



YEARLY STATUS REPORT - 2022-2023

Part A

Data of the Institution

1.Name of the Institution		V.T.Choksi Sarvajanic College of Education
• Name of the Head of the institution	Dr.Nalinchandra Gulabbhai Patel	
• Designation	In charge Principal	
• Does the institution function from its own campus?	Yes	
• Alternate phone No.	02612254109	
• Mobile No:	9909362835	
• Registered e-mail ID (Principal)	principal@vtcbcd.org	
• Alternate Email ID	ngpatel63@gmail.com	
• Address	V.T.ChoksiSarvajanic College of Education, Near Lal Bungalow, Athwa Lines, Surat-395007, Gujarat	
• City/Town	Surat	
• State/UT	Gujarat	
• Pin Code	395007	
2.Institutional status		
• Teacher Education/ Special Education/Physical Education:	Teacher Education	
• Type of Institution	Co-education	

• Location	Urban				
• Financial Status	Grants-in aid				
• Name of the Affiliating University	Veer Narmad South Gujarat University				
• Name of the IQAC Co-ordinator/Director	Dr.Narendrasinh Pratapsinh Gohil				
• Phone No.	02612254109				
• Alternate phone No.(IQAC)	9909362835				
• Mobile (IQAC)	9426363759				
• IQAC e-mail address	npgohil74@gmail.com				
• Alternate e-mail address (IQAC)	principal@vtcbcd.org				
3.Website address	https://www.vtcbcd.org/				
• Web-link of the AQAR: (Previous Academic Year)	https://www.vtcbcd.org/upload/iqac/1.%20AQAR-2021-22.pdf				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	https://www.vtcbcd.org/upload/iqac/2.%20Academic Calendar 2022-23 JGJ OK.pdf				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 2	A	3.18	2016	17/03/2016	16/03/2021
Cycle 1	B	2.58	2008	16/09/2008	15/09/2015
6.Date of Establishment of IQAC			09/10/2010		
7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMNTT etc.					

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
NA	NA	NA	01/04/2022	0
8.Whether composition of IQAC as per latest NAAC guidelines		Yes		
• Upload latest notification of formation of IQAC		View File		
9.No. of IQAC meetings held during the year		2		
• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?		Yes		
• (Please upload, minutes of meetings and action taken report)		View File		
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?		No		
• If yes, mention the amount				
11.Significant contributions made by IQAC during the current year (maximum five bullets)				
National Seminar				
Seven band (Saptadhara) Activities				
Practice Teaching				
Teaching Learning Activities				
Action Researches				
12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).				

Plan of Action	Achievements/Outcomes
Orientation of first year students: 2022-23	Students become aware of: (i)Teaching profession (ii)Capacity and standard of the college in the formation of quality teachers
Staff orientation :2022-23	Staff were given orientation on (i) Self development:- (Team building) (ii) Skill Development:- (Graphical presentation skill, Blended teaching Skill) (iii)API (iv)Action Research
Soft Skill Coaching	(i) B.Ed. students got trained in Resume preparation, Interview skills with a mock interview. (ii) Student appointed as Graduate Teachers & Post graduate Teachers in Various schools through Campus Interview.
Performance based appraisal of Principal & Staff	(i) B.Ed Students had done objective evaluation about the performance of teaching staff. (ii) The results of feedback analysis had been presented to each teacher educators for their development & to improve their weak areas as pointed out by the students in the feedback.
ICT programme	(i) Microsoft word creation development (ii) Microsoft power point presentation skill (iii)M.S.Team Teaching Skill (iv)Google Meet Teaching Skill
National Seminar	Organized National Seminar on Unlocking Sustainable Development through an Indian Centric Education System on 25-26/03/2023
13.Whether the AQAR was placed before	Yes

statutory body?	
Name of the statutory body	
Name of the statutory body	Date of meeting(s)
IQAC	06/08/2023
14. Whether institutional data submitted to AISHE	
Year	Date of Submission
2021-22	10/12/2022
15. Multidisciplinary / interdisciplinary	
VTCSCE is a affiliated college of Veer Narmad South Gujarat University and follows its guidelines and norms in both letter and spirit.	
16. Academic bank of credits (ABC):	
Under the prescribed IITE curriculum being taught currently, there are credits assigned to papers which are not transferable but with the upcoming implementation of NEP in the academic year 2023-24, students will create a bank of credit which will be transferable and interdisciplinary and multidisciplinary in nature, Students will also have multiple entry exit options as per their requirements.	
17. Skill development:	
The college has continuously offered opportunities for students to develop their skills in tandem with changing needs.	
18. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)	
The curriculum being taught under VTCSCE gives students an in-depth understanding of our rich cultural heritage, including its language, culture and knowledge systems. Besides, regular performances, workshops and talks organised in collaboration with CTE & SES give students a wide and varied exposure.	
19. Focus on Outcome based education (OBE): Focus on Outcome based education (OBE):	
The Learning Outcome Curriculum Framework syllabi prescribed by the University of IITE was formulated with the final outcome expected of students of a particular course at the end of the programme. They	

are in sync with expectations of the programme and the desired skills and knowledge to be inculcated in students. The outcomes are delineated clearly, and the teaching plans outlined accordingly. This enhances the quality of education being imparted to them and frequent student faculty meetings help align pedagogy to the desired outcomes.

20.Distance education/online education:

V.T.Choksi Sarvajanic College of Education offers B.Ed. course in the regular mode only. Online tools and blending learning are used to augment and enhance pedagogy. Online classes and Open Book Exams were held as per directives of the IITE only during the lockdown necessitated by the pandemic. The college is the study centre for B.Ed. Courses offered by BAOU.

