SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

ANAND EDUCATION COLLEGE,ANAND

ANAND EDUCATION COLLEGE NEAR ELECTRIC GRID, ANAND
388001
www.aeduc.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

August 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Anand Education College, Anand was established in **1981** with a view to imparting women education to young students of surrounding areas and from all over Gujarat.

AEC is **affiliated to Sardar Patel University**, Vallabh Vidyanagar and also to IITE. Gandhinagar Year 2020-2023 and is approved by N.C.T.E.Act-1993 vide their Letter No.WRC/5-6/2K/12041 Dated:29-12-2000 and allotted code No.313009.

Vision

Vision

• To empower rural women student teachers to be complete, competent and self reliant to serve locally and globally through education.

Mission

• To empower rural women teachers by imparting qualitative Training for creating knowledge based society.

• To prepare competitive self reliant future women teachers keeping present needs.

• To prepare women teachers for better and higher life.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Strengths:

1. All faculty members, including the librarian, hold Ph.D. degrees.
2. One faculty member and librarian are Ph.D. supervisors.
3. Four faculty members along with the Principal are M.Ed. recognized teachers.
4. Consistently 100 percentage results in S.P. University and IITE university examinations.
5. The college achieving 29 University B.Ed Gold medals and 7 in Gujarati Methods University Gold Medals since its inception.
6. Active participation in state and national level seminars, conferences, and symposiums.
7. Representation at the national level TLM competition.
8. Organization of National Level Seminars

Institutional Weakness

Weaknesses:

1. Limited proficiency in English communication.
2. Inadequate infrastructure.
3. Insufficient non-teaching staff.
4. Limited library space.
5. Need of smart classes.

Institutional Opportunity

Opportunities:

1. Engaging in research activities.
2. Implementing exchange programs for teachers and students.
3. College publication initiatives.
4. Providing guidance to school teachers for practice teaching, block teaching, and internship programs.
5. Establishing a vocational guidance center.
6. Basic computer certificate course is recognized by university.

Institutional Challenge

Challenges:

1. Improving from a NAAC B Grade to an A+ Grade.
2. Organizing long-term tours.
3. Conducting off-campus programs.
4. Addressing delays in the admission process.
5. Managing lesson arrangements due to the increasing number of new B.Ed. colleges.
6. Expanding all Laboratories.
7. Expanding Infra structure.
8. Most of the student teachers are commuting from remote and rural area.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Anand Education college Anand strictly follows to the curriculum prescribed by Sardar Patel University V V Nagar and IITE, Gandhinagar. It actively contributes to curriculum revision workshops and Board of Studies meetings.

The institution employs several "Quality Enhancing Academic Strategies" that enhance the effectiveness of the teaching and learning process for prospective teachers. The principal conducts an induction meeting to plan a detailed schedule of curricular and co-curricular activities for the session. This meeting serves as a platform to discuss and outline the activities that will be carried out throughout the academic year.

The college places importance on staying up-to-date with global requirements and trends in education. As part of this effort, the institution organizes national-level seminars to discuss the present scenario. These platforms provide an opportunity to exchange ideas and insights on how to align the curriculum with the changing needs of the contemporary world.

Moral and Value Education is an integral part of the curriculum at the college. Classes of curriculum to this subject are continuing in a week and are led by the head of the institution. These classes aim to instil moral values, ethics, and principles in students, nurturing their overall development.

The college implements Outcome Based Education (OBE) in its teaching and learning approach. This means that Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) are clearly defined across all programs. This framework ensures that Student teachers attain specific learning outcomes and develop the necessary skills and knowledge as defined by the curriculum.

When planning the institutional curriculum, the college places emphasis on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programs offered. These learning outcomes are clearly stated and communicated to teachers and student teachers through the college's website, prospectus, and orientation sessions conducted by the principal at the beginning of each session. This ensures that all stakeholders are aware of the intended learning outcomes and can align their efforts accordingly.

Teaching-learning and Evaluation

Teaching-learning and Evaluation

The teaching and learning process is the core of the entire education system, encompassing the exchange of knowledge, skills, experiences, attitudes, and mind-sets between teachers and students. At Anand Education College. Anand, we adopt a student-centric approach to the teaching and learning process.

We ensure that the course assigned by the University is fully completed or enriched by our institution. Our vision and mission statement provide the foundation for academic flexibility. We incorporate both traditional and innovative practices in our teaching and learning methods. The B.Ed. program, spanning two years, is divided into two parts: Part First and Part Second.

The salient features of our Teaching Learning Process include:

1. We utilize the traditional method of teaching using a blackboard and chalk on a regular basis.

2. Various ICT tools are working for subject-specific areas.

3. Teacher educators prepare PowerPoint presentations during their classroom sessions, and student teachers are encouraged to create their own presentations.

4. We effectively utilize a learning management system like model to share learning materials and

conduct tests.

5. Student teachers engage in practice teaching sessions and internship programs at different schools to gain practical experience in school administration.

6. We provide Student teachers with dedicated sessions for assignments and preliminary examinations before the university's annual examination.

7. Student teachers have access to various learning materials, including textbooks, reference books, periodicals, magazines, and manuscripts, to keep them updated with the latest developments.

8. Results of assignments, preliminary examinations, and university examinations are analysed and made available to Student teachers for further improvement.

9. Internal practical work is assessed by the college faculty .

10. Through these comprehensive measures, we ensure a student-centric and effective teaching and learning process, empowering our Student teachers with the necessary knowledge and skills for their future endeavours.

Infrastructure and Learning Resources

Teaching-learning and Evaluation

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Student Support and Progression

Students are engaged in various capability-building and skill enhancement activities, ensuring their holistic development. The institution offers a range of student support facilities, including vehicle parking, common rooms, recreational facilities, first aid and medical aid, a book bank, safe drinking water, an ambulance, a canteen, and separate toilets for girls and girls hostel.

Recognizing the needs of financially disadvantaged students, the institution provides additional support through fee concessions. Moreover, the institution offers guidance to Student teachers preparing for national-level examinations such as NET/SLET/TET/CTET. The Student teachers qualifying in these examinations has shown remarkable growth over the past five years.

An active Student Representative Council, along with student representatives in different bodies, actively contributes to the functioning of the institution, ensuring student participation and engagement.

Governance, Leadership and Management

This criterion serves as a means to gather data on various aspects, including planning, recruitment, training, performance evaluation, and finance management. It emphasizes the importance of participative management processes and the efficient administration of human and material resources. Anand Education College,Anand, we are highly attentive to the quality aspects of education.

1. The institutional office operates based on principles such as participation, equality, transparency, efficiency, hierarchy, uniformity of command, and division of labour.
2. Academic and administrative planning is strategically carried out to ensure effective outcomes.
3. We have established a grievance redresser mechanism to address the concerns and grievances of various stakeholders, including faculty, students and others.
4. The Governing body of our trust actively engage in the institution's activities and provide motivation and support.

5. The financial resources of the institution are appropriately allocated and utilized to maximize their effectiveness.

6. The income and expenses of the institution undergo auditing by a certified auditor appointed by Our trust on an annual basis.

7. Our trust ensures equal opportunities for all institutions under its umbrella and facilitates their effective functioning.

8. Our trust operates through its governing council, while the institution operates through various committees that are formed and operated accordingly. Key committees such as the IQAC, College Women Development Committee (CWDC), and redresser committees play active roles.

9. The institution organizes Parent Teacher Association (PTA) every year to address student-related issues and provide necessary guidance and support.

Through the implementation of these measures, we uphold the principles of effective management,

accountability, and continuous improvement in our institution.

Institutional Values and Best Practices

This criterion focuses on highlighting the distinctive efforts, values, and best practices implemented by an institution. AECANAND strongly believes in using technology to bring about societal change and achieving economic prosperity through education. In line with the objectives set by the college, our Anand Education College, Anand, operates with a clear direction.

1. The institution maintains a conducive environment that encourages creativity, innovation, and continuous quality improvement in various aspects of education, fostering a culture of registration and progress.

2. Inclusive practices and fostering strong stakeholder relationships are integral to the institution's functioning.

3. The institution demonstrates responsiveness to evolving educational, social, and market demands.

4. Comprehensive quality management strategies are planned and implemented across all educational and administrative domains.

5. The institution endeavours to provide value-based education, instilling principles of social justice, social responsibility, and good citizenship among student teachers.

6. Value-added courses are offered by the institution to facilitate the holistic development of students.

7. The institution emphasizes outcome-based education and implements various related practices.

8. Student teachers are provided with platforms to express their views, opinions, and feelings, ensuring their active participation and engagement.

By adhering to these principles and practices, the institution strives to make a meaningful impact on society and nurture well-rounded individuals equipped to contribute positively to their communities.

Research and Outreach Activities

This criterion aims to gather information about the institutional policies, practices, and outcomes related to research and outreach activities.

1. The institution has established a research committee dedicated to conducting research at the institutional level. It actively encourages teachers and Student teachers to participate in seminars, workshops, conferences, webinars, symposia, and other academic events.

2. The institution promotes faculty involvement with various research organizations and institutions, fostering collaborations and partnerships.

3. National and state-level seminars and conferences are organized by the institution to create an environment that promotes research activities within its premises.

4. The institution provides support for professional development activities that engage teachers in research and educational advancements.

5. Faculty members are encouraged to publish their research work in reputable educational forums,

contributing to the dissemination of knowledge.

6. The institution fosters a culture of research among its student community, encouraging their active participation in research activities and the presentation of their work.

7. Faculty members are encouraged to engage in outreach activities related to research, extending the

institution's impact beyond its immediate boundaries.

8. The institution takes responsibility for addressing community needs and organizes relevant programs

such as social service rallies, educational literacy campaigns, and other initiatives.

9. Faculty members are encouraged to provide consulting services to the school sector, leveraging their expertise to actively contribute to their respective fields.

