2	2	50	00	50
4	Observation of Lesson - 10 (Stray - 5 + Unit - 5)	2	2	50	00	50
5	Preparation of Script (for Drama, Mono Acting, Anchoring)	1	1	25	00	25
		9	**9**	**225**	**00**	**225**

Semester - 4

Sr. No.	Subject Name	Hours	Credit	Internal	External	Total
1	Internship	-	13	-	300	300
		-	8	225	-	225
2	Final Lesson Preparation & Presentation (1+1)	2	2	-	50	50
3	Viva-Voce & Computer Practical (25+25 Marks)	2	2	-	50	50
		4	**25**	**225**	**400**	**625**

3. **How are the assessment/evaluation outcomes communicated and used in improving the performance of the students and curriculum transaction?**

As such there is no specific practice for the same but informally teacher educator discusses the strength as well as weaknesses of the students in extra sessions and tries to improve their performance.

After pre-preliminary examinations, teacher students who have got marks under 50% are called in the morning for zero period. In it, their queries are solved by teacher educators. Extra assignments are also given to them.

All these activities are monitored by teacher educator and steering committee.

4. **How is ICT used in assessment and evaluation processes?**

In assessment there is hardly any use of ICT but in evaluation process the result of the student is prepared and analyzed through ICT.

2.6 BEST PRACTICES IN TEACHING - LEARNING AND EVALUATION PROCESS.

1. **Detail on any significant innovations in teaching/learning/evaluation introduced by the institution?**

1. Adoption of student by Teacher Educators

The idea of getting rapport with the students drove us towards this practice. In B.Ed. generally. The students have great rapport with their method masters. So, about fifteen(15) students were allotted to each method master with a view to monitoring their teaching – learning activities. The students were to be monitored by teacher educator keeping in mind their progress in theoretical learning, practice teaching and other related activities like projects, action research etc.

This practice was adopted with the following objectives in mind ;

1. To build self confidence among teacher trainees.
2. To help them grasp theoretical aspects of the syllabus.
3. To create rapport between the adopted trainees and the mentor teacher educators.

Generally, there was no any short of difficulty in the implementation of this practice. However, the first and fore most obstacle was to establish close rapport between the two sides.

So far as the implementation of this practice is concerned, there was no need of extra resources other than the human resources in the form of teacher educators.

Contact the following persons for more details.

(i)   **Mr. Krupal Bhadresara**

(ii)   **Ms. Jayaben Godhaniya**

2.   Taking additional Preliminary Exam :

Generally, the preliminary examinations were administered by the institution by taking examination, of the students with the help of common question paper sets of the union ACTE (Associated College of Teacher Education). We felt that this was not enough for the preparation of University Examination. So, we decided to take one more preliminary examination. Question paper is set by the teacher educators of the institution.

In this practice, the teacher educator of each method are instructed to set a question paper. The Question paper thus collected are scrutinized by experience teacher – educators. Question paper for compulsory subjects are jointly set in the form of team efforts. Thus, ideally set question papers are utilized. Prior to the preliminary examination taken by the union ACTE.

Because of this practice, the students are required to prepare themselves two ways. They are supposed to repeat certain reading or writing process, which finally is beneficial for them.

The institution is required to utilize almost all the resources twice.

For this practice further detail can be obtained from ;

> **(i) Ms.Niruben Keshvala**
> **(ii) Mr. Rambhai Visani**

3.   Practice Tests

In the format of B.Ed. question paper there are four type of questions, they are

1. One mark questions. (Objective type questions)
2. Three mark questions. (Short Answers type questions)
3. Five mark questions. (Short note type Questions)
4. Seven mark questions. (Essay type Questions)

We felt that students were not able to cope and differentiate how to attempt each type of question. So, in order to concentrate on certain type of question, we started taking test according to type of

question only We name it Practice Test. Each practice test is focusing on only one type of question e.g. practices test-1 contained only objective type of questions. Same way, practice test-2 was meant for short answer questions only. Thus, through practice test the students were able to understand how to attempt different type of question.

There was a great response from the students. We gathered the data through a questionnaire. The data was analyzed which showed satisfactory impact of this practice.

For this practice further detail can be obtained from :
- **(i)** **Mr. Krupal Bhadresara**
- **(ii)** **Ms. Jayaben Godhaniya**

4. Peer teaching on some subjects

Teacher trainees of the subjects like English and Mathematics becomes helpful to their peer group by teaching them the topics as follow.

- ➤ General English Grammar
- ➤ Reading Comprehension Activities
- ➤ General aspects of English Literature
- ➤ Reasoning Ability Development
- ➤ Common Arithmetical Question
- ➤ Numerical Ability Development

These topics are frequently asked in public examinations like Staff Selection Commission, TET, TAT, GPSC, Banking Examination, RRB etc. Thus they strengthen learning activities.

2. How does the institution reflect on the best practice in the delivery of instruction, including use of technology?

- Nil-

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

1. **What are the main evaluative observations/suggestions made in the first assessment report with reference to *Teaching Learning* and *Evaluation* and how have they been acted upon?**

    The campus area has been equipped with wi-fi facilities. Where 24 hours access is available to the students.

2. **What are the other quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation.**

    The institution has reserved fund for best teacher selection and citation in this regards one teacher educator is selected every year by IQAC and the same is rewarded with medal in citation.

Criterion III

RESEARCH, CONSULTANCY AND EXTENSION

3.1   PROMOTION OF RESEARCH

1. How does the institution motivate its teachers to take up research in education?

Facilities such as duty leave, study leave, adjustment in teaching schedule, library use during working days and holidays and internet facility are also made available for the promotion of faculty participation in research .

2. What are the thrust areas of research prioritized by the institution?

Abstracts :

The research activities is priorities by the institution has been reported separately.

3.   Does the institution encourage Action research? If yes give details on some of the major outcomes and the impact.

Action research is taken by teacher educator as a part of the requirement of their syllabus but it is in very primary stage.

4. Give details of the conference/seminar/workshop attended and/ organized by the faculty members in last five years.

3.2   RESEARCH AND PUBLICATION OUTPUT.

1. Give details of instructional and other materials developed including teaching aids and/or used by the institution for enhancing the quality of teaching during the last three years.

Teaching aids in the form of Programme learning, Work card, CAL, CAI are available.

2. Give details on facilities available with the institution for developing instructional materials?

The institution is having an ICT lab. Facilities and all other resources are available in the institution and developed Central Library and Net connectivity.