Extended Profile

1.Student

2.1 **98**

Number of students on roll during the year

File Description	Documents
Data Template	View File

2.2 **110**

Number of seats sanctioned during the year

File Description	Documents
Data Template	View File

2.3 **49**

Number of seats earmarked for reserved categories as per GOI/State Government during the year:

File Description	Documents
Data Template	View File

2.4 **47**

Number of outgoing / final year students during the year:

File Description	Documents
Data Template	View File
2.5 Number of graduating students during the year	47
File Description	Documents
Data Template	View File
2.6	51
Number of students enrolled during the year	
File Description	Documents
Data Template	View File
2. Institution	
4.1	4.44
Total expenditure, excluding salary, during the year (INR in Lakhs):	
4.2	43
Total number of computers on campus for academic purposes	
3. Teacher	
5.1	08
Number of full-time teachers during the year:	
File Description	Documents
Data Template	View File
Data Template	View File
5.2	08
Number of sanctioned posts for the year:	
Part B	
CURRICULAR ASPECTS	
1.1 - Curriculum Planning	

1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words

- At the commencement of an academic session, staff meetings are held in which the subjects of the IITE, Gandhinagar University syllabus are distributed to the teachers after discussion with them.
- Number of classes for each paper is allotted according to the syllabus of IITE, Gandhinagar University.
- Institute has a regular in-house practice of planning, reviewing, revising curriculum and adapting it to local context /situation.
- Orientation programme is organized every year for newly admitted students to make them aware of the mechanism for curriculum delivery and implementation.
- College Staff prepares the academic work schedule for each subject which is approved by the IQAC duly.
- Teachers prepare andragogy for their allotted Teaching Subjects.
- Classes are held according to the schedule under the supervision of IQAC.
- We have fully rich library with vast range of books for reference which is available for teachers and also for the students.
- ICT-enabled teaching-learning method, Use of different software, Scientific models and charts for effective lecture delivery, Distribution of class notes by faculties, Group discussion amongst the students during the class.
- Micro-teaching, stimulation and Digital lessons seminars are done by students which are associated with the curriculum.
- Visit to innovative schools, special schools of Excellence and educational excursions are carried out by the college.
- Seminars, workshops and special talks by experts are also organized frequently for the students.

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

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

A. All of the above

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

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

A. All of the Above

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

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://assessmentonline.naac.gov.in/storage/app/hei/SSR/110063/1.1.1_1640972548_6592.pdf
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	View File

1.2 - Academic Flexibility

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

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

12

File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	View File
Any other relevant information	https://www.iite.ac.in/downloads/curriculum-framework

1.2.2 - Number of value-added courses offered during the year**0****1.2.2.1 - Number of value-added courses offered during the year****0**

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

1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year**0****1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year****0**

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

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

One of the above

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

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

0

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

0

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

1.3 - Curriculum Enrichment

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

The curriculum includes courses that emphasise professional ethics,

which is crucial for educators to maintain the highest standards in their profession. There's a strong emphasis on gender equality, with specific courses addressing issues related to girls' child education, rights, and the prevention of abuse and violence against women and children.

The inclusion of human values education helps in developing morality and a clear understanding of ethical conduct, which is important in the field of education. The curriculum also focuses on environmental education, celebrating events like Environmental Day and participating in the Swachhata Abhiyan campaign, which is essential for creating environmentally conscious educators.

Field and community activities provide students with practical experiences to understand and address gender-related issues in real-world settings. The program offers a well-rounded skill development approach, covering teaching skills, interpersonal skills, computer skills, and communication skills. Microteaching and internships help students apply these skills effectively.

The inclusion of guest lectures and experts from various educational institutions enriches students' knowledge and exposure to diverse educational perspectives. The program ensures gender equality and provides equal opportunities for all students. The curriculum aims to shape not only knowledge but also values and attitudes related to various learning areas, which is important for holistic development.

File Description	Documents
List of activities conducted in support of each of the above	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File
Photographs indicating the participation of students, if any	View File

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

Students receive orientation on various types of cooperating

schools, including SSC (State), CISCE (Council for Indian School Certificate Examination), and CBSE (Central Board of School Education). The library provides textbooks from different educational boards for reference, allowing students to gain a deep understanding of the distinctions and similarities among these boards, such as the emphasis on theory, practical components, assessments, tests, norms, and standards. As part of their coursework, students are tasked with activities that require them to critically review and analyse the content within the textbooks of each board. They also develop a comparative perspective through online research on international school education systems, encyclopaedias, and internationally recognized textbooks. Students demonstrate their comprehension of these national and international educational boards through class discussions, debates, presentations, and reflections.

Furthermore, the curriculum encompasses learning, assessment, remediation, and action research. It emphasizes understanding the school context and the learner while encouraging active participation in school activities and the community. Faculty members dedicate significant efforts during the pre-internship program to help students grasp the interconnectedness of various learning experiences. The internship program effectively prepares future educators, with school supervisors mentoring student teachers to enhance their professional and instructional skills.

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

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

The curriculum at V.T. Choksi Sarvajanic College of Education is designed to give students a variety of experiences. The school offers a variety of curriculum that provide pupils the chance to put what they've learned into practice. The following strategies are

used to provide professional teaching training to students in order to accomplish this goal:

The college hosts a variety of extracurricular events, such as daily assemblies, cultural activities, sports days, yoga days, independence days, celebrations of significant days, and days honouring national heroes, freedom fighters, and writers on Janma Jayanti. These events help teacher candidates develop their collaborative, creative, and organizational skills, preparing them to become outstanding educators in the classroom.

The improving courses for professionals Students are able to internalize professional ethics and moral values through Reflective Reading and Art in Education, Environmental Education, Value Education, and Self-Development. This enables them to perform better in all activities and fit into the noble profession.

Micro Teaching is a simulation-based approach to teaching skills. Macro, digital, and yearly courses are all included in each teaching Techniques. Prior to the start of practice teaching, all faculty members participate in a panel discussion about micro and macro teaching. Through internship programs, student - teachers were able to pinpoint their pedagogical approach and proficiently use learning, motivation, classroom dynamics, and internalization theories while accommodating individual variances.

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

1.4 - Feedback System

1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI	All of the above
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File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	View File

1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following		Feedback collected, analyzed and action taken
File Description	Documents	
Stakeholder feedback analysis report with seal and signature of the Principal	View File	
Action taken report of the institution with seal and signature of the Principal	View File	
Any other relevant information	View File	
TEACHING-LEARNING AND EVALUATION		
2.1 - Student Enrollment and Profile		
2.1.1 - Enrolment of students during the year		
51		
2.1.1.1 - Number of students enrolled during the year		
51		
File Description	Documents	
Data as per Data Template	View File	
Document relating to sanction of intake from university	View File	
Approval letter of NCTE for intake of all programs	View File	
Approved admission list year-wise/ program-wise	View File	
Any other relevant information	View File	
2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the year		
30		
2.1.2.1 - Number of students enrolled from the reserved categories during the year		
30		

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

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

10

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

10

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

2.2 - Honoring Student Diversity

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

V.T.Choksi Sarvajanic College of Education is presently having the Assessment process is in place at entry level mechanisms for identify different learning needs of students by Content Test, Remedial Coaching for assessment of different learning needs. For the entry level formative assessments include: Content Test, Unit

Test, Portfolios, Group projects, Group discussion, Progress reports, Class discussions etc. The Content Test is prepared by each method masters and taken to test the ability of the trainee's content. After taking contest test, teacher give remedial coaching based on hard points. There are 2 methods are given to trainees, first is their own subject and another method is given to suit the interest of the student. Given the second method, the trainees of the main method teach by adopting the trainees of the second method. There are also attempts are made for professional skill through micro, simulation and macro lessons. Micro-teaching and seminars are done by students which are associated with the curriculum, Visit to innovative schools, visit to special schools, rural immersion programme and educational excursions are carried out by the college, Seminars, workshops and special talks by experts are also organized frequently for the students.