By promoting research and outreach activities, the institution aims to advance knowledge, foster intellectual growth, and make a positive impact on the wider community

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ANAND EDUCATION COLLEGE,ANAND
Address	Anand Education College Near Electric Grid, Anand
City	Anand
State	Gujarat
Pin	388001
Website	www.aeduc.ac.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Dhirajbhai R Parmar	02692-251876	9825437061	02692-251876	aec_rksm@yahoo.co.in
IQAC / CIQA coordinator	Dilip M Patel	0091-9499794062	9624531113	02692-251876	drdilip.aec@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Gujarat	Indian Institute of Teacher Education	[View Document](#)
Gujarat	Sardar Patel University	[View Document](#)

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC	30-07-1983	[View Document](#)
12B of UGC	11-04-1986	[View Document](#)

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	**Recognition/Approval details Institution/Department programme**	**Day,Month and year(dd-mm-yyyy)**	**Validity in months**	**Remarks**
NCTE	[View Document](#)	31-05-2015	24	Two years BEd Program

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

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	Anand Education College Near Electric Grid, Anand	Urban	6.754131	490.17

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,Education,Education	24	Graduate	Gujarati	55	55

Position Details of Faculty & Staff in the College

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

	Non-Teaching Staff			
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				8
Recruited	3	1	0	4
Yet to Recruit				4
Sanctioned by the Management/Society or Other Authorized Bodies				2
Recruited	1	1	0	2
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				1
Recruited	1	0	0	1
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	3	0	0	0	5	0	8
M.Phil.	0	0	0	0	0	0	0	4	0	4
PG	0	0	0	3	0	0	0	5	0	8
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	54	1	0	0	55
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	8	2	2	3
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	5	5	4	8
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	18	11	19	31
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	19	16	15	8
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	1	0	1
	Others	0	0	0	0
Total		50	35	40	51

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Anand Education college, Anand is the epitome Of Interdisciplinary Institution with Interdisciplinary Approach. Anand Education college, Anand is actively engaged in offering quality teacher education

	programme. It aims to improve overall, development of human beings- intellectual, aesthetics, social, physical, emotional, moral. The institute offers skill based and value based education. The Teacher Education Programs has been designed for all these approaches; the holistic development of student teachers are our focussed pathway to enrich this programme. Presently, Arts, Science and Education are disciplines Integrated for the purpose; so it is multidisciplinary, whereas courses like; Language Across Curriculum (Gujarati, Hindi, English and Sanskrit), Art in Education (Music, Dance, Drama, Paintings, Drawing, model making, etc.) Above all these courses have a focus on to integrate them for effective and efficient student teacher for school education in particular and Education at wider perspectives. Faculty members are participated various FDP, online webinar and offline workshop on NEP 2020 So the institution is ready to implement NEP 2020 as it has been offering the courses and we are happy to share that guidelines of NEP 2020 has been already incorporated with the curriculum from 2020 through our affiliated universities.
2. Academic bank of credits (ABC):	Students often face difficulties in obtaining copies of Their certificate / mark sheets whenever they lost or Destroyed. Maintaining academic award in a digital Depository would enable educational Institution, students and employers' online access / retrieval / verification of digitalized academic awards and climate fraudulent practices such as forging certificates and mark sheets. As our college is affiliated to IITE, GANDHINAGAR, and all the certificates and degrees are provide by our university itself. Our university has registered in a NAD portal for depositing student's academic records as per the government mechanisms directions, through these students will get benefited for pursuing higher studies that require a credible, authentic and convenient mechanism for access, retrieval and validation of such awards. Our institution is taking initiative to Deposit the students earned credit for all the programmes offered in academic bank credit to promote student centricity in higher education across The country through learner-friendly practices and a more inter disciplinary approached higher education.
3. Skill development:	Value added courses impart life skill and it is taught to meet our global standard, depending upon the

	needs of the employers, society and nearby people. Institute has offered some Skills based/value added courses to student teachers. Anand Education College has already started its preparation for skill development activity. Institute has organized many online and offline programs on skill development for Student teacher. The institute is also offering value added course on skill development like Personality Development, Basic Computer education, Smart room technology, Classroom management, and Banking Skills to the student teacher. It also assists students in identifying & developing their academic & career interest, and to set their short term and long term goals through individual counselling and group counseling. Apart from this number of Memorandum of Understanding (MoUs) have been signed to enhance the Social Awerness, Health Awerness, Spritual Development, environmental awareness and National Integration for future teachers.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Indian knowledge system' is an innovative cell under the ministry of education at AICTE New Delhi. It will actively engage for spreading the reach heritage of our country and traditional knowledge in the field of arts and literature, agriculture, basic sciences. Engineering and technology, architecture, management. Anand Education College celebrates Yoga Day, World Environment Day, Doctor'sDay, World population Day, Poet Umashankar Joshi Birthday celebration Premchand Birthday Celebration, Library day, Teacher, s Day, Hindi Divas, Guru Purnima, Janmashthmi, Navaratri, Diwali, Christmas Celebrations and other days as per calendar. Every year In Sweet Memory of Swami Vivekanand, Anand Education College has organized youth week celebrations. Students are motivated to get knowledge through various online courses. Anand Education College also give information through some courses of B.Ed. syllabus. Anand Education College conduct some co -curricular activities.
5. Focus on Outcome based education (OBE):	No teaching-learning system is without aims and objectives, so there has been a focal vision as outcome based process. The twenty-first century is being regarded as the age of ICT, where preserving information and to assimilate is very easy. So there are specific outcomes of very specific teaching learning programmes.AECANAND has adopted outcome base education system for B.Ed. program.

	Appropriate learning experience are designed and deliver to facilitated attainment of stated learning outcomes. B.Ed. course is design with outcome Centre on cognitive abilities namely remembering, understanding applying analysing, evaluating and creating.
6. Distance education/online education:	Distance Education and Online Education are the need of the hour. Our Institute has made effective use of Online Mode during pandemic, The national education policy 2020 propagates that HEL s that fulfil stipulated criteria should offer ODL and online programs so as to reach out to geographically and social economically disadvantages groups. Due to covid-19 pandemic, institutions has increasingly involved in using digital platforms for engaging classes and meetings. Institute has successfully imparted its course content delivery in online mode during the pandemic Covid -19 also conducted online examinations, Institute motivate students to enhance their knowledge and professional skills.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The Electoral Literacy Club, established at Anand Education College, Anand, has been set up with the primary objective of sensitizing the student community about their democratic rights, which include the crucial act of casting votes in elections. To provide students with an experiential understanding of the democratic setup, the club organizes shows video of mock polling activities. Additionally, the club conducts a range of engaging programs such as poster presentations, awareness lectures, voter's pledge, rally for voter's awareness conduct by district collector. and other initiatives that foster awareness and understanding of electoral procedures among the students.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The Institution has the ELC functional with the following office bearers: Name Designation Functional Role: - Dr. M.R.Solanki Associate. Professor ELC coordinator Divya Sodha Parmar Second year B.Ed student Representative Niyati Macwan Second year B.Ed student Representative ELC is functioning in the college with awareness

	program.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	1. Our students actively engage in Voter Awareness Campaigns with the objective of educating the residents of neighboring places. 2. Voter's literacy campaign was organized to foster awareness and generate interest among faculty members, students teacher as well as various sections of society. 3. A lecture was organized, providing a platform for students to engage in lively discussions and communicative their viewpoints. Participants showcased their oratory skills, critical thinking, and persuasive abilities, fostering intellectual growth and promoting healthy competition. 4. Participated in the rally for voter's awareness conducted by district collector.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	The Electoral Literacy Campaign (ELC) undertakes socially relevant initiatives related to electoral issues, particularly focusing on contribution to the advancement of democratic values and participation in electoral processes. 1. The ELC strives to create initiatives that facilitate a clear understanding of the significance of an individual's vote. These efforts aim to ensure that individuals exercise their right to vote confidently, comfortably, and with a strong commitment to ethical practices 2. One of the primary objectives of the ELC is to cultivate a culture of active electoral participation. Through their endeavors, they seek to maximize informed and ethical voting, adhering to the principles that emphasize the importance of every single vote and ensuring that no voter is left behind. College ELC focuses & take efforts for the social awareness by awareness drives.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	The Electoral Literacy Campaign (ELC) focuses on sensitizing students above the age of 18, who are eligible to enroll as voters, about their democratic rights, particularly the importance of casting votes in elections. Additionally, the ELC conducts various interactive programs such as lectures, and rally aiming to raise awareness about electoral procedures among the students.

Extended Profile

1 Students

1.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
90	75	83	101	97

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any other relevant information	[View Document](#)

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
55	55	55	55	55

File Description	Document
Letter from the authority (NCTE / University / R	[View Document](#)
Institutional data in prescribed format	[View Document](#)

1.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
34	34	34	34	34

File Description	Document
Institutional data in prescribed format	[View Document](#)
Central / State Govt. reservation policy for adm	[View Document](#)

1.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
39	35	48	53	44

File Description	Document
List of final year students with seal and signat	[View Document](#)
Institutional data in prescribed format	[View Document](#)

1.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
39	35	48	53	44

File Description	Document
Institutional data in prescribed format	[View Document](#)
Consolidated result sheet of graduating students	[View Document](#)

1.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
51	40	35	50	53

File Description	Document
Institutional data in prescribed format	[View Document](#)
Enrollment details submitted to the state / univ	[View Document](#)

2 Teachers

2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	7	8	8	5

File Description	Document
Institutional data in prescribed format	[View Document](#)
Copy of the appointment orders issued to the tea	[View Document](#)

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
8	8	8	8	8

File Description	Document
University letter with respect to sanction of p	[View Document](#)
Any other relevant information	[View Document](#)

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
10.51488	8.30195	3.87358	7.02205	8.59289

File Description	Document
Audited Income Expenditure statement year wise d	[View Document](#)

3.2

Number of Computers in the institution for academic purposes..

Response: 30

File Description	Document
Invoice bills of purchase of computers	[View Document](#)
Copy of recent stock registers	[View Document](#)

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1

Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation.

Response:

The institution develops various action plans for the effective implementation of the curriculum through which the objectives of the institution are achieved. All the departments prepare the action plan at the beginning of each academic year. Regular review and reporting is made in the general body meeting of the faculty and measures are taken on activity which could not be implemented. The implementation of the curriculum and the academic plan is monitored by the Principal of the college. Reporting to IQAC at the end of the academic year makes the process very systematic. The curriculum delivery is achieved through lectures seminars, group discussion, problem solving, role play, quiz, LCD, Digital Learning and power point presentation. Students are encouraged to take seminars through power point presentation. Special attention is given to the weak students through remedial classes and teacher recruit as mentor of every class. Action Plan Development for effective implementation Academic Calendar Planning by IQAC, Academic Council, Department Council and Individual Preparation The effective implementation of the curriculum is done in the following sequence of action plans. Role of Teacher in curriculum development Development of Academic Calendar Organized Remedial Guest faculty lecture. Power point presentation seminar. Implementation of curriculum. Upgrade & uses of ICT facility. Each faculty provided with Faculty Diary Semester-wise preparation of Teaching Plan Teaching Plan made available for student's reference The Students are made aware of the curriculum through practical experience Internship - Projects provide exposure to students Industrial Visits / Group Activities - Academic and Industrial Linkage benefits the students Curriculum revision - The faculty are encouraged to make proposals for curriculum revision and incorporate necessary changes to improve the hands-on experience for students in the labs. Faculty Professional Development Committee - The competence of staff members are enhanced by means of different programs (Awareness Lectures, Seminars and Training Programmers) conducted by Professional Development Committee. ICT Facilities and Resource material support from Library (like e- journals, AV facility etc) help in effective implementation of the Curriculum. Learning Space as an academic reform in which faculty members are available after the class hours to clear the doubt of students. Redemptive Exam & Tutorial -

File Description	Document
Plans for mid- course correction wherever needed for the last completed academic year	[View Document](#)
Plan developed for the last completed academic year	[View Document](#)
Details of a. the procedure adopted including periodicity, kinds of activities, b. Communication of decisions to all concerned c. Kinds of issues discussed	[View Document](#)
Any other relevant information	[View Document](#)
Paste link for additional information	[View Document](#)

1.1.2

At the institution level, the curriculum planning and adoption are a collaborative effort;