3. Did the institution develop any ICT/ technology related instructional materials during the last five years? Give details.

Yes, the institution has developed any instructional material related to technology and wifi connected system.

4. Give details on various training programs and/ or workshops on material development. (both instructional and other materials)

A. Organized by the institution   – Nil
B. attended by staff   – two
Our staff members attended training programme organized by "Saurashtra University in collaboration with "UGC" during 30 & 31st March 2013.
C. training provided to the staff   – Nil

5. List the journals in which the faculty member have published papers in the last five years.

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6. Give details of the awards, honors and patents received by the faculty members in the last five years.

No faculty member of the college has received any awards and patents during last five years for their creative and outstanding contribution in field of research.

7. Give details of the minor/major research projects completed by staff members of the institution in last five years.

No minor or major research project at present is being carried out by the students or the faculty of the institution.

3.3 CONSULTANCY

1. Did the institution provide consultancy service in last five years? If yes, give details.

The college does not provide regular and formal consultancy services to the outside agencies and therefore no such substantial work or service is rendered during the last five years but the work similar to this has been made by the students and the college faculty occasionally.

Free consultancy service is provided to the students willing to join Computer Literacy Programme, SCOPE or any other distance courses. Career corner is run by our institute.

2. Are faculty/staff members of the institute competent to undertake consultancy ? If yes, list the areas of competency of staff members and the steps initiated by the institution to publicize the available expertise.

As mentioned earlier, the college is not engaged in providing regular consultancy service to any outside agency or institution. Therefore, no formal publication of the expertise for the consultancy service is done but the institution provides this service to stakeholders on the basis of requirement. It is rendered free of cost.

3. How much revenue has been generated through consultancy in the last five years? How is the revenue generated shares among the concerned staff member and the institution?

Whatever consultancy service, the institution offers to various agencies is discharged free of cost and therefore there is no question of revenue generation. The college has received no revenue at all from stakeholders.

4. How does the institution use the revenue generated through consultancy?

As mentioned earlier, we don't have any revenue generation so that there is no question of using revenue generation.

3.4 EXTENSION ACTIVITIES :

1. How has the local community benefited from the institution ? (Contribution of the institution through various extension activities, outreach programs, partnering with NGO's and GO's.

Our institution does some unique activities for the local community. We have organized many outreach programs which were beneficial for the local community. We have done some extension activities also. Our institution also arranges some programs with GO's and NGO's. Details of our outreach programs, extension activities and other programs are given here.

(i)   અમૃત પાન કુટીર   (Amrit Pan Kutir)

The winter is the best season to make our health good with the purpose to improve social health, to keep the people disease free, our institute arranges this program during the winter, Local people are provided "UKALA" which is made of ayurvedic herbs like tulsi, jinger, mint etc. *"if the individual will be healthy the society will also be healthy"* keeping this view in mind, our institution runs this program.

(ii) છાસ વિતરણ કેન્દ્ર   **(The Buttermilk Center)**

In the skinburning heat of the summer there is only one drink which is chemical free and that is buttermilk. A buttermilk center is being run by our institute in keeping view that buttermilk is helpful to the human digest system specially in summer. People from local community can take advantage of this center free of cost.

(iii)   **Blood Donation Camp**

"Blood donation is great donation" by keeping this thought in Mind, our institution organize blood donation camp in association with Jagruti Blood Bank. In our campus, Many trainees, teacher educators, trust members and other local people donate blood during the camp.

(iv)   **Multi Purpose Medical Camp**

With the intension to help poor people our institution organizes multipurpose medical camp. In this camp M.D. Physician, M.B.D.C.H. medical officer, gynac etc. are invited. They do the overall check up of patients and inform them about their diseases and also provide medicines. The people having serious disease are suggested to visit some experts of concerned diseases.

(v) Other Community Centered Activities :

Introduction about Asanas, Pranayam, Yoga, Surya Namaskar is one of the key factors of our institutions. Students are taught all these which can help the trainees to face and stop different diseases Elocution competitions and Essay writing competitions are also held on environmental topics. Moreover rising population, communalism, price rise, dowry tradition and *Gandhi Vichardarshan* are important issues related to common mass. They are also covered in community centered activities.

Moreover our teacher educators also play the role of judges in competitions held at different local educational institutions as well as different cultural programe like *Garba* competitions and one minute show.

Thus, social and extension activities are undertaken without any expectation through programs like prevention from superstitions, environmental awareness, health education, Expert lectures on women rights and medical awareness, blood donation etc. through contact and emotional bridge with teachers, students and villagers.

2. **How has the institution benefited from the community? (Community participation in institutional development, institution – community networking institution – school networking etc.)**

   The local community becomes helpful to the institution generally by participating and co-operating in the programmes and projects launched by the institution.

3. **What are the future plans and major activities of the institution would like to take up for providing community orientation to student ?**

   The institution is planning to provide community orientation in the following thrust areas.
   1. Awareness of literacy program.
   2. Implementation of "Sarva Shiksha Abhiyan" સર્વ શિક્ષા અભિયાન
   3. Implementation the program "Save the child girl" બેટી બચાવો અભિયાન
   4. Organization of Yoga Shibir.

4. Is there any project completed by the institution relating to the community development in the last five year ? If yes, give details.

There has not been much concentration on certain programme. But the scattered activities have been going on for last five years.

5. How does the institution develop social and citizenship values and skill among its students?

The campus of the institution represent trainees contribution as a part of their civic responsibilities. Their civic sense is reflected in their uniform, regularity, cleanliness, humble behavior, polite postures etc. Even institution regularly participates in celebration of national festivals, National relief events, social service events etc. to inculcate civic responsibility among the trainees.

3.5 COLLABORATIONS :

1. Name the national level organizations, If any with which the institution has established linkages in the last five year. Details the benefits resulted out of such linkages.

Our institution has basic aspects and tradition's are inculcated in the students, which are as follows :

1. Values
2. Nationality
3. Yoga
4. Physical Education
5. Sanskrit and Indian culture for cultural development.

2. Name the international organizations, with which the institution has established any linkage in the last five year. Details the benefits resulted out of such linkage.

No, our institution hasn't any link with any international organizations.

3. How did the linkages if any contribute to the following?

Such aspects like curriculum development, teaching, training, practice teaching, research, consultancy, publication, students placement in it, our linkages with other institutes do not help directly.

In extension services linkages is very useful. Indian medical Association and Block Health Centre, Govt. Dept. also contribute by arranging lectures and awareness program. Officials from Lions Club, Akhil Bharatiya Vikash Parishad, Bharat Vikas Parishad etc. are occasionally asked to deliver lectures and to guide the students in certain aspects.