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

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

All of the above

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

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

Two of the above

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

2.2.4 - Student-Mentor ratio for the academic year

12:1

2.2.4.1 - Number of mentors in the Institution

08

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

2.3 - Teaching- Learning Process

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

College is presently having the Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning subsequent mechanisms for effective delivery of curriculum. At the commencement of an academic session, staff meetings are held in which the subjects of the IITE syllabus are distributed to the teachers after discussion with them. Number of classes for each paper is allotted according to the syllabus of IITE. Orientation programme is organized every year for newly admitted students to make them aware of the mechanism for curriculum delivery and implementation. Teachers prepare Endragogy for their allotted Teaching Subjects. Each and every units are mostly teach by Plan of Endragogy. To prepared an Endragogy, we chalk out diversity of students, classroom teaching methods based on diverse needs of different subjects are regularly used for the effective delivery of the curriculum such as Chalk and Blackboard method, ICT-enabled teaching-learning method, Use of different software, Use of Scientific models and charts for effective lecture delivery, Distribution of class notes by faculties, Group discussion amongst the students during the class. During Covid-19 online classes, we had conducted Blended Learning mode for each course.

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

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

07

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://www.facebook.com/vtcbed/photos :
Any other relevant information	View File

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

98

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

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

Five/Six of the above

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	Google Classroom- https://www.google.co.in/intl/en/about/products
Any other relevant information	View File

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

There are Continual mentoring is provided by teachers for developing professional attributes in students in our college. For the principle need to understand that creating a structure that allows experienced trainees to work with un-experienced trainees will ultimately benefit the students of both type. and the overall organization will be stronger as a result of the increased capacity of teachers serving as mentors. For Teaching-staff developers grow in their understanding of comprehensive professional development that extends well beyond training workshops, they can begin to embrace mentoring programs not only as a valuable resource for novice teachers, but also as a growth-promoting experience for mentors as well. When administrators grapple with funding decisions related to mentoring programs, they need to recognize the dual benefits of their investments. Finally, because mentors can exert substantially greater influence on the school organization than novices, the benefits mentors derive from mentoring may be of equal, or even greater, importance than those experienced by novice teachers.

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

2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by experts Book reading & discussion on it Discussion on recent policies & regulations Teacher presented seminars for benefit of teachers & students Use of media for various aspects of education Discussions showcasing the linkages of various contexts of education- from local to regional to national to global	Five/Six of the above
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File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	View File
Any other relevant information	View File

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

In our College, We make special strategy for nurturing students creativity. Like, Keep their interest, Give them space for presenting their creativity and innovative ideas. We involve students in Teaching-Learning process. Some times Find ways to involve parents and school teachers and students for intellectual pursuits'. We using Self Learning Mode, Students bifurcation of students interest we using Saptdhara -Vibhajan & Activities.

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

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

-By Endragogy based Teaching-Learning process, students feel

theneedto learn, They have some input into what, why, and how they learn: The learning's content and processes have a meaningful relationship to the learner'spast experience.

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

2.4 - Competency and Skill Development

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

All of the above

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

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

Ten/All of the above

learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement	
File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	View File
Attendance sheets of the workshops / activities with seal and signature of the Principal	View File
Documentary evidence in support of each selected activity	View File
Any other relevant information	View File
2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback	All of the above
File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	View File
2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group	All of the above

**activities Performance tests Oral assessment
Rating Scales**

File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	View File
Documents showing the different activities for evolving indicated assessment tools	View File
Any other relevant information	View File

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

All of the above

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

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

All of the above

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

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

All of the above

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

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

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

- Understanding the Internship School and Community around.**
- Analysis of school syllabus and textbook**

- There are using social media like, Whatsapp group and MS Team platform for online instructions as method group
- Observing the classroom teaching of regular teachers
- Preparation of Case Study, Project, Teaching Aid and Action Research of the internship school and the innovative activities that the school undertaken
- Preparation of Lesson Plans and Unit Plans
- Teaching as a substitute teacher
- Mobilisation and development of teaching-learning recourses.
- Preparation of question papers and other assessment tools
- Preparation of diagnostic tests and organisation of remedial teaching.
- Undertake case study of a school-child.
- Maintenance of a reflective diary to record day to day happening and reflections thereon

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

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

2.4.9.1 - Number of final year students during the academic year

47

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

2.4.10 - Nature of internee engagement during internship consists of Classroom teaching

Nine/All of the above

Mentoring Time-table preparation Student counseling PTA meetings Assessment of student learning – home assignments & tests Organizing academic and cultural events Maintaining documents Administrative responsibilities- experience/exposure Preparation of progress reports

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

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

During internship, there are very effective monitoring mechanisms.

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

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

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

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

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

- Method-master guide to prepared Case Study, Project, Teaching Aid

and Action Research of the internship school and the innovative activities during internship

- Guide and checking of Lesson Plans and Unit Plans
- Mobilisation and development of teaching-learning recourses.
- Guide to preparation of question papers and other assessment tools
- Guide to preparation of diagnostic tests and organisation of remedial teaching.
- Guide to undertake case study of a school-child.
- Guide to maintenance of a reflective diary to record day to day happening and reflections
- Take oral feedback by school subject-teachers and feedback in written-form of school-principals

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

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

All of the above

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

2.4.13 - Comprehensive appraisal of interns'

Five of the above

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

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

2.5 - Teacher Profile and Quality

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

08

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

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

07

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

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

17

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

17

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

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

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

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

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

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

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

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

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

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

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

2.6 - Evaluation Process

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

The students have been encouraged continuously to study sincerely for the improvement of their performance in our college. The college has an examination committee to carry out the effective implementation of internal assessment and college examination. The formative approach to evaluate student's achievements includes various academic activities such as Seminars Presentation, Group Discussion, Unit Tests, Assignments and Project Submission and 5 marks are allotted for these activities.. The Students knowledge of the subject is evaluated on the basis of their unit tests, presentation skill, language fluency etc. The Unit Tests are conducted at regular intervals which include subjective and objective type questions. The college as well as university examinations of two subjects - Foundation and Soft skills - are conducted by the college and marks are sent to the university. The internal examination schedule is coordinated with the academic calendar. The college takes care to maintain the confidentiality in the work of internal examination process. Whenever there is a change in the evaluation method as per direction of university, it is communicated to the faculty as well as students by circulating a copy of the university direction.