Indicate the persons involved in the curriculum planning process during the last completed academic year

1.   **Faculty of the institution**

2.   **Head/Principal of the institution**

3.   **Schools including Practice teaching schools**

4.   **Employers**

5.   **Experts**

6.   **Students**

7.   **Alumni**

Response: C. Any 3 of the above

File Description	Document
Meeting notice and minutes of the meeting for in-house curriculum planning	[View Document](#)
List of persons who participated in the process of in-house curriculum planning	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
A copy of the Programme of Action for in-house curriculum planned and adopted during the last completed academic year	[View Document](#)

1.1.3

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

1. **Website of the Institution**

2. **Prospectus**

3. **Student induction programme**

4. **Orientation programme for teachers**

Response: C. Any 2 of the above

File Description	Document
Report and photographs with caption and date of teacher orientation programmes	[View Document](#)
Report and photographs with caption and date of student induction programmes	[View Document](#)
Prospectus for the last completed academic year	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
URL to the page on website where the PLOs and CLOs are listed	[View Document](#)
Paste link for additional information	[View Document](#)

1.2 Academic Flexibility

1.2.1

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	10	10	10	10

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	10	10	10	10

File Description	Document
Data as per Data Template	[View Document](#)
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	[View Document](#)
Any other relevant information	[View Document](#)
Academic calendar showing time allotted for optional / electives / pedagogy courses	[View Document](#)
Paste link for additional information	[View Document](#)

1.2.2

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

Response: 1

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	1	1	1

File Description	Document
Data as per Data Template	[View Document](#)
Brochure and course content along with CLOs of value-added courses	[View Document](#)
Any other relevant information	[View Document](#)
Paste link for additional information	[View Document](#)

1.2.3

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

Response: 51.12

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	40	35	50	53

File Description	Document
Upload any additional information	[View Document](#)
List of the students enrolled in the value-added course as defined in 1.2.2	[View Document](#)
Course completion certificates	[View Document](#)
Paste link for additional information	[View Document](#)

1.2.4

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

through

1. **Provision in the Time Table**
2. **Facilities in the Library**
3. **Computer lab facilities**
4. **Academic Advice/Guidance**

Response: D. Any 1 of the above

File Description	Document
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
Paste link for additional information	[View Document](#)

1.2.5

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

Response: 34.53

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

2022-23	2021-22	2020-21	2019-20	2018-19
51	0	0	50	53

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

1.3 Curriculum Enrichment

1.3.1

Curriculum of the Institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas

Response:

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 words each

Response: Fundamental or coherent understanding of the field of teacher education

Teachers need a variety of skills, education and training to become proficient in their careers. They also need superior interpersonal skills, such as patience and the ability to remain calm in stressful situations. Collaborative skills enable them to work productively with their colleagues. Teacher education is the process of attending to people's needs, experiences and feelings, and intervening so that they learn particular things, and go beyond the given. Interventions commonly take the form of questioning, listening, giving information, explaining some phenomenon, demonstrating a skill or process, testing understanding and capacity, and facilitating learning activities. Equally clear, we need expertise, we need content. As coaches we need to know about our game; Regarding faith, practice and teachings as religious teachers; And, as pedagogy, ethics, human development and development and social life. Good teachers have a deep knowledge of the subjects they teach, and when teachers 'knowledge falls below a certain level, it is a significant barrier to students' learning. Procedural knowledge that creates teachers for different levels of school education skills that are specific to one? s chosen specialization

1. Enjoy communicating your understanding to others. 2. Have confidence: You will need the confidence to look calm and professional even when tired and stressed.

3. Have great organizational skills.

4. Work effectively in groups

5. Be able to deal with conflict

6. Motivate your students to do their best

7. Empathize with your Students

8. Give feedback Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills Emotional intelligence is the ability to understand, use and manage one's emotions in a positive way to overcome stress, communicate effectively, empathize with others, overcome challenges and thwart conflict.

According to Daniel Goleman, an American psychologist who helped to popularize emotional intelligence, there are five key elements to it: Self-awareness. Self-regulation. Motivation. Empathy.

Social skills. Critical thinking is a core academic skill that teaches undergraduate and postgraduate students to question or reflect on their own knowledge and information. This skill is required for students working on assignments and conducting research. It is also an invaluable skill in many workplace scenarios. Critical steps to improve critical thinking include analysis, interpretation, current, and evaluation. Negotiators communicate to clarify their preferences, attitudes and perspectives, to exchange information and to persuade the other side of their ideas and beliefs. For these reasons, communication ability is considered an important skill in a negotiator.

- 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 suchas: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.

File Description	Document
Photographs indicating the participation of students, if any	View Document
List of activities conducted in support of the above	View Document
Documentary evidence in support of the claim	View Document

1.3.2

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

Response:

: Diversity is everything that makes people different from each other. This includes many different factors: race, ethnicity, gender, sexual orientation, socio-economic status, ability, age, religious belief or political belief. If you ignore the issue of diversity in the classroom and choose to not promote diversity in your school, you're not doing your job. Children go to school to be prepared for the workforce, so teaching must effectively address and embrace the realities that come with living and working in a diverse school, community and country. Diversity in the classroom doesn't just improve social skills, it can also have an impact on academic results. It improves critical thinking skills and encourages academic confidence.

7 ways to encourage a culture of diversity in your school

1. Examine your teaching materials

2. Get to know your students

3. Be willing to address inequality

4. Connect with parents and community

5. Meet diverse learning needs

6. Hire diversely

7. Support professional development opportunities

Diversity expresses itself in so many different ways, so it can be daunting to try and start conversations around bringing it to the classroom. The good news? Your school is already full of students and staff with diverse and amazing backgrounds, abilities and skills! All you have to do is start highlighting that diversity. Start slowly and intentionally. Don't be afraid to admit when you don't know the answer, but always try to keep learning and growing. Listen to what others around you are saying, and look for feedback and ways to continuously improve. Change doesn't happen overnight, but the most important step is getting started.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)
Action plan indicating the way students are familiarized with the diversities in Indian school systems	[View Document](#)
Paste link for additional information	[View Document](#)

1.3.3

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

Response:

Anand Education college follows the curriculum in a way as to provide varied experiences to the students. In order to achieve this aim student are given professional training in teaching by the following measures: The college follows student-centered approach, an approach to education focusing on the needs of the students. The college follows and promotes the teaching methods such as active learning, cooperative learning, and inductive teaching and learning: inquiry-based learning, problem-based learning, project based learning, discovery learning, etc. It seeks to promote Collaborative group learning, both inside and outside the classroom; Individual student research and discovery; Research and discovery by students and faculty together: When discussing social development, prospective teachers in one program reflect on their own social development and on the ways in which their teachers influenced them. This introspection helps prospective teachers examine their own beliefs and learn how these beliefs might influence their future work with families. For example, one faculty member teaches about issues of

power in society (gender, caste and minority status, for example) by asking students to analyze their own cultural perspectives (such as their cultural history, language, and literacy). In one program, prospective teachers are asked to look at their own cultural experiences and history, think about the match between their family, community culture and their school culture, and then discuss ways in which some children's home and school cultures differ.

In addition to above Teaching skills are taught through Micro Teaching and Macro lessons, five lessons per teaching subject. Experts are also invited to deliver lectures on micro and macro teaching before commencement of practice teaching. Student teachers develop 'School Profile.' They visit school, observe daily routine, and also interact with the permanent teaching staff of the of practice teaching schools. In the course of practice teaching, the student teachers participate in all the curricular and extracurricular activities of the school and assist the school teachers in decorations, conducting morning assembly arranging sport events, annual day celebration etc

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)
Paste link for additional information	[View Document](#)

1.4 Feedback System

1.4.1

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

Structured feedback is obtained from

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

Response: D. Any 2 of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	[View Document](#)
Any other relevant information	[View Document](#)
Paste link for additional information	[View Document](#)

1.4.2

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

Response: B. Feedback collected, analysed and action has been taken

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	[View Document](#)
Any other relevant information	[View Document](#)
Action taken report of the institution with seal and signature of the Principal	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

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

Response: 83.27

File Description	Document
Document relating to Sanction of intake from University	[View Document](#)
Data as per Data Template	[View Document](#)
Approved admission list year-wise/ program-wise	[View Document](#)
Approval letter of NCTE for intake for all programs	[View Document](#)
Any other relevant information	[View Document](#)
Any additional link	[View Document](#)

2.1.2

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

Response: 93.53

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

2022-23	2021-22	2020-21	2019-20	2018-19
43	25	24	32	35

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

2.1.3

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

Response: 0.44

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	0	0	0	0

File Description	Document
List of students enrolled from EWS and Divyangjan	[View Document](#)
Data as per Data Template	[View Document](#)
Certificate of EWS and Divyangjan	[View Document](#)
Any other relevant information	[View Document](#)

2.2 Honoring Student Diversity

2.2.1

Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students..

Response:

The learning levels of the students are assessed by teachers using pre-class tests in the initial classes of every subject. After appropriate assessment of the test, Specific teaching-learning methodologies to cater the different needs of students are then implemented. The faculty follows an integrated approach. Traditional teaching methods are aided by new age technological methods to make learning more engaging

and relatable. Tutorials, value added courses, preparation for competitive exams and extra online classes are organized for students so as to provide special coaching in areas where they need support. Additional reading material and books are suggested and are made available to increase their understanding of the subject. Web- links are also suggested to the students to help them gain an in-depth knowledge of the subject. Bilingual approach is adopted for explanations and discussions in the class with the aim of reaching out to each and every learner so that they can be brought at par with the rest of the class. Personal, academic and career-related counseling is given from time to time. Assignments and group projects are given and evaluated on a regular basis. Peer learning is encouraged through group discussions and presentations. This aids in building a culture of team work and helps to develop leadership as well as interpersonal skills. The teachers assess the caliber of the students in informal settings such as during tutorials, classroom behavior and interaction outside the class. Youva-Sptah is organized in the between of the session to recognize the talent in areas of Drama, Art, Music, Dance, Folk Art, Heritage and Literary items. Various academic and co-curricular activities are organized to optimize the potential of learners. Students are encouraged to participate in Intra College as well as Youth Festivals (Zonal and Inter Zonal levels). Here again, they are encouraged to participate in the activities as per their interest, potential and capabilities. Students are motivated to join indoor and outdoor clubs of the College which help to inculcate the values of service in them. They are made aware about their roles and responsibilities towards the society in general and nation in specific. The College library has great facility and other e-resources to help the advanced and weaker learners to broaden their horizons. Advanced learners are encouraged to upgrade their knowledge and skills through add-on courses provided by the college along with special lectures organized by expert resource persons. Students are given recognition for their achievements at various forums in terms of cash awards, medals, appreciation certificates and scholarships. They are also motivated to secure rank and distinction in university examination.