4. What are the linkages of the institution with the school sector? (Institution - school - community)

Generally, the school community network of this region is not much more linked but the institution is striving to develop linkage with the practice teaching schools and other schools of the region through co-curricular activities related to school community.

5. Are the faculty activity engaged in schools and with teachers and other school personnel to design, evaluate and deliver practice teaching. If yes give details.

Two faculty members are nominated for arranging, designing evaluating and administrating practice teaching work. They generally have active contact with the practice teaching schools as well as Practice Teaching Board of the University.

6. How does the faculty collaborate with school and other college or university faculty?

No, there is no such collaboration.

3.6 BEST PRACTICE IN RESEARCH, CONSULTANCY AND EXTENSION.

1. **What are the major measures adopted by the institution to enhance the quality of research, consultancy and extension activities during the last five year.**

   The institution adapts the following measures :

   (i)   Encouragement to the faculty for research, taking projects and rendering extension services.

   (ii)   Financial assistance for attending seminars, conferences, workshops etc.

2. **What are the Significant innovations good practices in research consultancy and extension activities of the institution ?**

   We humbly believe that service to the down trodden people of surrounding rural area is our best practice.

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

1.   **What are the main evaluative observations/suggestions made in the first assessment report with reference to R*esearch Consultancy and Extension* and how have they been acted upon?**

   However the peer team has not given any written suggestions but on the basis on evaluated observation the institution has tried to fulfill. Some queries under the area of research. Consultancy and extension. They are as follow.

   The number of faculty with Ph.D. has increase.

2. **What are the other quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation.**

    The other suggestion of research publication has also been fulfill on the form of around fifteen research paper published in the journal with ISSN no. the institutional publication on the form of research abstract by the post graduate student is also an achievement.

Criterion IV

INFRASTRUCTURE AND LEARNING

4.1   PHYSICAL FACILITIES

1. **Does the institution have the physical infrastructure as per NCTE norms? If yes, specify the facilities and the amount invested for developing the infrastructure. Enclose the master plan of the building.**

   The college has vast construction and new well – equipped and well – facilitated building for academic and administrative purposes and to cope with existing and future requirements. The total built up area of building is 4451.96 Sq. Mts. The building at present has more than fifteen rooms in all. For the parking facilities institution has wide space available at the campus.

   The other details of physical facilities are as follows :
   1. Principal chamber
   2. Head clerk office
   3. Photocopy room
   4. Administrative office
   5. Central Library
   6. Visitor room
   7. Prayer hall
   8. History / Geography Method Class Room
   9. English/Sanskrit Class Room
   10. Commerce Method Room
   11. Staff room
   12. T.L.M. room
   13. General room
   14. Hindi/Gujarati room
   15. Sports room
   16. Computer lab
   17. E.T. lab

18. Psycho lab
19. Science lab
20. Seminar hall

The institute is located in the lap of nature, far from noise. The administrative department and principal chambers are equipped with computer, internet, printer and power back up system.

The central library of the college is equipped with a computer, printer, internet and power backup system. The library contains 4042 books and five news papers and nine journals and forty two magazines. It has the facility of fully furnished reading section with required seating capacity as well as light and air.

The total land area of the college campus is 4451.96 Sq. Mts. It comprises the existing college building and sports ground. Students, college staff and campus staff contribute for the beautification of the campus. With the help of forest department the college has started mega project of campus beautification.

2. How does the institution plan to meet the need for augmenting the infrastructure to keep pace with the academic growth?

The management in association with IQAC is planning to develop infrastructure facilities in the campus area. They are as follows :

1. Separate girl's hostel is to be construct out the back of main college building.
2. The institution is also planning to set up solar system in order to meet the energy requirement of the campus.

3. List the infrastructure facilities available for co-curricular activities and extracurricular activities including games and sports.

The college is having twenty classrooms and a computer laboratory to run academic activities. The prayer hall, staff room and principal chamber and administrative section, the cultural activities

of the college are organized in open ground in the college premises. The college has spared a spacious ground for sports activities and games. It has been in use since the establishment of the college. It has been utilized for various games like cricket, volleyball, kabbadi, kho-kho, long jump, high jump, javelin, throw, hammer throw, pole vaulting, 100 meters and 200 meters, running and other sports activities. All required sports equipments and coaching are provided to students.

The college has infrastructural facilities like seminar hall, central hall for prayer and also for cultural activities.

4. **Give details on the physical infrastructure shared with other programmes of the institution of other institutions of the parents society of university.**

Campus facilities like various sports ground, central library, canteen and health center are shared with under graduate colleges.

5. **Give details on the facilities available with the institution to ensure the health and hygiene of the staff and student (rest rooms for women, wash rooms facilities for men and women, canteen, health center, etc.)**

To ensure health and hygiene of staff and student institution takes services of a doctor on contractual base. The college at present is able to provide separate rest room for female students and staff. There are a separate wash room and rest rooms and toilets available for them is having canteen facilities and health center on sharing base.

6. **Is there any hostel facility for students? If yes, give details of capacity, no of rooms, occupancy details, recreational facilities including sports and games, health and hygiene facilities, etc.**

At present, there is hostel facility being developed present. Also developed health center.

4.2 MAINTENANCE OF INFRASTRUCTURE.

1. **What is the budget allocation and utilization in the last five years for the maintenance of the following? Give justification for the allocation and unspent balance if any.**
   - **Building**
   - **Laboratories**
   - **Furniture**
   - **Equipments**
   - **Computers**
   - **Transport/Vehicle**

   Infrastructure under the college campus area of the institution is maintained through the following regular measures.

   1. Financial support by the management.
   2. Donation and fund collected from the linkage of the institution.
   3. Provision of annual contract services.
   4. Formation of various committees.

   For the maintenance of the equipments and computers, the institution has engaged **We Care Computer - Rajkot**. There is full time staff for the maintenance of garden, grounds and other infrastructure. The institute has a vehicle for the transport.

2. **How does the institution plan and ensure that the available infrastructure is optimally utilized?**

   The college has individual Budgetary Committee. The institution spends the required amount for various projects out of its own funds. While spending the amount all care has been taken for the optimal utilization of the funds. The Budgetary Committee looks after it.

3. **How does the institution consider the environmental issues associated with the infrastructure?**

The institution is located in the rural area so infrastructure development of the institution hasn't blocked just because of the environmental issues.