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

2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation Display of internal assessment marks before the term end examination Timely feedback on individual/group

Five of the above

performance Provision of improvement opportunities Access to tutorial/remedial support Provision of answering bilingually

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

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

Students come to training college from different backgrounds. Some of them might be first generation learners. They need different type of support. Some supports, like, Guidance cell, placement cell, Grievance redressal cell and welfare measures which must be made available in the college. In some cases like psychological disorder symptoms, we also involve their parents, some times also took guidance from psychologist too.

The institutes conduct a minimum of three internal assessments to evaluate continuous progress of the students throughout their academic year. After the conduction of the internal assessments the answer scripts are shown to the students, if any student has grievance related either to discrepancy in totaling or if the students feels the marks are not just, he/she contacts the respective faculty member who had evaluated the answer script. The problem is either solved by the faculty or if in doubt, the faculty reports the matter to the Head of the department for better and optimal clarification. The marks are then displayed. After the declaration of the results of the university examinations, if any student feels the marks obtained are not as per his/her expectation, they can apply for revaluation process.

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

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

Sr.

No.

The Planning of

Activities

Week and Month

1.

Admission Process

1st & 2nd Week of September

2nd Week of June

1.

Meeting of Time-Table

Committee to allot

periods as per divisions

newly formed and

work load distribution done earlier

1st Week of May of the

Previous academic year

3rd Week of July to review

and finalize Time Table and Work load

1.

Commencement of

Teaching Work

3rd Week of September

1st Week of July

1.

Orientation Lecture by

Principal and Other Staff

for the new entrants

2nd Week of September

4th Week of June

1.

Meeting with various

Committees to plan

Co-curricular activities

2nd Week of July

1.

Enrolment of New

Students in Saptadhara and other Activities of their

Interest

4th Week of September

1.

Various ongoing Co-curricular activities by all the Committees

Throughout the term

1.

Internship

7 week October & November

1.

Micro Lesson

4th Week of November

1.

Simulation

1st Week of December

1.

School Exposure

2nd Week of December

1.

EPC Workshop

3rd and 4th Week of December

1.

First Internal Test

In January

1.

University Examination

In February

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

2.7 - Student Performance and Learning Outcomes

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

Programme Name

PLO

B.Ed.

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

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

-

Name of Course

CLO

PS1- General Pedagogy for Maths and Science

- Providing socially relevant education.

- Apply critical thinking to inform and communicate professional judgement in Social Work Practice.

- Develop skills to Practice values and ethics of Social Work Practice with diverse and vulnerable populations.

Get diverse technical knowledge on various Acts and legislations

related to Social Work practice

- Apply various techniques, skills, approaches and model of social work practice which leads to the employment opportunities.
- Gain Skills on basic Human Understanding.
- Demonstrate understanding of concept, principles, process, elements and the strategies of Education.
- Develop the theoretical understanding of values & values in self - development.

ES1- Perspective in Education**LPC1- Gujarati Language****PS1- General Pedagogy for Language & Science****LS1- Psychology of Learner****CUS1- Curriculum Development**

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

2.7.2 - Pass percentage of Students during the year

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

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

College provide continuous opportunities for students to attain professional and personal attributes in commensurate with the PLOs and CLOs.

- Students are given multiple opportunities to perform and develop their professional attributes through feedback from peer groups, teacher guardians, subject experts and faculty members.
- Feedback obtained by the students help them to improve their professional development. Exposure of students to different activities of the Institute including expert lectures, meetings with eminent personalities, interaction with alumni, participation in National Seminar held by our College.
- Institute constantly monitors the progress of students through various mechanism like internal assessment, individualised test, performance and classroom presentations, tutorials and maintain the study hours in the hostels. The students facing difficulties in attainment of professional and personal attributes are supported by providing personal, social and academic counselling.
- Parental support is also taken for achieving PLOs and CLOs.
- To appreciate the national education policies and provisions made in the plan to spread quality secondary education in the country, and the ways and means to equip would be secondary teachers for the same.

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

2.7.4 - Performance of outgoing students in internal assessment

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

98

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

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

- The process of identification of students strengths and areas of improvement starts with the orientation programme. AIE organised one week orientation programs for each batch to identify the student's needs and their interest areas.

- Their participation in various activities like Ice-breaking session, Quizzes, Games & Talent hunt etc. helps in assessing their self-confidence, communication skill, voice modulation, motivation and adjustment ability.

- Constant support & proper guidance are provided to the student teachers by their mentors. To address the further concern, Guidance - Counselling sessions are planned by experts & faculties to focus on nurturing life skills among students.

- Different workshops, seminars are planned for student teachers on various topics to enhance their knowledge. Student teachers also get the chance to anchor the events, organised the events.

- Teachers integrate innovative pedagogical practices like web designing, think tank activity, brainstorming activities, reflections on newspaper articles, journal reflections; presentations etc. to assess the learning outcomes of the students. Remedial classes are provided to the students who need more support and assistance. Result of internal examination is analysed.

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

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

<https://www.vtcbcd.org/pages/student-feedback/>

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

0

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

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

0

File Description	Documents
Sanction letter from the funding agency	View File
Income Expenditure statements highlighting the research grants received certified by the auditor	View File
Any other relevant information	View File
3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research	One of the above
File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	View File
Sanction letters of award of incentives	View File
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View File
Documentary evidence for each of the claims	View File
Any other relevant information	View File
3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports	Two of the above

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

3.2 - Research Publications

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

17

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

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

0

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

3.3 - Outreach Activities

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

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

54

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

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

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

54

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

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

54

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

54

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

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

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

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

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

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

0

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

3.4 - Collaboration and Linkages

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

1

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

1

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

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

1

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

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

Three/Four of the above

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

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

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

Teaching –Learning and Infra facilities: The college is well-equipped with adequate ICT enabled Teaching and Learning facilities for teaching and learning. The following are the facilities...