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

2.2.2

Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through

1. **Mentoring / Academic Counselling**

2. **Peer Feedback / Tutoring**

3. **Remedial Learning Engagement**

4. **Learning Enhancement / Enrichment inputs**

5. **Collaborative tasks**

6. **Assistive Devices and Adaptive Structures (for the differently abled)**

7. **Multilingual interactions and inputs**

Response: A. Any 5 or more of the above

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

2.2.3

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

Response: As an institutionalized activity in accordance with learner needs

File Description	Document
Reports with seal and signature of the Principal	[View Document](#)
Relevant documents highlighting the activities to address the differential student needs	[View Document](#)
Photographs with caption and date	[View Document](#)

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 15

2.2.4.1 **Number of mentors in the Institution**

Response: 6

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

2.3 Teaching- Learning Process

2.3.1

Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning

Response:

Our college is ensuring the use of student-centered methods such as experiential, participatory learning and problem-solving methods in the teaching-learning process. The following activities are being regularly conducted by the college to make learning activities more student centric.

1. Experimental learning: Our college is giving all students the occasion to assume a job as a teacher and have insight of educating in the class room. We are additionally promising students to coordinate projects at departmental level. It is assisting the students with improving their insight, introduction abilities and personality enhancement.

2. Participant Learning: Our College is utilizing participatory figuring out how to urge students to be effectively associated with the learning cycle. College is utilizing the accompanying member learning strategies like Group Discussion, Small Group Exercise, Assignment, Elocation, Quiz, Case Study, Project and so on.

3. Problem Solving Methodologies:

 Case studies are provided to improve critical thinking, creativity and problem solving skills among students and are asked to prepare project reports by various departments alongwith making Blue-print boosts them for High order thinking.

 4. Brainstorming as teaching strategy

First, a small group of students is formed. They are approached to sit in a group and are given a specific issue or point. Teacher, as the group leader, then ask group members to think about the problem and give their ideas. They are advised to find as many solutions to the problem as they can find. They are told not to condemn others thoughts however they are allowed to make considerations to others thoughts. Students are encouraged to put forward suggestions without hesitation even if they seem to come up with

unusual and unorthodox ideas. Students thoughts are to be tuned in and acknowledged quietly, without passing any judgment or remark of any kind until the session is finished

5. Focused Group Discussion

  Using this strategy involves gathering students from similar streams like Science, Arts together to discuss a specific topic of interest. It is a form of qualitative research where questions are asked about their perceptions attitudes, beliefs, opinion or ideas. In focus group discussion participants are free to talk with other group members; unlike other research methods it encourages discussions with other participants. It generally involves group interviewing in which a small group of usually 8 to 12 students. It is led by a teacher in a loosely structured discussion of various topics of interest.

Online mode:

Nearly all teachers are using Google Meet, Microsoft Team, Zoom Application to teach their respective subjects. Whats App Group is created for all students to discuss their issues with teachers about various subjects. During the Covid-19 pandemic, students were being taught through online medium only. MOOC's, SWAYAM were the platforms used to educate the students for doing free education courses. National level workshops, Value added courses were conducted to fill the gaps in knowledge and give students a competitive edge. Special lectures/seminars/conferences are organized to encourage and motivate students to become participative agents and not just passive recipients of knowledge. Use of ICT and E-resources by students is encouraged.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.3.2

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	7	8	8	5

File Description	Document
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
Link of LMS	[View Document](#)

2.3.3

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

Response: 100

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

Response: 90

File Description	Document
Programme wise list of students using ICT support	[View Document](#)
Landing page of the Gateway to the LMS used	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
Any additional Links	[View Document](#)

2.3.4

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

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

Response: A. Any 4 or more of the above

File Description	Document
Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations	[View Document](#)
Geo-tagged photographs wherever applicable	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
Link of resources used	[View Document](#)

2.3.5

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

Response:

Anand Education College, Anand (B.Ed.), provides a variety of provisions to support and enhance the effectiveness of the faculty in teaching learning and mentoring of students. The work culture of the college is quite conducive for the professional growth and competence of the faculty as well as the prospective teachers (students). Along with these various opportunities are provided to the teacher and students for the professional growth and enhancing their ability.

Continual mentoring is provided by teachers to imbibe quality teaching practices that honor diversity and create classroom environments. A warm and conducive environment is provided that supports personal, social and academic success for all students. They are enriched further by arranging talks on subjects like Communication Skills. Webinars, Workshops and Seminar are planned and organized to inculcate soft skills as well as professional skills in the students.

A faculty member is a mentor for a group of students whom he/she consistently monitors for academic and personal issues over their academic period. The mentor looks into the matters regarding the academic performance, discipline, completion of academic requirements, health issues and grievances if any. The mentor is the first person whom the student approaches for any personal or academic guidance.They provide their guidance and counsel the students time to time. The mentor interacts with the parents for a comprehensive understanding of the problems faced by the students if needed. Students from rural background are motivated to boost their confidence levels and be part of the main stream. Ample opportunities are provided throughout the session to identify their interest and enhance their abilities.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.3.6

Institution provides exposure to students about recent developments in the field of education through

1.   Special lectures by experts

2.   'Book reading' & discussion on it

3.   Discussion on recent policies & regulations

4.   Teacher presented seminars for benefit of teachers & students

5.   Use of media for various aspects of education

6.   Discussions showcasing the linkages of various contexts of education- from local to regional to national to global

Response: A. Any 5 or more of the above

File Description	Document
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	[View Document](#)
Documentary evidence in support of the selected response/s	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.3.7

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

Response:

Anand Education College, Anand focuses on the project-based learning activity for its students focusing on developing innovative teaching methods for the Teacher Trainee. The students are tasked with creating lesson plans that incorporates creative approaches to teaching various subjects such as mathematics, science, and language arts.

The teacher provides guidance and resources to help the students explore different pedagogical techniques, utilize technology effectively, and integrate hands-on activities into their lesson plans. Throughout the project, the students are encouraged to think critically, experiment with new ideas, and collaborate with their peers to refine their teaching strategies.

Impact on Students:

1. Enhanced Creativity: Engaging in the project allowed students to think outside the box and come up with innovative ways to teach complex concepts. They learned to tap into their creativity to design engaging and meaningful learning experiences.
2. Improved Problem-Solving Skills: As students encountered challenges and obstacles during the project, they developed problem-solving skills by brainstorming solutions, experimenting with different approaches, and iterating on their ideas.
3. Increased Confidence: Successfully completing the project boosted students' confidence in their abilities as future educators. They gained a sense of accomplishment from designing effective lesson plans and received positive feedback from their peers and instructors.

1. **Cultivating Empathy and Life Skills**

During Internship programmes the students were tasked with providing educational support, organizing recreational activities, and offering companionship to individuals in need.

The teacher facilitated reflective discussions and journaling exercises to help students process their experiences, empathize with others' perspectives, and recognize the importance of compassion and empathy in education. Additionally, the students were encouraged to apply their classroom learning to real-world contexts and reflect on how their interactions with school students influenced their personal and professional development.

These cases demonstrate how teachers in Anand Education College, Anand can effectively nurture

creativity, innovation, critical thinking, empathy, and life skills among students through engaging and experiential learning approaches. By providing opportunities for hands-on learning, reflection, and real-world application of knowledge, educators can empower students to become compassionate, creative, and socially responsible educators.

Year	Name	Achievements	Remarks
2018-19	Kinjal R . Patel	University Gold Medal	S.P.Uni. V.V.Nagar
2020-21	Kajal S.Bhatt	University Gold Medal	S.P.Uni. V.V.Nagar
2020-21	Palak J. Dabhi	Guj.Sub. Uni.Gold Medal	S.P.Uni. V.V.Nagar
2021-22	Ankita L. Yadav	Ist Rank in TLM Competition in IITE,Gandhinagar	7000 Rs. Cash Prize
2021-22	Falguni N. Chavda	Ist Rank in BLUE PRINT Competition in IITE,Gandhinagar	5000 Rs. Cash Prize
2022-23	Ankita L. Yadav	3 rd Rank in NATIONAL level MICRO TEACHING Competition in National College Of Education ,Sirsa,Hariyana	National College Of Education ,Sirsa,Hariyana
2022-23	Ankita L. Yadav	Best Three in E-POSTER MAKING COMPETITION D.D.Choksi Secondary Education, Palanpur(Guj.)	D.D.Choksi Secondary Education, Palanpur(Guj.)
2022-23	Niyati K. Macwan	3 rd Rank in COLLAGE Competition in IITE,Gandhinagar	Youth Festival Kalakunj , IITE,Gandhinagar
2022-23	Dhara K. Jyotishi	3 rd Rank in Essay Competition at BCJCE,Khambhat,Guj, (M.Ed.)	BCJCE,Khambhat,Guj,
2021-22	Komal S.Bhatt	2nd Rank in CASE STUDY Competition IITE,Gandhinagar	2500 Rs. Cash Prize

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.4 Competency and Skill Development

2.4.1

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

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

Response: A. Any 8 or more of the above

File Description	Document
Reports of activities with video graphic support wherever possible	[View Document](#)
Documentary evidence in support of the selected response/s	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.4.2

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

1. Formulating learning objectives

2. Content mapping

3. Lesson planning/ Individualized Education Plans (IEP)

4. Identifying varied student abilities

5. Dealing with student diversity in classrooms

6. Visualising differential learning activities according to student needs

7. Addressing inclusiveness

8. Assessing student learning

9. Mobilizing relevant and varied learning resources

10. Evolving ICT based learning situations

11. Exposure to Braille /Indian languages /Community engagement

Response: A. Any 8 or more of the above

File Description	Document
Reports and photographs / videos of the activities	[View Document](#)
Documentary evidence in support of each selected activity	[View Document](#)
Data as per Data Template	[View Document](#)
Attendance sheets of the workshops/activities with seal and signature of the Principal	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.4.3

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

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

Response: A. All of the above

File Description	Document
Details of the activities carried out during last completed academic year in respect of each response indicated	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.4

Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses

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

Response: A. All of the above

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

2.4.5

Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of

1. **Preparation of lesson plans**

2. **Developing assessment tools for both online and offline learning**

3. **Effective use of social media/learning apps/adaptive devices for learning**

4. **Identifying and selecting/ developing online learning resources**

5. **Evolving learning sequences (learning activities) for online as well as face to face situations**

Response: A. All of the above

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

2.4.6

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

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

Response: A. All of the above

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

2.4.7

A variety of assignments given and assessed for theory courses through

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

5.Identifying and using the different sources for study

Response: A. Any 4 or more of the above

File Description	Document
Samples of assessed assignments for theory courses of different programmes	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

Other Upload Files	
1	[View Document](#)

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

The college calendar gives temporary dates of commencement of internship programme. Staff meetings are conducted and time tables are prepared in detail.

The internship programme is systematically planned according to the university syllabus. The practicing schools are selected on the basis of the proximity of the pupil teachers' residence to the school, SOE schools, availability of basic infrastructural facilities and type of school (Government, aided, private,public).

After the consent of school, the teacher in-charges of internship programme with the consent of head of the institution visit and meet with the school principals. The school teachers are requested by the faculty members for allotment of syllabus. The lists of pupil teachers are sent to the assigned school of teaching practice. The students are allotted schools keeping in mind the medium of instruction, feasibility in time and travel, accommodating capacity and subject wise requirement of the schools.