4.3   LIBRARY AS LEARNING RESOURCES

1. **Does the institution have a qualified librarian and sufficient technical staff to support the library (materials collection and media/computer services)?**

Yes qualified librarian is appointed and technical support staff also appointed.

2. **What are the library resources available to the staff and students? (Number of books-volumes and titles, journals-national and international, magazines, audio visual teaching-learning resources, software, internet access, etc.).**

Facilities such as computer internet and photocopier are made available in the central library of the college during its working hours to the students and the staff are free to approach the library for the use of available electronic gadgets and books. Also available wi-fi facilities.

3. **Does the institution have in place, a mechanism to systematically review the various library resources for adequate access, relevance, etc. and to make acquisition decisions. If yes, give details including the composition and functioning of library committee.**

Yes the institution has mechanism to review various library resources with the help of the co-ordination between IQAC and library committee. Alumni also is a helping hand here.

Generally this three bodies collaborate the efforts of maintaining, controlling & functioning of the above maintenance facilities.

4. **Is your library computerized? If yes, give details.**

The library services are computerized only to some extent. Library computer is using ACHARYA SOFTWARE of sun software. The entries of all books available in the library are fed in it for the convenience and easy access.

5. **Does the institution library have Computer, Internet and Reprographic facilities? If yes, give details on the access to the staff and students and the frequency of use.**

Facilities such as computer internet and photocopier are made available in the central library of the college during its working hours to the students and the staff are free to approach the library for the use of available electronic gadgets and books.

6. **Does the institution make use of Inflibnet/Delnet/IUC facilities? If yes, give details.**

The institution library does not use INFLIBNET / DELNET / IUC facilities.

7. **Give details on the working days of the library? (Days the library is open in an academic year, hours the library remains open per day etc.)**

The library is kept open on all the working days of the institution in an academic year, as per the data of 2013-14 it remained open for 220 days. The working hours of the library as mentioned earlier are nine hours per day. It works from 8-00 a.m. to 5-00 p.m.

8. **How do the staff and students come to know of the new arrivals?**

To motivate students and teachers for the reading of existing and new arrivals the list of existing books is made available from the librarian but with regards to new arrivals the list for the same is specifically displayed on the library notice board, this list helps them in drawing their attention to the new arrivals. Further more

the Library Advisory Committee arranges programmes like *"Vanchan Shibir"* and *"Book Review"* to encourage the students and staff.

9. Does the institution's library have a book bank? If yes, how is the book bank facility utilized by the students?

There is no book bank facility in the library.

10. What are the special facilities offered by the library to the visually and physically challenged persons?

There is no Braille material in the library. However visually disabled students are very rare in the institution. Since the establishment of the institution, there has not been a single such case reported. In case of physically challenged persons special help is provided to them in borrowing and returning books to the library by the staff of the library.

4.4 ICT as Learning Resource

1. Give details of ICT facilities available in the institution (Computer lab, hardware, software, internet connectivity, access, audio visual, other media and materials) and how the institutions ensures the optimum use of the facilities.

Institute is equipped with ICT facilities. One well equipped computer lab is running with every needed facilities. for the details of computer lab, software, internet connectivity, access, audio visual, other media and materials please see annexure 7.

2. Is there a provision in the curriculum for imparting computer skills to all students ? If yes give details on the majors skills included.

Yes, for imparting computer skills to the students there is separate subject Computer Education in curriculum. The students are exposed to major skills of computer in education. They are as under.

(i)   Operating System
> Windows

(ii)   Application Software
> MS Office
>
> MS Word
>
> MS Excel
>
> MS Power point
>
> Internet

(iii)   Computer Fundamental
> Hardware, Input, Processing, Output, Basic of Computer.

In addition to this institution also runs Computer Concept Certificate (C.C.C.) course from Dr. Babasaheb Ambedkar Open University(BAOU). This has benefited the students well.

3. How and to what extent does the institution incorporate and make use of the new technologies / ICT in curriculum transactional processes ?

Institution always tries to use new technologies / ICT in daily teaching and learning process according to curriculum and also applies in functions and institutional programs.

4. **What are major areas and initiatives for which student teachers use/ adopt technology in practice teaching ? (Developing lessons plans, classroom transactions, evaluation, preparation of teaching aids)**

Institution currently uses computers and other devices for the administrative purpose and academic purpose. Teachers and students are using technology to prepare and to develop lesson plans, to make classroom activities effective. Students gets ideas and use computer software like power point to prepare and to develop new innovative teaching aids.

4.5 OTHER FACILITIES

1. **How is the instructional infrastructure optimally used? Does the institution share its facilities with others for e.g.: serve as information technology resource in education to the institution (beyond the program) to other institutions and to the community.**

Best efforts are rendered for the optimal use of instructional infrastructure. Yes the infrastructure facilities are shared informally for other stakes holder like near by institution and local community members.

2. **What are the various audio-visual facilities / Materials (CDs, audio and video cassettes and other materials related to the program) available with the institution? How are the student teachers encouraged to optimally use them for learning including practice teaching?**

Yes, such kind of materials are available to benefit the teachers and the students.

3. **What are the various general and methods laboratories available with the institution? How does the institution enhance the facilities and ensure maintenance of the equipment and other facilities?**

Institution having general science laboratory and psychological laboratory. Institution is planning to prepare method laboratories according to the needs of the various subjects. For the maintenance of the equipments and other facilities institution has given Annual Maintenance Contract.

4. **Give details on the facilities like multipurpose hall, workshop, music and sports, transports etc. available with the institution.**

Institution is having a multipurpose hall for daily prayer, seminars, cultural programmes, conferences etc. One Workshop is utilized for preparing teaching aids, there is a sports and recreation room for musical instruments, Instrument for various sports. There is a enough parking place on the campus.

5. **Are the classrooms equipped for the use of latest technologies for teaching? If yes give details if no, indicate the institution's future plans to modernize the classrooms.**

Yes, to some extent, we believe that we have tried to equip the classrooms for best input. However the process of modernizing them is still in progress. We would like to equip them with the modern devices like Multimedia Projectors, Over Head Projectors, Slide Projectors, along with comfortable seating arrangement, smart board, tablets etc.

4.6 BEST PRACTICES IN INFRASTRUCTURE AND LEARNING RESOURCES.

1. How does the faculty seek to model and reflect on the best practice in the diversity of instruction, including the use of technology ?

Every year the exhibition of TLM is organized and students are oriented to use TLM in classroom practices.