- The Institution has two halls Assembly Hall and Multipurpose Hall. In which various seminars, competitions, workshops, various cultural programs are organized in the Assembly Hall and in the Multipurpose Hall. There are five classrooms with blackboards and LCD projector.
- IQAC Room & Staff Room
- The library is equipped with soal and four computers.
- There is a computer lab with 25 computers and Wi-Fi, Administrative office with computers, separate office for the principal, one Staff room, Softwares with Printers and well equipped up to mark laboratories.
- Each professor is equipped with his own cabin and computer.
- Separate bathrooms for staff.
- Playground for playing Kabaddi, Volley Ball and Badminton etc.
- There is enough space for parking, A beautiful garden with benches.
- A canteen facilities for students and staff and Separate rooms for girls and boys.
- Fire Extinguishers and Water coolers for regular water supply. Also Wi-Fi enabled campus
- Language Lab for developing communication and interpersonal skills of the students. Internal and external surveillance system (CCTV) cameras and one LCD.

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

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

4.1.2.1 - Number of classrooms and seminar hall(s) with ICT facilities**06**

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

4.1.3 - Expenditure for infrastructure augmentation excluding salary during the year (INR in lakhs)**215110**

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

4.2 - Library as a Learning Resource

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

The library at the college is enormous. There is a book and journal section in the library. All of the books are listed on many servers in the library. A computer is also available at the library. For instructors and trainees, the library offers a register where notes can be entered. Additionally, there is a facility with Xerox machines and printers. There is WiFi available at the library. In the library, reading is organized differently. A research area, electronic books, and internet access are also available in the library. Both inbound and outbound records are kept up to date. The library has a book bank as well. There are 15282 volumes in the library. Periodics arrive on time. Journals 9 National and 6 International The students are given the book.

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

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

Although our library does not presently have access to this feature, the college administration intends to enable teachers and students to use it remotely or through a gateway in the near future. Teachers and students can use computers and the internet to access a wealth of information about different subjects they are teaching, the teaching-learning process, teaching strategies, teaching techniques, creative classroom interactions, teaching aids, efficient use of audiovisual teaching aids, the role of electronic media in education, recent research on educational developments and educational complexities, etc.

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

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

One of the above

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

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

0.09134

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

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

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

09

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

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

None of the above

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

4.3 - ICT Infrastructure

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

The entire campus of the college is equipped with Wi-Fi and Internet access.

The IT infrastructure of our Teachers Training College is maintained up to date. Purchases have been made for desktop computers, multimedia lectures, projection systems, language and career laboratories, and a variety of applications. With 70 PCs and a

Windows 7, 8, and 10 server, the college IT lab aims to help students become proficient in fundamental IT skills. The college features a Wi-Fi network and high-speed internet connection. Both teachers and students utilize the ICT services extensively.

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

4.3.2 - Student – Computer ratio during the academic year

4:1

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

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

D. 50 MBPS - 250MBPS

File Description	Documents
Receipt for connection indicating bandwidth	View File
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant Information	View File

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

One of the above

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

4.4 - Maintenance of Campus and Infrastructure

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

10.43

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

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

Physically, academic and support facilities are maintained according to a well-established policy and its methodical technique. The college principal is the authorized person for maintaining and adding to the infrastructure as well as for getting rid of any undesired or damaged infrastructure that is not in use. Regular laboratory stock checks are performed throughout all departments on all apparatus, computing devices, glassware, specimens, etc. In the laboratories, logbooks and defect registers are routinely maintained, and repairs are completed right away. Books with library damage are bound.

Academic and support facilities are kept in good physical condition using a rigorous approach and a well-established policy. The principal of the institution holds the approved authority to oversee the upkeep and expansion of the infrastructure, as well as to dispose of any obsolete or broken equipment. Every department conducts routine stock checks on all equipment, computers, glasses, specimens, etc. in the laboratory. Logbooks and defect registries are regularly kept up to date in the laboratories, and repairs are promptly finished. Books with damage from libraries are bound. of the classroom are completed throughout the year under the supervision of maintenance personnel, with significant repairs completed over the summer break. The Sarvajanik Education Society provides a separate maintenance staff that is responsible for the routine upkeep of the infrastructure's technical and electrical needs as well as other amenities. LCD functionality is regularly examined.

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

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

Four of the above

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

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

Nine or more of the above

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	View File

5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

A. All of the above

File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	View File
Any other relevant information	View File

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

One of the above

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

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
09	47

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

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

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

02

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

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

12

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

5.3 - Student Participation and Activities

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

The Student Council plays a vital and proactive role in our institution's operation, ensuring active student representation on academic and administrative bodies and committees. Operating within the framework of 'Saptdhara,' the Council comprises one professor in charge for each 'Dhara' (Band), along with a secretary and two co-opted members. Students have the freedom to align themselves with the 'Dhara' of their interest. Furthermore, the General Secretary's selection is democratically conducted, promoting inclusivity.

Student Volunteers serve as intermediaries between the College administration, committees, and the student body, fostering transparent communication. They also actively participate in planning, organizing, and executing various student-centric activities, including cultural events that celebrate traditions. These events span Mehndi competition, essay writing, singing, and Rangoli contests, showcasing student enthusiasm.

Additionally, students actively engage in institutional events like Traditional Day, Teacher's Day, Farewell functions, Founder's Day celebrations, and national observances. They take on the responsibility of maintaining discipline on campus.

The 'Social Dhara' unit excels at enhancing students' social and interpersonal skills through initiatives such as blood donation drives and assisting the less fortunate. Students contribute to social service tasks, promoting a culture of compassion.

Furthermore, our students participate with zeal in university youth festivals, bolstering our college's reputation on a broader platform. Overall, the Student Council's active engagement and student involvement significantly enhance our institution's holistic operation.

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

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

35

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

5.4 - Alumni Engagement

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

Our college facilitates an annual opportunity for alumni to engage with and enlighten current students through a grand evening held during the "social gathering" on May 2nd each year. The Alumni Association, a driving force behind our institution's progress, extends its support not only financially but also in academic planning, student placements, career and technological guidance. Their contributions are multifaceted, encompassing various activities such as:

Resource Persons: Alumni are invited to serve as resource persons for seminars, conferences, and workshops conducted within the

college.