Before the commencement of internship, an orientation programme for one week is organized and detailed instructions are given to student-teachers for making Path Ayojan and details on internship programme. During Internship, the student-teachers are

required to undertake a variety of activities relating to classroom teaching, classroom management, and organization of school- based and community based activities of teaching. The student-teachers are required to develop a repertoire of understandings, competencies, and skills.

Lessons are observed by the teacher educators at regular intervals and our teacher educators verify whether the students rectify the correction given in the previous observation. All the lessons are

observed by the mentor-teachers. Necessary instructions are given to the student teachers based on the feedback received. And 10 marks are allotted to lessons to be delivered by the trainees according to different criteria

The task of teacher supervisor is to assess the pupil teachers activities along with the guidance to be offered. The teacher supervisor evaluates the copies of the pupil teachers from time to time. The performance of the students is duly observed by the accompanying teacher in charge, school subject teachers and the peer group. The remarks are not recorded in a ritual manner but they are suggestive in nature for the further polishing of teaching skills of the prospective teachers. By the end of the internship programme it is duly certified by the head of the practicing school.

While planning internship programme the institutions takes care of providing exposure of variety of Schools to interns. Student teachers perform various internship activities in schools with systematic supervisory support and feedback from faculty as per university prescribed curriculum.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.4.9

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

Response: 1.7

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

Response: 23

File Description	Document
Plan of teacher engagement in school internship	[View Document](#)
Internship certificates for students from different host schools	[View Document](#)
Data as per Data Template	[View Document](#)
Copy of the schedule of work of internees in each school	[View Document](#)
Any other relevant information	[View Document](#)

2.4.10

Nature of internee engagement during internship consists of

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

Response: A. Any 8 or more of the above

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

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

Anand Education College, Anand adopts effective monitoring mechanisms during Practice teaching is conducted in various local schools. One or Two lessons per day are delivered during their practice teaching sessions. Teacher educators (preferably subject experts) from the college are detailed to check and approve the lessons plans beforehand. The student-teachers are allowed to deliver the duly approved lesson plans. 80 to 90 percent of the lessons in schools are observed by the teachers. Teachers of concerned schools observe the lessons. The school teachers are encouraged to give suggestions for improvement. Teacher educators and school teachers note down remarks on the lesson plan book. Thus, on the spot feedback are provided to the student-teachers. More feedback comes in the form of discussion with the observers which is done soon after the lesson is finished; Detailed feedback is also provided in the college collectively on subsequent days. Remarks on the notebook, subsequent discussion and observations based on self-reflection are taken into consideration for bringing about improvement. The process of observation and feedback is comprehensive and continuous.

File Description	Document
Documentary evidence in support of the response	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.4.12

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

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

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

Response: A. All of the above

File Description	Document
Two filled in sample observation formats for each of the claimed assessors	[View Document](#)
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	[View Document](#)

2.4.13

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

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

Response: A. All of the above

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	[View Document](#)
Five filled in formats for each of the aspects claimed	[View Document](#)
Any other relevant information	[View Document](#)
Any additional Link	[View Document](#)

2.5 Teacher Profile and Quality

2.5.1

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

Response: 87.5

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

2.5.2

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

Response: 100

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

Response: 7

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

2.5.3

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

Response: 15.71

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

Response: 110

File Description	Document
Copy of the appointment letters of the fulltime teachers	[View Document](#)
Any other relevant information	[View Document](#)

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

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

Response:

Anand Education College, Anand allows the faculty members to attend orientation, refresher courses, the Induction Training Programme, National level workshops, seminars, and symposiums hosted by government and nongovernmental organisations. Following these programmes, the institution offers faculty development programmes through IQAC (Internal Quality Assurance Cell) in the form of seminars, where professors may exchange their experiences with their colleagues. Staff members are also permitted to act as resource persons in seminars, workshops, and other events at the university, colleges, and schools, and they also participate in college activities as resource persons. Staff members are encouraged by the Principal to deliver papers in national, international, and state-level conferences and

workshops.

For this reason, teachers can avail duty leave. The administration provides support and encourages book writing and article writing, are also encouraged to publish their articles in reputed Journals. They write chapters for edited books and research papers as well. College also publishes its "VIDHYASETU ANK" which is joint effort of all the staff of college and students. The usage of cutting-edge technology is encouraged for all academic members. They have access to the computer lab and the internet, which they may use to stay informed about the most recent developments in their field and in education. Faculty members are allowed to do academic tasks including assessment, paper setting, invigilation of exams, etc. Each year, the SPU University and IITE, GANDHINAGAR assigns a few of our faculty members to serve on several special duties like coordinator of skill in teaching, syllabus revision, flying squad during the university exams, external examiner for viva-voce and member of selection panel, Board of Studies, Academic council etc. The institute promotes the staff to improve their qualifications for professional or career growth. The faculty members are free to take advantage of the chance to pursue higher education through FDP (Faculty Development Programme). The institution felicitates the faculty member when they get an honour.

The institution's management honours the performance of the teacher educator by giving awards each year. In meetings and through the public address system, the finest performance is also recognized. The principal also encourages staff members to pursue PhD and apply for NET examinations and publish books. All these kind of facilities and exposure provided to them helps the teachers to grow professionally and keep themselves updated with the new educational trends. Apart from this our professors are invited in schools and colleges as a chairperson.

File Description	Document
Documentary evidence to support the claims	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.6 Evaluation Process

2.6.1

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

Response:

Anand Education College sticks to academic schedule which is being given by the Sardar Patel University,VVN and IITE Gandhinagar for Conduction of nonstop internal evaluation system. The academic calendar involves the dates of commencement and completion of the syllabus, time tables of internal exams and so forth It set out the dates of term end examination. The time tables have been arranged and executed in like manner. The teachers define teaching plans as indicated in the academic calendar and guidelines of the Sardar Patel University,VVN and IITE Gandhinagar. The time table of external examination is fixed by the University and the same is display on notice board for the students.

Any changes are conversed to the students well in advance.

1. Preparatory Exams are conducted every year before university exams.

 2. Every teacher conducts regular class tests on the related topic. Principal & Teachers clear doubts of students with advice about writing correct & appropriate answers. The regular monitoring is done by the college Governing Council. The Principal heads curricular and extracurricular review meetings on regular basis to check the execution and progress of all the activities in the academic calendar. Based on these review meetings some changes in schedules of activities are made if required.

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

2.6.2

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

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

Response: A. Any 4 or more of the above

File Description	Document
Documentary evidence for remedial support provided	View Document
Copy of university regulation on internal evaluation for teacher education	View Document
Any other relevant information	View Document
Annual Institutional plan of action for internal evaluation	View Document
Link for additional information	View Document

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

There is complete transparency in internal assessment. Norms directed by the Sardar Patel University,VVN and IITE Gandhinagar have been adopted in the college.

1. At the beginning of the semester, faculty members expose the students to various components in the evaluation process during the semester.

2. Internal assessment test programs are organized according to the university and students are informed in advance.

3. To ensure proper conduct of formative tests, two observers are allocated in each hall. The course is evaluated by faculty members within 15 days from the exam date.

4. Correct answer scripts are confirmed by HOD at random to ensure standard evaluation process.

5. Correct answer sheets are sent by the students for their verification and any grievance is redressed immediately. The marks obtained by the students in internal assessment tests are displayed on the notice board of the department. Departmental level:

Students are constantly evaluated by faculty regarding theory lectures, labs, assignments, unit tests. Midterm marks are assigned based on defined strategies and displayed on the notice board. Questions if discussed with any faculty and HOD.

College Level:

The college appoints a senior supervisor for the smooth conduct of college examinations. If the students are facing any problem, they are solved by the principal of the college. The grievances are deliberated during the conduct of theory examinations and deliberated with the Principal and forwarded to the University in the examination section if necessary

Redressal of grievances at university level: After forwarding such questions through the college examination section, the questions related to the result, improvement in mark sheet, other certificates issued by the university are handled in the examination section. Students are allowed to apply for reevaluation, recruitment and a challenging assessment by paying the required processing fee to the university if students are not satisfied with the university's assessment through college.

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.6.4

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

Response:

The academic calendar is prepared by the college according to the guidelines of the Sardar Patel University,VVN and IITE,Gandhinagar and according to the temporary date sheet of the university examinations. In the semester system, practical's are prescribed in terms of planning of departments, time table, attendance review, midterm tests and science subjects. Students with small attendance are notified according to their names and fined.

Assignment work is awarded to students and marks are awarded before the commencement of the final examination. The syllabus is discussed by the staff members of each department and prior notice is given regarding the conduct of the mid-term and final examinations.

Co-curricular activities are conducted simultaneously from time to time and information in respect of the same is displayed on the notice board. Similarly, annual celebrations are also held during the end of the academic year.

The head of each department monitors the quality of teaching-learning through daily monitoring of teaching-learning activities. Continuous counseling is also done through departmental meetings and staff meetings

File Description	Document
Any other relevant information	[View Document](#)
Academic calendar of the Institution with seal and signature of the Principal	[View Document](#)
Link for additional information	[View Document](#)

2.7 Student Performance and Learning Outcomes

2.7.1

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

Response:

PROGRAMME LEARNING OUTCOMES (PLOs): On the completion of the B.Ed. (2 years) Programme, student teachers will be able to develop: Content Competency: to impart relevant knowledge with respect to

foundation and methodology courses, to promote mastery over the required content. to know, select and use teaching methods. to understand the paradigm shift in conceptualizing disciplinary knowledge in school curriculum, to acquire necessary competencies for organizing learning experiences, to select and use of appropriate assessment strategies for facilitating learning. to analyze the content, text books and syllabus.

Pedagogical Skills:

to impart teaching skills and strategies to transfer the given content suitably in classroom situations to innovate and experiment classroom practices. Professional Ethics:

to imbibe and uphold qualities of a good teacher, to be just and impartial, to show love and respect to the individuality of the child, to inspire and professionally help the parents for the care and guidance of their wards, to preserve proper balance of his/her life as a person of character and be an example to others with his/her intellectual honesty and moral integrity as well as loyalty to the institution to which he /she belongs to develop professional attitude, to help demonstrate commitment to values such as loyalty, love, service, equality and excellence.

Effective Citizen Ethics:

To understand different values such as morality, social service and accept responsibility for the society. To create leaders in all walks of life and thus be agents of change in the society by breaking the fetters of all social evils for the betterment of the people of our country and for a better world.

Effective Communication:

To boost confidence and promote abilities to communicate effectively, to plan, teach, organize school related /community based activities and programmes, to collaborate with parents and community for the betterment of students.