The institution has organized two seminar, one state level and second national level, for the fulfillment of enhancement majors undertaken.

2. List innovative practices related to the use of ICT, which contributed to quality enhancement.

There is no extra innovative practices related to the use of ICT. But we will give a tablet in near future.

3. What innovations/best practices in 'Infrastructure and Learning Resources' are in vogue or adopted/adapted by the institution ?

The institution has adopted the process double assessment for pri-semester exam.

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

1. **What were the evaluative observations made under *Infrastructure and Learning Resources* in the previous assessment report and how have they been acted upon?**

   In this criterion the NAAC peer team suggested some oral suggestions. However in this criterion was not attended satisfactory in the by our institution we have tried to remove the deficiency in the infrastructure and learning resources.

2. **What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Infrastructure and Learning Resources?**

   So far as quality enhancement concern since the accreditation the institution has taken the following majors.
   1. Recruitment of staff was maintained and proper procedure followed taken.
   2. Monthly test were added to ensure continues and comprehensive evaluation.
   3. Computer lab has been made more equipped for timing to timing ITC Lab has extended.

CRITERION V

STUDENT SUPPORT AND PROGRESSION

5.1 STUDENT PROGRESSION

1. How does the institution assess the students' preparedness for the programme and ensure that they receive appropriate academic and professional advice through the commencement of their professional education programme [students pre-requisite knowledge and skill to advance] to completion?

Institution assess the pupils readiness and preparedness through well effective method like Teacher Aptitude Test. The data and information collected through test, are analyzed properly. Moreover Micro Teaching also helps for the development of different skills.

2. How does the institution ensure that the campus environment promotes motivation satisfaction development and performance improvement of the students?

The atmosphere of the institute is appropriate to cultivate the personalities for the future needs. At the entrance of the campus thought provoking slogans are written on signboards along the road. Inside the building, there are bulletin boards decorated with good inspiring presentation of students. Students get advantages of well knowledgeable professors and visiting faculty members. Fully equipped library inspires them to pursue their studies.

The inner walls of the building are ornamented with photographs of Indian personalities to encourage the students.

3. **Give gender-wise drop-out rate after admission in the last five years and list possible reasons for the drop out. Describe (if any) the mechanism adopted by the institution for controlling the drop out?**

Programme Drop-out rate for the last five batches.

Programme	2010-11	2011-12	2012-13	2013-14	2014-15
B.Ed.	-	-	-	-	1.0%

Possible reasons are….

1. Social reasons like transfer and marriage.
2. Academic reasons like preferring other courses.

Generally there is no fix mechanism because drop out rate is very minor. However the principal as well as faculty try to solve social or personal reason for the same.

4. **What additional services are provided to students for enabling them to compete for the jobs and progress to higher education? How many students appeared / qualified in SLET, NET, Central/ state services through competitive examination in the last two years?**

No, there is no additional service provided to students for the same. Since last year but the institution is planning to arrange a training programme for competitive exam from the next year. Last year there was not a single student qualified in SLET or NET.

5. **What percentage of students of and average go for further studies/choose teaching as a career? Give details for the last three years?**

The institution is situated in the rural area. Most of the students of this institution are from the neighboring areas. Generally, after the completion of the programme (B.Ed.) most of the students absorb themselves either in teaching profession or in further studies.

Unfortunately, the concrete database is not available but we have tried to trace out the rough percentage of the students track record which is as under :

After completion of programme seventeen percent of students go for further studies and probably thirty percent student chosen teaching as a career.

6. Does the institution provide training and access to library and other education related electronic information, audio/ video resources, computer hardware and software related and other resources available to the student teachers after graduating from the institution? If yes give details on the same.

After completion of the programme only access to the library facilities is available.

7. Does the institution provide placement services? If yes, give details on the services provided for the last two years and the number of students who have benefited.

One placement cell has been formatted. The committee has done on campus placement cell in last two years.

8. What are the difficulties (if any) faced by placement cell? How does the institution overcome these difficulties?

Generally the placement cell faces following difficulties.

    i. As the institute is situated in rural area, very few employers choose to come for placement services.

    ii. After B.Ed. most of the students themselves approach various sources such as schools, tuition classes, colleges, government offices, employment exchange offices etc.

    iii. The Governement of Gujarat under the scheme of Sahayak recruits thousands of teachers on merit base therefore practically less need remain for the placement cell.

9. **Does the institution have arrangements with practice teaching schools for placement of the student teachers?**

   The practising schools in the region sometimes offer jobs to students with caliber. But their number is very small.

10. **What are the resources (financial, human and ICT) provided by the institution to the placement cell?**

   Placement cell is free to utilize funds, human resources, and other resources as and when needed.

5.2 STUDENT SUPPORT

1. **How are the curricular (teaching- learning processes), co-curricular and extracurricular programmes planned, (developing academic calendar, communication across the institution, feedback) evaluated and revised to achieve the objectives and effective implementation of the curriculum?**

   To achieve the objectives and effective implementation of the curriculum academic calendar is prepared by the institute. For evaluation feedback is taken from the students regularly.

2. **How is the curricular planning done differently for physically challenged students?**

   If we look at the statistics of the student getting admission to the institution very minor percentage of such students. (Physical challenged) get admission every year. The ratio is almost 1:100. Therefore there is hardly any need to develop separate planning for such students

3. **Does the institution have mentoring arrangements? If yes, how is it organised?**

   There is no such arrangement.

4. What are the various provisions in the institution, which support and enhance the effectiveness of the faculty in teaching and mentoring of students?

Student's feedback for the effectiveness of faculty is taken regularly.

5. Does the institution have its website'? If yes, what is the information posted on the site and how often is it updated?

Yes, all the information related to the institution, academic and students is available. It is updated once in a year.

6. Does the institution have a remedial programme for academically low achievers? If yes, give details.

Yes, the students are divided in five groups after first prelim exams are over. On the bases of result the students are divided into groups like

    i.   Students who have got below20% of marks.
    ii. Students whose percentage is between 21% to 40%
    iii. Students whose percentage is between 41% to 60%
    iv. Students whose percentage is between 61% to 80%
    v. Students with more than 80% of marks.

Thus academically low achievers are treated separately and differently. They are provided proper help.

7. What specific teaching strategies are adopted for teaching
    a. Advanced learners and (b) Slow Learners

For the Advanced learners assignments are given and counseling sessions are arranged. While for slow learner remedial teaching, assignment and counseling sessions are arranged.