Judges and Chief Guests: Alumni take on roles as judges for competitions and as chief guests for cultural events, adding value and prestige to these occasions.

Guest Lectures: Distinguished alumni offer guest lectures on a range of subjects, providing valuable insights and guidance from their expertise.

Educational Visits: The Alumni Association aids in organizing educational visits, enriching students' learning experiences.

Career Opportunities: Alumni provide students with valuable information regarding job opportunities within their respective fields.

Research Motivation: The Alumni Association motivates students to engage in research activities, fostering intellectual growth.

Financially, the Alumni Association actively encourages alumni to generously contribute to the infrastructural development of the college, including donations for books and water coolers. This financial support, coupled with their active involvement, plays a pivotal role in advancing the college's overall development.

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

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

One/Two of the above

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

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

02

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

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

The Alumni Association plays a pivotal role in supporting the institution through various essential functions. These activities are integral to the college's growth and the overall development of its student body.

Firstly, the Association assists in acquiring necessary items and resources for the college, ensuring that the institution remains well-equipped to meet the evolving educational needs of its students. Moreover, alumni, possessing expertise in various fields, offer their valuable services to current students, serving as mentors and guides, enriching the educational experience.

The Alumni Association administers prestigious awards, including prizes and scholarships, funded by generous donors. These awards

encourage academic excellence and relieve financial burdens on deserving scholars.

Our college organized a two-day national seminar on 25th and 26th March, 2023. The Alumni Association of our college helped internally and externally to make this seminar a success. They provided financial support and also served their expertise in the field of education by taking responsibility as chairperson and expert speaker in technical sessions.

In summary, the dedicated alumni play a crucial role in the institution's development. Their assistance creates an environment where students can excel and secure a promising professional future, reflecting the Alumni Association's unwavering commitment to educational excellence.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

The aim of the college is to impart quality teacher education programs. It aims to meet the challenges of the changing educational system through the development of various competencies, social, emotional, and professional. The training aims to Infuse these different competencies and values among the student teachers who will transmit them to the students of the schools in which they serve.

The College Principal as the head of the institution carries out the lead role in Planning various activities keeping the vision of the college in mind, which is 'to produce quality teachers through holistic teacher education by igniting young minds towards excellence in education and social commitment.'

The local administrative committee and IQAC take the active lead in

Planning monitoring and evaluating the various academic and administrative processes.

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

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

The management believes in democratic leadership and team effort, their vision and encouragement land a shared sense of responsibility and commitment among all stakeholders. The Institution adopts an open-door policy based on a transparent and democratic way of functioning that is consistently maintained in all aspects of the institution's transactions. The college ensures this by taking inputs from all its stakeholders such as students, teachers, alumni, practice teaching schools, PTA, etc. Various important decisions regarding the administration of the institution are taken through the various committees e.g., IQAC committee, administrative committee, central purchase committee, SC-ST cell, anti-ragging committee, library committee, Saptdhara committee, CTE advisory committee, etc.

Various committees meet and plan with respect to the academic and non-academic activities conducted in the Institution. Regular feedback is taken from all stakeholders to ensure quality and enhancement in all activities. Regular meetings are conducted to discuss deliberate, review, and share views regarding the institutional initiative and activities.

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

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

Administration & Finance Management:

The college strictly adheres to NCTE and government regulations in its Administration and Finance Management. To ensure transparency, a two-layer financial accounting system is in place. The administrative wing maintains income and expenditure records, while a Tally software electronically manages detailed finance and accounts. These records undergo regular oversight by the college management and periodic internal audits by a Chartered Accountant. The annual plan for the academic year 2022-23, developed by the administrative committee, is digitized for implementation with flexibility for adjustments as needed. The institution emphasizes transparency in its academic and administrative policies and programs.

Academic functions:

In terms of Academic functions, the institution demonstrates a well-organized approach. The annual academic plan is meticulously prepared and distributed to students and staff in advance through printed academic calendars. Staff meetings are crucial in discussing academic plans, scheduling, and delegating responsibilities to various committees. The institution places a strong emphasis on transparency by forming multiple committees to oversee various programs. Furthermore, information related to academics is readily accessible to students through technology, such as WhatsApp groups and traditional notice boards. This includes disseminating student lists, pedagogy-specific student information, learning materials, timetables, exam schedules, and question banks, enhancing the overall educational experience.

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

6.2 - Strategy Development and Deployment

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

The strategic development plan is drawn in light of the college's vision and Mission. Major thrust areas and actions are identified in the strategic development plan.

Institutional Strategic Plan:

- Efficient teaching-learning process
- Planning and execution
- Ensuring good academic performance
- Effective leadership and participating management
- Financial planning
- Student's comprehensive development
- Examination and Evaluation
- Placement
- Employees advancement
- Employees' welfare interaction with alumni and other institutions
- Balance and growth in training research and development

Deployment:

Mostly the planning of the academic calendar of the current year is discussed in the last week of the previous academic year. Academic planning for syllabus, activities, practical work, school visits, and other schedules were arranged after healthy discussion. Afterward in the current year, the college will follow the academic calendar with minor changes. The advantages of the above-mentioned pre-planned calendar smoothly run with no burden on students and staff.

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

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

The college has a clearly defined organizational structure and administrative setup to support decision-making processes. The various positions and institutional bodies are designed and operated with the Institution's vision mission and values in mind.

Administrative committee:

College management of Sarvajanic Education Society, Surat appoints the Chairman and members of the committee every three years. (Rule no.29 (B) (1), (2), (3) & (5)). The academic and administrative staff of the college are also represented in this committee. Committee constituted for smooth running. The resolution is passed by the committee to improve the quality of Education, reduction to staff, guidance on administrative functions, and discuss different agendas related to physical facilities and other college activities.

Demarking of duties and responsibilities are clearly mentioned for every staff and representative of students. Various committees were constituted for implementing quality initiatives and transparent administration for smooth running and benefit of the students, faculty, and staff at various levels are the IQAC committee, administrative committee, central purchase committee, SC-ST cell, anti-ragging committee, library committee, Saptdhara committee, CTE advisory committee, grievance redressal cell, etc.