COURSE LEARNING OUTCOMES (CLOs):

After the completion of the course the student will be able to achieve the following courses:

Childhood & Adolescence

Understanding of Educational Technology

Language Across the School Curriculum

Understanding Discipline and Pedagogy:

Language, Social Science, Sciences, Mathematics, Commerce

ICT Basics Learning, Teaching & Assessment Knowledge & Curriculum Contemporary Education in India Techniques,

Methods & Approaches of Pedagogy Understanding Self, Personality & Yoga Inclusive Education Educational Evaluation Guidance & Counseling Value Education Health & Physical Education etc.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Link for additional information	[View Document](#)

2.7.2

Average pass percentage of students during the last five years

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
39	35	48	53	44

File Description	Document
Result sheet for each year received from the Affiliating University	[View Document](#)
Data as per Data Template	[View Document](#)
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.7.3

The progressive performance of students and attainment of professional and personal attributes in

line with the PLOs and CLOs is monitored and used for further improvements

Response:

The Anand Education College, Anand attempted to implement in the spirit of PLOs and CLOs specified in criteria I, The progressive attainment of cognitive and professional status of student teachers were monitored,

documented and used further for improvement in many ways by the college.

The Methods of measuring attainment:

Evaluation Process: The programme outcomes and Programme Specific outcomes are assessed with the help of course outcomes of the relevant programme through direct evaluation process. It is provided through university semester Examinations, Continuous and Comprehensive Evaluation (CCE), internal and home assignments, class tests, house test and sessional work. Throughout the year the faculty records the performance of each student on each programme.

1. Minimum attendance of student teachers shall be 90% for all course work and practicum, and 90% for school internship.

2. Minimum pass marks are 40% in each paper, Practical, and School Internship in each year, however, the promotion from one year to two shall be as per SPU University and IITE, Gandhinagar. Pass marks will be 60% in Aggregate.

3. Students under university examination are evaluated for 70% of total marks and institution for 30% marks as internal assessment.

Internal and External Assessment: Internal assignments are given to the students which are mostly aligned with Programme Outcomes of the respective subject. External Assessment is evaluated by University.

The external theory examination (Foundation papers, pedagogy papers and elective papers) will be of Three hours duration.

The Paper with 100 marks are divided into two parts- 70 marks for external written examination and 30 marks for Internal assessment.

External question paper will have IV units. Unit- I, II, III, IV will have six questions each and the Candidate will be required to attempt four question from each of the unit-I to IV.

Each question carries 14 marks. Question V will be of short questions with total fourteen marks with ten questions and candidates required to attempt seven questions. Paper is set from the whole syllabus. Each question is divided in two sections will be of (2x4 + 2x3 = 14) marks. Therefore the total marks will be

(14 + 14 + 14 + 14 + 14 = 70).

Feedback Evaluation: The Institution collects feedback from students, Alumni and Employers which is an important method of measuring attainment POs, PSOs and COs.

Internships: Students are polished in school internships, projects and fieldwork, etc. This helps them to obtain necessary skills and practical experience in their chosen discipline.

Placements: One of the most important Programme Outcomes of students is the employability of students.

The college has a vibrant Placement Cell, which caters to the demands of school and colleges for different post.

The college conducts various activities on a regular basis to maximize and monitor learning outcomes.

File Description	Document
Any other relevant information	View Document
Link for additional information	View Document

2.7.4

Performance of outgoing students in internal assessment

Response: 100

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

Response: 39

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	View Document
Data as per Data template	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.7.5

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

Response:

At the time of admission, the principal interacts with parents and students to assess their needs and aspirations. Students are notified at the time of admission. The institution organizes an orientation program for students at the beginning of the new batch each year.

New students are familiarized with the course, internal assessment methods, and extracurricular activities, rules and regulations as well as other facilities available in the institute. University holds aptitude tests to measure students' intellectual skills at entry level.

A variety of talent-seeking programs in various fields such as drama, literature and fine arts are organized to discover the hidden talents and hidden abilities of students. value added courses are designed for incoming students to bridge the gap between subjects studied in previous grades and the subjects to be studied in the new grades.

Teacher Instructors assess students' learning needs through regular class test. Student achievement is measured by their scores on these tests. Those who score below 70% are provided extra assistance to improve their performance. Based on classroom testing and internal testing, slow learners are identified, and they provide remedial education. Students receive reading materials. many articles, homework and assignments assigned to them.

Finally, the rest exams are held to check knowledge acquired in class. Faculty staff coordinate with parents of slow learning students to meet their needs. Peer tutoring and counselling class by teachers is also available to meet the learning needs of these students. The mentor-mentor interaction keeps faculty in constant contact with students, helping them academic and personal issues and stimulate the general development of the student's personality.

During internship, feedback Performa developed by the college is provided to the supervisors for evaluating teaching proficiency of student teachers. Peer group also encourage observing lessons and making constructive suggestions.

They are rated on the basis of various activities performed during the internship i.e. record keeping, Blue-Print, action research, organize extracurricular activities, etc.

File Description	Document
Documentary evidence in respect to claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 3.84

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Sanction letter from the funding agency	[View Document](#)
Data as per Data Template	[View Document](#)

3.1.2

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Sanction letter from the funding agency	[View Document](#)
Income expenditure statements highlighting the research grants received, duly certified by the auditor	[View Document](#)

3.1.3

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

1.Seed money for doctoral studies / research projects

2. Granting study leave for research field work

3. Undertaking appraisals of institutional functioning and documentation

4. Facilitating research by providing organizational supports

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

Response: E. None of the above

File Description	Document
Sanction letters of award of incentives	[View Document](#)
Institutional policy document detailing scheme of incentives	[View Document](#)
Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)

3.1.4

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

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

Response: B. Any 3 of the above

File Description	Document
Reports of innovations tried out and ideas incubated	[View Document](#)
Documentary evidences in support of the claims for each effort	[View Document](#)
Details of reports highlighting the claims made by the institution	[View Document](#)
Link for additional information	[View Document](#)

3.2 Research Publications

3.2.1

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
First page of the article/journals with seal and signature of the Principal	[View Document](#)
E-copies of outer jacket/content page of the journals in which articles are published	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.2.2

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

Response: 3.43

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	3	12	2	3

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	[View Document](#)
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher year-wise	[View Document](#)
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

3.3 Outreach Activities

3.3.1

Average number of outreach activities organized by the institution during the last five years..

Response: 4.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
9	3	2	2	5

File Description	Document
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)

3.3.2

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
90	75	83	101	97

File Description	Document
Report of each outreach activity with seal and signature of the Principal	[View Document](#)
Event-wise newspaper clippings / videos / photographs with captions and dates	[View Document](#)
Link for additional information	[View Document](#)

3.3.3

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
90	75	83	101	97

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

3.3.4

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

Response:

.3.4   Outreach activities in the community in terms of influencing and Sensitizing students to social issues and contribute to community

   development.

   The College has made its noteworthy contribution to the society and environment by making a participation to promote College-Neighbourhood-Community network. Major emphasis is given on student engagement, service orientation and holistic development of students contributing to good citizenship. Our college team of committed faculty members engage students in the community development programmes. Rural India has been facing un cleanliness, unhygienic, malnutrition conditions and the most important problem is open defecation. Lack of awareness is noted among the villagers about such problems like health, cleanliness and diseases. Our NSS unit works for solving such social problems. The college undertakes various extension activities in the neighbourhood community. Our college students teachers are went in Block teaching programs in Remote area, they have adopted village and several activities were carried out with social issues which include cleanliness, tree plantation ,water conservation, Eradication of superstition, Beti Bacho Beti Padhao, Environmental awareness, Women Door Survey, Awareness Rally, Blood group detection, Health check-up camps, Blood donation camps, Eyes check up camp, etc.

   All these mentioned activities have positive impact on the students and it developed student community relationship, leadership skill and self confidence of students. It also helped in cultivating hidden personality of students and created awareness among students.

File Description	Document
Report of each outreach activity signed by the Principal	View Document
Relevant documentary evidence for the claim	View Document

3.3.5

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

Response: 6

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	4	1	0	0

File Description	Document
Data as per Data Template	[View Document](#)
Appropriate certificates from the awarding agency	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.4 Collaboration and Linkages

3.4.1

Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years

Response: 0.4

3.4.1.1 **Number of linkages for faculty exchange, student exchange, research etc. during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	2

File Description	Document
Report of each linkage along with videos/ photographs	View Document
List of teachers/students benefited by linkage exchange and research	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

3.4.2

Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years

Response: 7

3.4.2.1 **Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years**

Response: 7

File Description	Document
Data as per Data Template	View Document
Copies of the MoUs with institution / industry/ corporate houses	View Document
Any additional information	View Document
Link for additional information	View Document

3.4.3

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

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

Response: B. Any 5 or 6 of the above

File Description	Document
Report of each activities with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories,sports field, fitness center, equipment, computing facilities,sports complex, etc. for the various programme offered

Response:

Teaching, Learning & Infra Facilities

Ventilated & Spacious Class Rooms with Green and White Boards & LCD Projector, Conference & Seminar Hall, Dedicated Music Rooms, organised Library, Latest Configured Desktop Computers, Software with Printers and well equipped up-to-mark laboratories. Big combined playground of SHRI RKSM with pavilion for playing Kabaddi, VolleyBall, Badminton, etc. Separate Common Room for girls Fire Extinguishers, Water Coolers for regular water supply and sanitary vending machine in the washroom.

IT Infrastructure:

Wi-Fi enabled campus, ICT/Computer lab, Staff Room, Public Address system for the ease of communicating important information to the students. Internal and external surveillance system (CCTV) cameras and two LCD for security and smooth administration.

Library as a Learning Resource :

Well-furnished and semi-automated with 9000 books keeping records accordingly.

File Description	Document
List of physical facilities available for teaching learning	[View Document](#)
Geo tagged photographs	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

4.1.2

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

Response: 100

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

Response: 8

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

Response: 8

File Description	Document
Geo-tagged photographs	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link to relevant page on the Institutional website	[View Document](#)

4.1.3

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

Response: 34.9

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

2022-23	2021-22	2020-21	2019-20	2018-19
3.40694	4.48088	2.34966	1.61277	1.51830

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	[View Document](#)
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

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

Response:

The library working is computerized; Software is being used for issuing books and maintaining records. The keywords used for the effective retrieval of books in the library are author, title and publisher. The library has four distinct sections. These are acquisition, cataloguing, circulation and serial control. The college library has computer and internet facilities. Details on the access to the staff and students and the frequency of use, are as follows:

Access to the staff: **Teachers and students use computer and internet to access** various kind of information regarding teaching subjects, teaching-learning process, teaching strategies, teaching techniques, various kinds of innovations in the field of classroom interactions, teaching aids, effective use of audio visual teaching aids, role of electronic media in education, recent researches related to educational developments and educational complexities etc., Teaching staff compare the educational developments of other countries with their educational practices of indigenous system.

Frequency of use: the library is used almost on each working day.

1. **By Teaching staff :**

 on as and when required basis.

b. By students : on as and when required basis. Computer and internet services are used by staff and the students alike

File Description	Document
Bill for augmentation of library signed by the Principal	[View Document](#)
Any additional information	[View Document](#)
Web-link to library facilities	[View Document](#)
Link for additional information	[View Document](#)

4.2.2

Institution has remote access to library resources which students and teachers use frequently

Response:

The college library has computer and internet facilities. Details on the access to the staff and students and the frequency of use, are as follows:

Access to the staff: Teachers and students use computer and internet to access various kind of information regarding teaching subjects, teaching-learning process, teaching strategies, teaching techniques, various kinds of innovations in the field of classroom interactions, teaching aids, effective use of audio visual teaching aids, role of electronic media in education, recent researches related to educational developments and educational complexities etc., Teaching staff compare the educational developments of other countries with their educational practices of indigenous system.