8. **What are the various guidance and counseling services available to the students? Give details.**

The following services are provided to students
1.   Career corner
2.   Experts lectures
3.   Guidance for competitive Exams

9. **What is the grievance redressal mechanism adopted by the institution for students? What are the major grievances redressed in last two years?**

Grievance Redressal Cell has been formulated recently but no any concrete work has been done.

10. **How is the progress of the candidates at different stages of programs monitored and advised?**

Progress of the candidates is monitored through various activities organized by committee.

11. **How does the institution ensure the student's competency to begin practice teaching (Pre-practice preparation details) and what is the follow-up support in the field (practice teaching) provided to the students during practice teaching in schools?**

According to curriculum planning, simulated teaching, micro teaching practices and bridging the various skills of teaching are inculcated among the teacher trainees.

5.3 STUDENT ACTIVITIES

1. Does the institution have an Alumni Association? If yes,

     i. List the current office bearers.

        No

     ii. Give the year of the last election

     iii. List Alumni Association activities of last two years.

     iv. Give details of the top ten alumni occupying prominent position.

     v. Give details on the contribution of alumni to the growth and development of the institution.

2. How does the institution encourage students to participate in extra curricular activities including sports and games? Give details on the achievements of students during the last two years.

Basically, being a teacher training institution trainees are hectically engaged in their day to day academic work. They find very less time for participating in sports and related activities. The institution tries to encourage trainees to participate in sports and related activities by special prize distribution ceremony and open acceptance and acknowledgement in prayer assembly.

3. How does the institution involve and encourage students to publish materials like catalogues, wall magazines, college magazine, and other material. List the major publications/materials brought out by the students during the previous academic session.

One of the student committees co-ordinates the publishing materials like, catalogues, magazines etc. here is the list of publication materials which has been done by the students during the previous year.

4. **Does the institution have a student council or any similar body? Give details on – constitution, major activities and funding.**

There is no student council but there is one student support committee.

5. **Give details of the various bodies and their activities (academic and administrative), which have student representation on it.**

The various committees are formulated by the institution and there is enough student representation for the details of the different committees(academic and administrative).

6. **Does the institution have a mechanism to seek and use data and feedback from its graduates and from employers to improve the preparation of the programme and the growth and development of the institution?**

There is a mechanism to seek students feedback to improve the programme.

5.4 BEST PRACTICES IN STUDENT SUPPORT AND PROGRESSION.

1. **Give details of institutional best practices in Student Support and Progression?**

We treat our students with sympathy and love. The institution never cares even for financial loss or deficit in order to render support and services to our students.

Our best practices are :

(i)   Adaption of students by teacher educators.

(ii)   Financial support from the trustees(personal)

(iii)   Warmth and personal guidance in accommodation, food and social status.

(iv)   Pledge taken by the student on his/her birthday.

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

1. **What were the evaluative observations made under *Student Support and Progression* in the previous assessment report and how have they been acted upon?**

    In this criterion the NAAC peer team suggested some oral suggestion however in this criterion was not attended satisfactory in the by our institution. We have try to remove the deficiency in the student supports and progression.

2. **What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Student Support and Progression?**

    There was a suggestion of placement cell by peer team. The institution had tried to materialize the same but unfortunately the location of the institution of in rural area secondary and the major lots of qualified trainees are recruited by the state government. These two strong reasons do not let the idea or placement cell materialize strongly.

Criterion VI

Governance and Leadership

6.1 INSTITUTIONAL VISION AND LEADERSHIP

1. **What are the institution's stated purpose, vision, mission and values? How are they made known to the various stakeholders?**

❖ **Our Mission**

- Duty, dedication & devotion towards society.
- Development of ideals conjoined to Indian Culture.

❖ **Our Vision**

- To contribute towards development of knowledge society.
- To contribute towards societal reconstruction through quality education.
- To seek, create and transmit knowledge.
- To enlight, activate and regenerate individual.
- To empower trainees in achieving their professional goals.
- To familiarize trainees about India's great reformers, who have contributed immensely in the upliftment of Indian Culture.
- To develop teachers corps, dedicated to nation and academic Excellency

2. Does the mission include the institution's goals and objectives in terms of addressing the needs of the society, the students it seeks to serve, the school sector, education institution's traditions and value orientations?

Yes, institution goals and objectives are included in its mission. Goals and objectives are formulated according to the needs of local community, society and to present social needs.

3. Enumerate the top management's commitment, leadership role and involvement for effective and efficient transaction of teaching and learning processes (functioning and composition of various committees and board of management, BOG, etc.)

For good management institution has formulated various committees. Every committee has one convener to monitor the process of taking decision. The convener of every cell looks after for their work and to improve academic performance of students. For details of committees and leadership and functioning.

4. How does the management and head of the institution ensure that responsibilities are defined and communicated to the staff of the institution?

Through monitoring of the various committees the head of the institution ensures the responsibilities and the functions of each committee.

5. How does the management/head of the institution ensure that valid information (from feedback and personal contacts etc.) is available for the management to review the activities of the institution?

Through the personal contacts and monitoring the management ensures the activities of the institution.

6. How does the institution identify and address the barriers (if any) in achieving the vision/mission and goals?

Through personal contacts, experience and monitoring the same is handled.

7. How does the management encourage and support involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes?

The staff enjoys freedom from the management in order to improve their vocational effectiveness and efficiency. They are free to utilize all the resources available in the institution.

8. Describe the leadership role of the head of the institution in governance and management of the curriculum, administration, allocation and utilization of resources for the preparation of students.

The leadership role of the head of the institution is like the head of the family. As a team leader the staff and faculty are encouraged in order to govern and manage the curriculum, administration and utilization of resources for the preparation of the students.

6.2 ORGANIZATIONAL ARRANGEMENTS

1. List the different committees constituted by the institution for management of different institutional activities? Give details of the meetings held and the decisions made, regarding academic management, finance, infrastructure, faculty, research, extension and linkages and examinations during the last year.

For the list of the different committees, function of various committees.

2. The organizational structure and the details of the academic and administrative bodies of the institution.

For the details of academic and administrative bodies.

3. **To what extent is the administration decentralized? Give the structure and details of its functioning.**

We have tried to decentralize the institutional tasks, academic as well as administrative. For this purpose we have formulated a sort of structure where the individual functions and services are automatically decentralized in the form of a functioning team.

4. **How does the institution collaborate with other sections/departments and school personnel to improve and plan the quality of educational provisions?**

Principal, Non-teaching staff of nearby schools are arranged yearly in order to achieved quality for short term skill development course.