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

6.2.3 - Implementation of e-governance are in the following areas of operation Planning and Development Administration Finance and Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students	All of the above
File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	View File
Geo-tagged photographs	View File
Any other relevant information	View File
6.2.4 - Effectiveness of various bodies / cells / committees is evident through minutes of meetings and implementation of their resolutions / decisions Describe one decision based on the minutes of the meetings of various Bodies / Cells / Committees which is successfully implemented in not more than 100 - 200 words.	
Transparency and accountability in HEIs are derived from the functional effectiveness of various statutory bodies, cells, and committees that infuse the letter and spirit of quality assurance in teacher education. Administrative committee: The meeting of the administrative committee of the college was held twice during the period 2022-23. Meetings were held on 23-08-2022 and 17-02-2023. The agenda was openly discussed. Minutes and reports of the meeting are included. A general meeting of all the students is held with an anti-raging committee, SC-ST cell. Placement cell: A recruitment fair for second-year students is being organized by the Central Training and Placement Cell of the SES and the State Government. During the year activities like personality development, career counselling, English speaking course, computer awareness, general knowledge, etc were organized.	

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

6.3 - Faculty Empowerment Strategies

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

The welfare of the faculty and students and concern for their well-being is considered a prime agenda of our institution. In connection with this existing welfare measures for teaching and administrative staff are as follows:

- Employees (Grant-in-Aid) PF and EPF (for Ad-hoc) as per rules.
- Duty leaves and maternity leaves as per the rule
- Salary timely credited to the Bank account of an employee
- A group insurance scheme is operative which can benefit the family of the staff in case any incident occurs.
- The management felicitates the teachers who contribute outstandingly in academics and awards the "Best Teacher Award"
- Faculty members are provided proper cabin, staff room, and Wi-Fi facilities with good ambiance.
- The management organizes various sports competitions for staff members,
- Peons are given uniforms.
- Canteen for refreshments
- A Primary Health Center is operative with a full-time doctor.

Credit Society:

For Employees of all organizations run by management various types of assistance are provided to the members of Sarvajanik Education employees by the "Sarvajanik Education Employees CO-OP. Credit Society ltd. Surat". The credit society provided cash loans, indent loans, vehicle loans, and emergency assistance in case of illness or natural disaster situations to the members. The children of the members are also encouraged in their studies.

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

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

0

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

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

05

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

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

01

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

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

Teaching and non-teaching staff are the backbone of the institution. An institution cannot achieve its goal without its support.

The non-teaching staff are guided and monitored by the management and the principal regarding the duties and expected outcomes.

Performance appraisal system for teaching staff:

At the end of each academic year, the quality of the faculty and the teaching-learning process is checked by the faculty API.

Performance Appraisal is monitored to contribute staff expertise towards productive results of examinations. A registrar is maintained to minute the issues regarding paper setting, the panel of examiners, moderation, members of the interview committee, grievances, and handled confidentially.

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

6.4 - Financial Management and Resource Mobilization

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

The college practices a transparent financial management policy through internal and external audits.

- Necessary amendments are made in the budget presented to the Executive committee appointed by the management and it is finalized.
- The college management "Sarvajanic Education Society " appoints an Internal Auditor to audit all the books of accounts of the college regularly and files the returns of the college at the end of every financial year.
- As the college comes under the Grant-in-Aid category, the salary grant is received from the government for the staff who have been appointed as per the rules of the Government.
- The audited annual financial statements on the consolidated accounts are ready for audit by The Auditor General Office.

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

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

0

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

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

- The college receives funds from the following sources and utilizes them properly.
- The state government provides grants for salary and maintenance of the building.
- The institution also receives grants for activities like placement program organized by the state government.
- Various types of fees are collected from the students.
- Interest earned on fixed deposits is also a source of funds.
- The institution receives donations from donors and utilizes them for the purpose stated by the donor.
- Old Students Association (OSA) helps the college in various ways - Useful expert service to students in a variety of educational programs, financial support, assistance for fees to poor students, assistance for the purchase of equipment, Announcement and distribution of prizes, gold medal, cash prizes, etc. from the fund deposited by well-wishers of the society to encourage the best students.
- Financial aid in the form of scholarships to economically weaker but gifted students from the interest of funds deposited by the elites of the society.

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

6.5 - Internal Quality Assurance System

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

The process of quality assurance through IQAC is initiated through a selection of experts from the spectrum of society to ensure rich input for quality enhancement.

- **IQAC has contributed significantly to institutionalizing the quality assurance strategies and process.**
- **In the formation of student representative.**
- **Allocation of students as per seven bands.**
- **Planning of educational and co-curricular activities as per each band.**
- **Work distribution**
- **Creation of Andragogy by all professors according to each subject in well and advance**
- **Education planning and implementation program is done keeping in view the academic calendar.**
- **Feedback from students is used to assess the effectiveness of the educational program and gain experience in making future programs quality.**

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

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

Role of IQAC in the Teaching-learning Process

The IQAC has made a significant and meaningful contribution in all aspects of teacher education and also in the post-accreditation phase of the institution. Academic inspections are carried out to assess the quality of academics.

The inspections involve:

- The review of healthy academic practices.
- Mechanism to identify and reform academic practice.
- Review of subject-wise facilities
- Implementation of innovative methods and techniques
- Self-development of faculty members.

Feedback is taken to various stake orders including staff, students, alumni, practice teaching schools, etc. which enables the institution to identify areas for quality enhancement and provide more meaningful teaching-learning experiences for the students.

The performance of students is checked and monitored through assignments, term papers, class tests, presentations, term-end exams, experimental work, and submission.

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

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

35

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

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

Three of the above

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

6.5.5 - Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives For first cycle:

Describe two examples to show incremental improvements achieved within the institution during the year in not more than 100 - 200 words each For second and subsequent cycles: Describe two examples to show incremental improvements achieved within the institution due to quality initiatives since the previous accreditation in not more than 100 - 200 words each

For First Cycle

- The college enhances the teaching-learning process by providing ICT resources and internet access to all. Projectors in most classrooms assist professors in teaching, while smart boards are used for specific subjects. The availability of Wi-Fi and internet in the computer lab supports students' online learning.
- The college established a counseling and placement cell, utilizing government grants for skill development and conducting a Mega Job Fair for final semester students in collaboration with the Gujarat Government. This initiative aims to prepare students for better career prospects.