Frequency of use: the library is used almost on each working day.

a. By Teaching staff : on as and when required basis.

b. By students : on as and when required basis. Computer and internet services are used by staff and the students alike.

File Description	Document
Details of users and details of visits/downloads	[View Document](#)

4.2.3

Institution has subscription for e-resources and has membership/ registration for the following

1. e-journals
2. e-Shodh Sindhu
3. Shodhganga
4. e-books
5. Databases

Response: E. None of the above

File Description	Document
Receipts of subscription /membership to e-resources	[View Document](#)
Data as per Data template	[View Document](#)
Link for additional information	[View Document](#)

4.2.4

Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)

Response: 0.26

4.2.3.1 **Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0.03404	0.26877	0.35904	0.35448	0.30118

File Description	Document
Income Expenditure statements highlighting the expenditure on books, journals, e- resources with seal and signature of both the Principal and Chartered Accountant	[View Document](#)
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

4.2.5

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

Response: 34.79

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

Response: 839

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

Response: 584

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

Response: 559

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

Response: 607

4.2.5.5 **Number of teachers and students using library for Month 5 (not less than 20 working days)**

during the last completed academic year.

Response: 786

File Description	Document
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 last completed academic year with seal and signature of both the librarian and principal	[View Document](#)
Any other relevant information	[View Document](#)
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	[View Document](#)

4.2.6

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

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

Response: D. Any 1 of the above

File Description	Document
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

Anand Education College, Anand continuously updates its ICT facilities. Purchased IT equipment

includes desktop computers, digital lectures, projection systems, language cum-career labs, and various software for these. The college IT lab is equipped with 25 computers and a server that runs on Windows 7, 8, 10 and Linux OSes to support a mastery of basic IT skills for students. The college has a dedicated lease line of fast internet connectivity and Wi-Fi facility. ICT facilities are used extensively by both faculty and students.

File Description	Document
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

4.3.2

Student – Computer ratio for last completed academic year

Response: 3

File Description	Document
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	[View Document](#)
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

4.3.3

Internet bandwidth available in the institution

Response: 200

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

Response: 200

File Description	Document
Receipt for connection indicating bandwidth	[View Document](#)
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	[View Document](#)
Any other relevant Information	[View Document](#)
Link for additional information	[View Document](#)

4.3.4

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

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

Response: D. Any 1 of the above

File Description	Document
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link to videos of the e-content development facilities	[View Document](#)
Link to the e-content developed by the faculty of the institution	[View Document](#)
Link for additional information	[View Document](#)

4.4 Maintenance of Campus and Infrastructure

4.4.1

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

Response: 39.29

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

2022-23	2021-22	2020-21	2019-20	2018-19
4.66597	1.69357	1.18583	3.83596	3.66934

File Description	Document
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	[View Document](#)
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

4.4.2

Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.are in place

Response:

Anand Education College, anand checked the stocks annualy in which the equipment available in various laboratories and in the library are physically checked and verified. Library Committee and the Purchase Committees along with ministerial and support staff conduct this work and identified the damaged items and books and recommended for purchasing & writing again. After proper recommendation by the both Committees, items and books are procured on the demand of the concerned teacher in-charge. All formalities related to the purchase and disposal of old damaged equipment and books as laid down in the Store and Purchase Rules. This relationship is rigorously followed. The college ensures optimal allocation and utilization of the available financial recourses for maintenance and upkeep of different facilities by holding regular meetings of various committees constituted for this purpose.. In their guidance accommodations are arranged. Computers/Printers and other IT accessories maintenance through AMC is done regularly and nonrepairable systems are disposed off accordingly.

The college has a building maintenance committee to keep of infrastructure. Teachers submit their requirements to the Principal regarding classroom furniture and other. The college development fund is utilized for maintenance and minor repair of furniture and other electrical equipments.

File Description	Document
Any additional information	[View Document](#)
Link for additional inflrmation	[View Document](#)
Appropriate link(s) on the institutional website	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

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

Response: B. Any 4 or 5 of the above

File Description	Document
Upload any additional information	[View Document](#)
Sample feedback sheets from the students participating in each of the initiative	[View Document](#)
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	[View Document](#)
Photographs with date and caption for each initiative	[View Document](#)
Data as per Data Template	[View Document](#)
Paste link for additional information	[View Document](#)

5.1.2

Available student support facilities in the institution are:

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

9. Canteen
10. Toilets for girls

Response: C. Any 6 of the above

File Description	Document
Upload any additional information	[View Document](#)
Geo-tagged photographs	[View Document](#)
Paste link for additional information	[View Document](#)

5.1.3

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

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

Response: A. All of the above

File Description	Document
Upload any additional information	[View Document](#)
Samples of grievance submitted offline	[View Document](#)
Institutional guidelines for students' grievance redressal	[View Document](#)
Data as per Data Template for the applicable options	[View Document](#)
Composition of the student grievance redressal committee including sexual harassment and ragging	[View Document](#)
Paste link for additional information	[View Document](#)

5.1.4

Institution provides additional support to needy students in several ways such as:

1. Monetary help from external sources such as banks

2. Outside accommodation on reasonable rent on shared or individual basis

3. Dean student welfare is appointed and takes care of student welfare

4. Placement Officer is appointed and takes care of the Placement Cell

5. Concession in tuition fees/hostel fees

6. Group insurance (Health/Accident)

Response: C. Any 2 of the above

File Description	Document
Upload any additional information	[View Document](#)
Report of the Placement Cell	[View Document](#)
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	[View Document](#)
Data as per Data template	[View Document](#)
Paste link for additional information	[View Document](#)

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 18.72

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

2022-23	2021-22	2020-21	2019-20	2018-19
21	07	03	05	05

File Description	Document
Upload any additional information	[View Document](#)
Data as per Data Template	[View Document](#)
Appointment letters of 10% graduates for each year	[View Document](#)
Annual reports of Placement Cell for five years	[View Document](#)
Paste link for additional information	[View Document](#)

5.2.2

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

Response: 30.77

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

Response: 12

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

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

File Description	Document
Upload any additional information	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Details of graduating students and their progression to higher education with seal and signature of the principal	[View Document](#)
Data as per Data Template	[View Document](#)
Paste link for additional information	[View Document](#)

5.2.3

Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)

Response: 10.96

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	05	0	1	3

File Description	Document
Upload any additional information	[View Document](#)
Data as per Data Template	[View Document](#)
Copy of certificates for qualifying in the state/national examination	[View Document](#)
Paste link for additional information	[View Document](#)

5.3 Student Participation and Activities

5.3.1

Student council is active and plays a proactive role in the institutional functioning

Response:

Anand Education College, Anand has a representative body of the students in which students are elected every year at the start of the academic year. The student representatives coordinate various activities and responsibilities entrusted by the college to them. They act as a link between students and the faculty members, and the college. The representatives provide feedback about various activities undertaken by the faculties and the college as well as how the decisions of college authorities are received by the students. Meetings of the representative body and college administration takes place regularly to work out different activities of the college. Funding of various activities undertaken by the students' representative body is done by the college.

File Description	Document
List of students represented on different bodies of the Institution signed by the Principal	[View Document](#)
Documentary evidence for alumni role in institution functioning and for student welfare	[View Document](#)
Copy of constitution of student council signed by the Principal	[View Document](#)
Paste link for additional information	[View Document](#)

5.3.2

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

Response: 5.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	6	4	7	6

File Description	Document
Upload any additional information	[View Document](#)
Reports of the events along with the photographs with captions and dates	[View Document](#)
Data as per Data Template	[View Document](#)
Copy of circular / brochure indicating such kind of events	[View Document](#)
Paste link for additional information	[View Document](#)

5.4 Alumni Engagement

5.4.1

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

Response:

Contribution of Alumni to the Growth and Development of the College.

The alumni's contributions in the growth and development process are given below.

The Alumni helps in establishing Networking with all students.

It helps the college in updating about the placements of pass out students.

It furnishes information about job opportunities in schools. Its feedback has helped in improving the existing curriculum, organizing new activities, etc.

It has given many healthy suggestions for the augmentation of the college.

Helps in publicity.

File Description	Document
Upload any additional information	[View Document](#)
Details of office bearers and members of alumni association	[View Document](#)
Certificate of registration of Alumni Association, if registered	[View Document](#)
Paste link for additional information	[View Document](#)

5.4.2

Alumni has an active role in the regular institutional functioning such as

1.   Motivating the freshly enrolled students

2.   Involvement in the in-house curriculum development

3.   Organization of various activities other than class room activities

4.   Support to curriculum delivery

5.   Student mentoring

6.   Financial contribution

7.   Placement advice and support

Response: A. Any 6 or more of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	[View Document](#)
Income Expenditure statement highlighting the alumni contribution	[View Document](#)
Documentary evidence for the selected claim	[View Document](#)
Any other relevant information	[View Document](#)
Any additional link	[View Document](#)

5.4.3

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

Response: 5

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	1	1	1

File Description	Document
Upload any additional information	[View Document](#)
Data as per Data Template	[View Document](#)
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	[View Document](#)
Paste link for additional information	[View Document](#)

5.4.4

Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them.

Response:

The College has an Alumni Association. The Association has been helping the college in its growth and development process efficiently, by providing positive feed back.

 1.President of the Alumni Association is one of faculty incharge. Other members include faculty and students.

2. The activities of the Alumni Association of the last two years are given below. Informal get together of the students of every preceding session's passed out batch in college campus. Felicitation of the students who get placements during the preceding academic year Election of the office bearers from the students of the preceding session.

3. The top ten alumni occupying prominent position.

4. Contribution of Alumni to the Growth and Development of the College.

The alumni's contributions in the growth and development process are given below.

 The Alumni helps in establishing Networking with all students.

It helps the college in updating about the placements of pass out students.

It furnishes information about job opportunities in schools Its feedback has helped in improving the existing curriculum, organizing new activities, etc.

It has given many healthy suggestions for the augmentation of the college. Helps in publicity and college development.

File Description	Document
Upload any additional information	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Paste link for additional information	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission

Response:

Anand Education College, Anand is one of the leading institutes of teachers training that imparts quality and value-based education to students of the plateau state. Our constant endeavor is to provide a safe, secure and conductive learning environment to the underprivileged students from rural and semi urban areas, particularly girls who aspire for higher education.The legacy is in the form of our core principles, values and ethics given by our founder Late Dr. G. S. Patel. The College is directly managed by SHRI RKSM with its Head Jyotsnaben Patel. The college is rendering selfless service and putting in untiring efforts for the all-round development of our students under the guidance and leadership of honorable founder Dr. G. S. Patel and dynamic Principal Dr. Dhiraj R. Parmar whose life mission is to render selfless service to Anand Education College, Anand at large. AEC council has other members and patrons, who include Educationists and eminent public men through which the college has made a secure niche in the temple of Education who are instrumental in participating in decision making for the effective functioning of the institution.