5. **Does the institution use the various data and information obtained from the feedback in decision-making and performance improvement? If yes, give details.**

There is no concrete use however in decision making process involvement of staff, faculty and student is always welcome.

Regarding performance improvement during staff meeting the concerned persons are given proper instruction and help in order to improve their performance.

6. **What are the institution's initiatives in promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty? (Skill sharing across departments' creating/providing conducive environment).**

Generally there is family like atmosphere in the institution. So the staff members work co-operatively. The faculty members share their knowledge of innovation and improvement as well as skills. During formal meeting as well as in formal meeting conducive environment is produced.

6.3 STRATEGY DEVELOPMENT AND DEPLOYMENT

1. Has the institution an MIS in place, to select, collect align and integrate data and information on academic and administrative aspects of the institution?

There is no such system.

2. How does the institution allocate resources (human and financial) for accomplishment and sustaining the changes resulting from the action plans?

There is no concrete accomplishment.

3. How are the resources needed (human and financial) to support the implementation of the mission and goals, planned and obtained?

The institute has steering and budgetary committee which looks after the budgetary demand and human support for the implementation of the mission and goals.

4. Describe the procedure of developing academic plan. How are the practice teaching schoolteachers, faculty and administrators involved in the planning process?

Sometimes the principals of practice teaching schools and teachers are invited by IQAC and steering and budgetary committee and their views are shared.

5. How are the objectives communicated and deployed at all levels to   assure individual employee's contribution for institutional development?

The objective of teaching institution themselves assure all round development of students along with institutional development.

6. How and with what frequency are the vision, mission and implementation plans monitored, evaluated and revised?

The steering and budgetary committee as well as IQAC looks after the implementation of plans. However there is no fixed mechanism for the evaluation of this implementation. Generally both the committees evaluate them informally in the form of their regular functioning and all try to revise them.

7. How does the institution plan and deploy the new technology?

The institution is willing to share its efforts through the resources available on the campus so that it may practice and deploy new technology.

6.4 HUMAN RESOURCE MANAGEMENT

1. How do you identify the faculty development needs and career progression of the staff?

There is no specific mechanism but through informal conversation; the head of institution identifies the needs.

2. What are the mechanisms in place for performance assessment (teaching, research, service) of faculty and staff? (Self–appraisal method, comprehensive evaluations by students and peers). Does the institution use the evaluations to improve teaching, research and service of the faculty and other staff?

The evaluation of faculty is done by the students regularly and the data is utilized to improve teaching of the faculty.

3. **What are the welfare measures for the staff and faculty? (Mention only those which affect and improve staff well-being, satisfaction and motivation).**

There is family like atmosphere among staff members. We arrange a programme "Live together, work together and enjoy together".

4. **Has the institution conducted any staff development programme for skill up-gradation and training of the teaching and non-teaching staff? If yes, give details.**

(i)   One such programme was arranged for non-teaching staff during the year 2013-'14

(ii)   We are thinking to arrange one more for teaching staff.

5. **What are the strategies and implementation plans of the institution to recruit and retain diverse faculty and other staff who have the desired qualifications, knowledge and skills (Recruitment policy, salary structure, service conditions) and how does the institution align these with the requirements of the statutory and regulatory bodies (NCTE, UGC, University etc.)?**

Recruitment Procedure-

Teaching and non teaching staff is recruited according to rules and regulations of the Saurashtra University, Government of Gujarat and NCTE according to it; advertisement is given in two widely spread newspapers (dailies). Applications are invited for the same on the basis of published advertisement. The vice-chancellor nominates representatives in interview committee. Thus, the staff selection committee is framed.

New teaching positions are created either ....

ii)   Resignation of existing staff member

iii)   Death of existing staff member

iv)   Retirement of existing staff member

v)   Dismissal of existing staff member

vi)   Increase of student strength.

The staff is recruited as per the standards and norms laid by NCTE. The salary of the staff is paid according to UGC scales.

6. What are the criteria for employing part-time/Adhoc faculty? How is the part-time/Adhoc faculty different from the regular faculty? (E.g. salary structure, workload, specializations).

The criteria for employing part time faculty have been developed by the institution itself. The institution searches keeping in view, the requirement and specialization of part time faculty. They are approached personally and employed on rupture conditions, which include their salary structure, workload and functions at the institution.

7. What are the policies, resources and practices of the institution that support and ensure the professional development of the faculty? (E.g. budget allocation for staff development, sponsoring for advanced study, research, participation in seminars, conferences, workshops, etc. and supporting membership and active involvement in local, state, national and international professional associations).

We have allotted the fund in budget for faculty development programme.

8. What are the physical facilities provided to faculty? (Well-maintained and functional office, instructional and other space to carry out their work effectively).

The physical facilities provided to faculty are sufficient. So that the faculties can carry out their work effectively.

9. What are the major mechanisms in place for faculty and other stakeholders to seek information and/or make complaints?

One grievance redressal cell has been formulated by the institution, which looks after the complaints of the staff and settles their problem.

10. **Detail on the workload policies and practices that encourage faculty to be engaged in a wide range of professional and administrative activities including teaching, research, assessment, mentoring, working with schools and community engagement.**

The workload policies and practices are maintained as per NCTE, UGC and Gujarat Government norms and standards.

11. **Does the institution have any mechanism to reward and motivate staff members? If yes, give details.**

The institution has formed Staff Welfare and Recreation Committee for this purpose.

6.5 FINANCIAL MANAGEMENT AND RESOURCE MOBILIZATION

1. **Does the institution get financial support from the government? If yes, mention the grants received in the last three years under different heads. If no, give details of the source of revenue and income generated.**

No, this is a self financed institution. The source of income is as follows.

i. Donation

ii. Fees

iii) Bank Interest

2. **What is the quantum of resources mobilized through donations? Give information for the last three years.**

For details

3. **Is the operational budget of the institution adequate to cover the day-to-day expenses? If no, how is the deficit met?**

Yes, It is a adequate to cover the day to day expenses.

4. **What are the budgetary resources to fulfill the missions and offer quality programs? (Budget allocations over the past five years, depicted through income expenditure statements, future planning, resources allocated during the current year, and excess/deficit)**

For details.

5. **Are the accounts audited regularly? If yes, give the details of internal and external audit procedures and information on the outcome of last two audits. (Major pending audit paras, objections raised and dropped).**

There is only internal audit system, which is done by a charted accountant appointed by the institution.