For Second and Subsequent Cycles

- The institution, managed by Public Education Society Surat, offers hostel facilities for both girls and boys, accommodating outstation students, including those pursuing B.Ed. Additionally, students can utilize Kasturba Kanya Hostel and Samaras Hostel facilities, along with a Boys' Hostel, enabling them to access quality education while paying fees.
- The college ensures proper food and water arrangements by establishing a cost-effective canteen for students and staff. Furthermore, through alumni funds, the institution has installed two water filter plants and a cooler on campus, enhancing access to clean water and refreshments for the college community.

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Institution has a stated energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements Describe the institution's energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its

power requirements in not more than 100 - 200 words.

The college administration is using LED bulbs as a preventive effort to reduce the amount of electricity used. In order to reduce power consumption, VTCSCE suggests a day event for any public events, such as Annual Day, Special Day Celebrations, and other occasions.

The organization is committed to promoting energy conservation in every manner that it can. Every electrical device receives yearly, prudent maintenance. After use, the LCD, TV monitors, and other appliances are turned off right away. Students are prudently observed on campus and made aware of the need to save electricity. Artificial lighting and fans are used less in the classrooms because there is sufficient natural light and ventilation. Solar street lights have been put on campus to reduce the amount of electricity used and save energy.

The following are the eco-friendly and energy-saving initiatives that are carried out at VTCSCE:

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

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

The goal of VTCSCE is to foster environmental consciousness; hence the college has made particular efforts to uphold solid waste management.

Our college's campus is entirely plastic-free and environmentally friendly.

Prevention, Recovery, Recycle, Reuse, and trash disposal are all covered, along with environmental friendly practices and programs like Think Plastic Free Campus.

Every day, garbage needs to be properly disposed of and segregated. Numerous tree species are being planted, and branches are being pruned.

More trash cans are being used by the college and are positioned in various areas of the campus to help maintain it tidy and clean. The

NSS volunteers participate in co-curricular activities by cleaning the college.

During field visits, students hand out fliers throughout the building to raise awareness about trash management among the community and school kids.

The college keeps up good maintenance on the liquid waste management system. Campus has a rainwater harvesting system.

E-waste is gathered on campus at a specific location and delivered to be recycled and reused. One component of the college office is paperless.

Teachers and professionals educate students about waste management, water management, and E-waste management through Paperless Office and E-waste management programs.

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

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

One of the above

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

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

Three of the above

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

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

The VTCSCE is dedicated to upholding sanitation, planting, green space, and creating a healthy, pollution-free atmosphere.

The classrooms and lecture halls are organized with well-placed tables and seats.

Toilets are cleaned twice a day using cleaning and disinfecting agents. Frequented sanitary pads can be disposed of in separate containers within the restrooms frequented by female staff members and students.

- 1. There are signs all throughout the campus with messages like "Don't litter, save water, say no to plastics, don't honk, use the bins instead of the roads," etc.**
- 2. Tree Plantation Day is observed annually. On our college campus, there is about 65% green space.**
- 3. No paper in the office It is recommended to communicate with instructors and students via the messenger system.**
- 4. The bulletin board corner raises awareness about environmental issues, and weekly environmental quiz questions are posted with prizes given to the top scorers.**
- 5. The college has suggested to Trust that solar plants be installed on campus as part of a green initiative. This suggestion was made during a meeting of the local administrative committee, and it is anticipated that solar plant installation will begin and be finished soon.**

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

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

All of the above

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

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

0.27278

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

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

With the aid of the surrounding community and resources, VTCSCE offers top-notch educational and enrichment activities to expand the experience, knowledge, and mindset of the student teachers. By contributing its resources, the college furthers its community service. In an effort to take advantage of the local environment, location-specific knowledge and resources, community customs and difficulties, VTCSCE has carried out a number of activities. The organization has made an effort to raise awareness of environmental issues by holding events such as Environment Day, Water Day celebrations, Food for Wellness and Ocean Day, Poster competitions on sustainable living, and competitions to make cloth bags.

Additionally, the college hosts webinars, seminars, and programs that center on environmental, social, and community issues. The college routinely hosts various events aimed at instilling the virtues of harmony and tolerance towards cultural diversity. Such endeavors directly influence society's collective consciousness and culture in a very favorable way. As a result, the college honors and respects Independence Day, Republic Day, Gandhi Jayati, and Rashtriya Ekta Divas annually. The college's programs instill in the students a stronger appreciation for life, love, integrity, brotherhood, and patriotism.

Organized National Seminar sponsored by ICSSR, New Delhi

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

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

C. Any 2 of the above

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

7.2 - Best Practices

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

Best Practice - 1

Action Research Sparks Innovation and Boosts Creativity

Objectives

1. To develop trainee teachers' skill of observations and inquiry.
2. To modifications in instructional methods.

The Context

Action research can make use of abilities like observation, recording, hypothesis testing, tentative conclusion reaching, etc.

Practice:

The instructor led action research seminars and encouraged the student teacher to carry out action research. During their internship, they carry out one action research study.

Evidence of Success:

All teacher trainees submitted action research report.

Problems Encountered and Resources Required:

Trainee teacher faced issues while selecting a topic of action research.

Best Practice - 2

Innovative Practice to Inculcate Values - Book Review

Objectives

1. To foster critical thinking, communication skills, and a deeper understanding of educational literature among Trainee Teacher

The Context

Book Review revolves around preparing future teachers.

The Practice:

Each faculty member and teacher trainee chooses and reads a book. After presenting the book review, they will turn in a copy to the library.

Evidence of Success:

The trainee teacher has improvements in critical thinking, communication skills, content knowledge, and alignment with program objectives.

Problems Encountered and Resources Required:

The trainee teacher faced several problems or challenges, both from the perspective of the reviewer and the reader.

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

7.3 - Institutional Distinctiveness

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

1. V.T.Choksi Sarvajanik College of Education is the oldest college of South Gujarat Region.
2. VTCSCE provide quality education in the South Gujarat Region for sixdecade. Best College award was given by Gujarat Government toVTCSCE.
3. NAAC and AAA accredited the College by 'A' Grade.
4. Teacher trainees give first choice to VTCSCE in admission.
5. The college has created benchmark in the field of Education.
6. All regular Faculty members are Doctorate in Education.
7. The college provides opportunity for sharing of inter-cultural, inter-religious and inter-faith values.
8. The college has well-furnished A.C. multipurpose hall.
9. The college has BAOU Centre.
10. The college has CTE Centre.
11. The college has CCRT Centre.
12. The college has been working actively towards environmentpreservation.

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