6. **Has the institution computerized its finance management systems? If yes, give details.**

The accounts are maintained with the help of computer system.

6. 6 BEST PRACTICES IN GOVERNANCE AND LEADERSHIP

1. **What are the significant best practices in Governance and Leadership carried out by the institution?**

We follow Team Work Approach.

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

1. **What were the evaluative observations made under *Governance and Leadership* in the previous assessment report and how have they been acted upon?**

The peer team observe very minor work done in this criterion.
In this criterion the NAAC peer team suggested some oral suggestion.

2. **What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Governance and Leadership ?**

The institution however made efforts to accomplished the remaining gape but the major reason for the failure again rural area were highly talented and qualified staff is not available. This is why the institution is lacking in this criterion.

Criterion VII

INNOVATIVE PRACTICES

7. 1 INTERNAL QUALITY ASSURANCE SYSTEM

1. Has the institution established Internal Quality Assurance Cell (IQAC)? If yes, give its year of establishment, composition and major activities undertaken.

Yes, our institution has established Internal Quality Assurance Cell. The IQAC was established in July-2007. It is a seven members committee which includes;

1)   Trust Secretary

2)   Trust member

3)   Five staff members

Trust secretary works as a chair person. Trust member is a member of IQAC. He is rotated every year. Four teaching staff members are also members of IQAC. Two of them are rotated every year. One staff member works as a convener. One non-teaching staff member is also member of IQAC.

The Convener organizes meetings every month. The convener discusses all issues regarding quality assurance and enhancement.

This year, IQAC constituted as follows:

- Ramjibhai Herma   (Managing Trustee & Chair Person)
- Smt. Hansika Herma   (Trust member)
- Dr. Sanjaykumar   (Convener-Lecturer)
- Krupal Bhadresara   Lecturer
- Jayaben Godhaniya   Lecturer
- Rambhai Visani   Lecturer
- Pinalbhai Shukla   (Non-teaching staff member)
- Jaydeepsinh Jadeja   (Non-teaching staff member)

Major activities undertaken by IQAC are as follows.

- Designing and implementing the academic calendar of the institution.
- Development and application of parameters for various academic and administrative activities of the Institution.
- Development and application of innovative practices in programmes leading to quality enhancement.
- To create centric environment conductive for quality education
- Planning and monitoring of all institutional process.
- Development of "Method classroom" to enhance learning.

2. Describe the mechanism used by the institution to evaluate the achievement of goals and objectives.

There is no formal mechanism used by the institution to evaluate the achievement of goals and objectives. However through informal meeting dialogues and discussion the institution tries to evaluate how a goals and objectives are achieved.

3. How does the institution ensure the quality of its academic programmes?

The quality of academic four meeting in a year is ensured through informal discussion during staff meeting. It is also ensured by skill and knowledge which the teacher - students develop during their course of learning. Development in national feeling, orientation to society, professionalistic approach, possibility of getting employment and willingness to compete with others are some of the parameters to measure the quality of programmes.

4. How does the institution ensure the quality of its administration and financial management processes?

No formal mechanism is used by institution to ensure the quality of its administration and financial audit processes.

5. How does the institution identify and share good practices with various constituents of the institution.

No formal mechanism is used by the institution to identify and share good practices with various constituents of the institution.

Generally our institution is having stable and everlasting relationship and bondages with the practice teaching schools, other constituents and NGOs situated in the neighboring area.

7.2 INCLUSIVE PRACTICES

1. How does the institution sensitise teachers to issues of inclusion and the focus given to these in the national policies and the school curriculum.

The issues of inclusion and focus to the national policies and school curriculum have been taken care. However, there is no such regular system, the management prepares teachers devoted to national policy and school curriculum.

2. What is the provision in the academic plan for students to learn about inclusion and exceptionalities as well as gender differences and their impact on learning.

The institution through its academic plan clearly show that there is no gender difference. The same is practised in its day to day functioning. So the students of any sex may have freedom for learning.

3. Detail on the various activities envisioned in the curriculum to create learning environments that foster positive social interaction, active engagement in learning and self-motivation.

The activities envisioned in the curriculum to create learning environment that foster positive social interaction, active engagement in learning and self motivation are as follows.

1. Internship programme
2. off campus programme
3. celebration of national festivals
4. SUPW (Socially Useful Productive Work)
5. orientation to community

4. How does the institution ensure that student teachers develop proficiency for working with children from diverse backgrounds and exceptionalities?

The institution theoretically gives proper weightage to ensure that student teacher develop proficiency for working with children, from diverse background and exceptionalities. Informally, they are also trained to dedicate themselves towards the commitment of their professional demands.

5. How does the institution address to the special needs of the physically challenged and differently-abled students enrolled in the institution?

There are no special resources for physically challenged and differently abled students. But they are encouraged and helped to take advantage of the resources available. They are treated sympathetically and differently without being humiliated by the faculty members.

6. How does the institution handle and respond to gender sensitive issues (activities of women cell and other similar bodies dealing with gender sensitive issues)?

Separate women cell has been formulated. They meet regularly and take care of gender sensitive issues. Suggestion box for women in our college.

7. 3 STAKEHOLDER RELATIONSHIPS:

1. How does the institution ensure the access to the information on organizational performance (Academic and Administrative) to the stakeholders?

The institution ensures freedom to its stakeholder in the matter of accessing information whether academic or administrative. The same is maintained through informal relationship with the stakeholders.

2. How does the institution share and use the information/data on success and failures of various processes, satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvement?

The students feedback are given prime importance for bringing qualitative improvement.

3. What are the feedback mechanisms in vogue to collect, collate and data from students, professional community, Alumni and other stakeholders on program quality? How does the institution use the information for quality improvement?

The feedback mechanism taken from student is given prime importance and the same cannot be for quality improvement because the programme is developed by some other agencies.

Additional information to be provided by institutions opting for Re accreditation

1. How are the core value of NAAC reflected in the various function of the institution?

Our institution underwent the accreditation process for the first time in the year 2008-'09. This process proved to be adding life to the today to day routine of the institution. We benefited a lot so far as quality is concern from the various prospects of the teacher education.

In short for us for us it was like a rebirth of the institutional existinance and this encourage us to go for re-assessment.

We strongly believe, as an institution that if we opt for re-accreditation the outcomes of this process will definitely strengthen various institution aspects. We have big faith in establishing norms in monitoring quality and in enhancing major actions in order to lead the institution, towards the path of development. In a nut shall NAAC is for us, for the quality and for the accomplishment of our visions and missions.