 The College endeavors to:

Vision:

- To empower rural women student teachers to be complete, competent and self reliant to serve locally and globally through education.

Mission:

- To empower rural women teachers by imparting qualitative training for creating knowledge based society.
- To prepare competitive self reliant future women teachers keeping present needs.
- To prepare women teachers for better and higher life.

File Description	Document
Vision and Mission statements of the institution	[View Document](#)
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signatureof the Principal	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.1.2

Institution practices decentralization and participative management

Response:

The college follows a democratic and participatory mode of governance with all stakeholders participating actively in its administration. The Institution functions in a well-structured and defined manner to ensure participative management at all levels of decision-making. Right from the Chairman of the Management Committee to the staff and students, all the stakeholders have a role to play in the building and development of the college. The principal and faculty members are part of the managing

committee. The management of the college takes effective measures in encouraging and supporting the involvement of the staff for the improvement of its effectiveness and efficiency throughout the year.

The College has a Students Representative body and it has been aptly named as "Student Council". The GS and Class Representative (CR) system is fundamental to student representation as leaders. It allows one student to represent each class of students in the college with regular meetings held to ensure the system's efficiency and effectiveness in putting forward the

interests and views of the students. Student Council meetings play a major role to assess the teaching, learning, and support services provided to the students by the Institution where students organize domain-specific events, extracurricular events, competitions and expert talks in addition to their leadership skills.

The composition of the student council is as follows:

•President

•Vice President

•Secretary

•Joint Secretory

•General Secretory

•Class representatives

The members of the council are elected as per the rules. A due process of selection is followed according to which at an initial level form is filled by students as their nomination for the particular post. Students exercise their right to vote and the counting is done in a very transparent manner by including senior teachers and one or two students. Elected members are announced in the assembly.

To promote decentralization and participatory management the college has very well allocated different duties to respective teaching members and non-teaching members

File Description	Document
Relevant documents to indicate decentralization and participative management	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.1.3

The institution maintains transparency in its financial, academic, administrative and other functions

Response:

Financial Affairs: Anand Education College, Anand is a Grant-in-aid institution. Salaries and other expenditures are directly controlled by the Trust management. The Grant for the salary is managed by the Government of Gujarat according to the guidelines of UGC. Fee and funds available with the college are directly controlled by the Trust. Audits are periodically conducted to ensure complete transparency. Payments are made through cheques. Scholarships and other benefits available to the students are directly credited into their bank accounts.

Academic Affairs: The college offers B.Ed course. Admission is taken on the basis of entrance examination by IITE and on merit based in SPU University. Admission is done as per the guidelines issued by the government from time to time.

Administrative Affairs: Every employee from top to bottom is part of the college administration. Teaching as well as non-teaching is given additional tasks in addition to their normal duties at the beginning of the session. Deep interest is taken by the employees to complete the assigned tasks. Various committees are formed at the beginning of the session every year to look into the various activities of the college. Which is cleary represented in our college's "VARSHIK AYOJAN".

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

The strategy followed by the college is quite specific and action oriented. In order to achieve the goals the Anand Education College, Anand has designed specific short term and long term plans. The time-bound strategic plan developed by the college is effectively implemented and supported with appropriate financial allocations. The officers of the college are governed on the principles of participation and transparencies.

The college maintains an IQAC that functions on the basis of Management Information System(MIS). The college maintains an efficient management system to collect, align and integrate information on academic and administrative aspects of the college.

The college has good practice of meeting and deciding on issues. The various teacher-incharges are under the obligation of reporting the matter to the head. It is a well-planned and meticulously observed practice. Particularly, the following activities fall under the preview of the issue in hand:

a. Syllabus Coverage

b. Use of Audio Visual Aids.

c. Students Attendance Record

d. Internal Assessment,

e. Organization of Co-Curricular Activities

f. Laboratory Work

g. Use of ICT and Educational Technology. The above aspects are handled by the concerned committees headed by the Professors of the college. Data collected are then forwarded to Manager. Prospective plan is developed at the beginning of the academic session. Development of programmes works on the collective wisdom of the faculty.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Link to the page leading to Strategic Plan and deployment documents	[View Document](#)	

6.2.2

The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

Response:

College has well defined rules related with running program. The college governing body grants approval and ratification of various policy decisions of the college. It approves budgets for administrative, academic and activities. Governing body also helps to make regulations for various co-curricular and extra-curricular activities. The Principal of the college has the power to construct committees and cells according to the needs of the institution. The college has different committees and cells like academic, cultural, examination, finance and development and extension activities etc.

which make their policy by periodic meetings with principal. Regular meetings are held in order to maintain continuous communication between staff and principal. All the meetings and decisions taken are

monitored by the IQAC, which through its course helps the principal to build an environment of academic excellence in the college.

Administrative Setup:

Anand Education College, Anand has a well-defined organizational structure. The College is managed by SP University and IITE

GANDHINAGAR. Our Governing Body reviews and evaluates the academic progress, administrative processes and co-curricular and extension activities of the College. Different committees are constituted for quality administration. The Academic Committee reviews the academic and administrative functioning of the College. The Gujarat Government under UGC approves proposals for the development of infrastructure and scholarships, prizes and certificates on the recommendations of the Academic Committee. All rules and regulations are stated in the service manual drafted by the Governing Council. The Principal is responsible for the College functions and growth including administrative, academic, co-

curricular, extra-curricular and extension programme. IQAC of the college is involved in developing a quality system for the improvement of academic and administrative performance of the College. The College calendar is prepared for various academic and non-academic events. List of holidays, dates of Exam and University Examination, numerous college events like morning assemblies and competitions are also mentioned there. Staff members have been designated as Coordinators or members of various

committees and cells. Students are involved as active members of the committees and cells.

Service rules:

The college is affiliated to SPU Vidhyanagar and IITE, Gandhinagar, so it follows all the rules and academic calendar of the university

inrunning different programmes in the college. All staff is oriented about the Administrative and Service Manual available in the institution. Faculties are educated about conditions of service, roles and responsibilities, discharge of duties, increments, kinds of leave, code of conduct, incentive for attending

Faculty Development Program, incentive for achieving academic excellence and others.

Appointment:

Criteria for the selection of teaching and non -teaching staff are completely based upon the norms and conditions of NCTE, UGC and the affiliating university. For that advertisement is published in National as well as local newspapers. Eligible candidates are invited for the interview which is taken by Higher Education Committee and selection committee and nominees of Government, Trust, Vice Chancellor, SPU and IITE, Principal of college and subject Expert. The qualification, teaching experience and other eligibility for recruitment is as prescribed by state Government / UGC / NCTE and the affiliating university.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link to Organogram of the Institution website	[View Document](#)

6.2.3

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

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

Response: E. Any 1 or none of the above

File Description	Document
Screen shots of user interfaces of each module	[View Document](#)
Geo-tagged photographs	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Annual e-governance report	[View Document](#)
Link for additional information	[View Document](#)

6.2.4

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

Response:

The planning and implementation of all the activities of various bodies and committees is carried out by the members of the respective bodies through a well organized system of planning and evaluation. Minutes of staff meetings are duly recorded for maintenance and transparency of records. Various activities and plans in the college are formulated according to the guidelines of the SPU and IITE and the vision and mission of the college. It is based on feedback and suggestions in meetings with stakeholders such as college students, CSCA, teachers and members of the Parent Teachers Association (PTA), alumni and IQAC. Efforts are always made to implement and execute all plans and decisions effectively keeping in mind the welfare of the students and the overall development of the institution. Press releases are also issued by the institution to make public any significant achievement. The college also provides important information on the website and notice board. The various bodies and committees present in the college make it a point that the academic and cultural calendar is implemented in a timely manner. Decisions taken at various meetings are properly documented and effective steps are taken to implement the decisions at the ground level in reality.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	[View Document](#)
Action taken report with seal and signature of the Principal	[View Document](#)
Link for additional information	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Welfare measures for teaching staff

1. Duty leave

2. Achievement Reward

3. Free health services (free medical check-ups and free

consultation)

4. Maternity/paternity leave

5. EPFO

Welfare measures for Non-teaching staff

1. Achievement Reward

2. Washing Allowance

3. Free health services (free medical check-ups) for teaching and non-teaching staff

4. Maternity/paternity leave

5. EPFO

6. Uniforms for supporting staff

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	[View Document](#)
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.3.2

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Institutional Policy document on providing financial support to teachers	[View Document](#)
Income Expenditure statement highlighting the financial support to teachers	[View Document](#)
E-copy of letter/s indicating financial assistance to teachers	[View Document](#)
Data as per Data Template	[View Document](#)
Certificate of participation for the claim	[View Document](#)
Certificate of membership	[View Document](#)
Any additional information	[View Document](#)

6.3.3

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

Response: 6

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	2	2	0	1

File Description	Document
List of participants of each programme	[View Document](#)
Data as per Data Template	[View Document](#)
Brochures / Reports along with Photographs with date and caption	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.3.4

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

Response: 40

6.3.4.1 **Total number of teachers undergoing online/face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
5	5	3	0	1

File Description	Document
Data as per Data Template	[View Document](#)
Copy of Course completion certificates	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.3.5

The institution has a performance appraisal system for teaching and non-teaching staff

Response:

Anand Education College, Anand has mechanisms in place for performance assessment and using the evaluations to improve teaching, and service of the faculty and other staff. The college analyses and appropriately uses the assessment and evaluation and the annual appraisal outcome of both teaching and non-teaching staff. The college has a Questionnare analysis at the end of academics for volunteering suggestions on the performance of the faculty from any stakeholder. Students' feedback is a regular practice and they are free to communicate to the principal and the management. Students are given opportunity to express their views about different academic and co-curricular programmes organized by the college, during the academic session. Comprehensive evaluation by students and peers are also incorporated in the assessment. The college procures written feedback from the students at the end of the academic year. The feedback form has columns dealing with the performance of the faculty and other staff. The faculty is required to submit self-appraisal report as well. The relevant committees, Teacher-in-charges, event managers and the principal present their over all assessment. All the suggestions and feedback are analyzed and a report is prepared and placed before the Manager, who decides on the action to be taken by the executives. The analysis report is implemented for the betterment of the faculty and other staff, and with that the total working of the college. Concerned decision-making bodies and committees and functionary's workout the mode of operation and provide necessary resources and issue directives for its implementation. If need be services of some expert are also requisitioned for seeking necessary guidance.

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	[View Document](#)
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	[View Document](#)
Link for additional information	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

Anand Education College, Anand has set up a system for directing internal and external audits for ensuring proper accounting for receipts and payments of the student fees is looked after by the management. All vouchers are examined by an internal financial committee on half yearly basis. The expenses incurred under various heads are completely checked by confirming the bills and vouchers. In the event that any discrepancy is discovered, the same is brought to the notice of the principal. A similar cycle has been followed throughout the previous five years. The mechanisms to monitor the effective and efficient use of financial resources are as follows:

The college budget includes recurring expenses such as salaries, electricity, internet charges, maintenance costs, stationery, other consumable fees and non-recurring expenses such as lab purchases, furniture and other development expenses. The expenditure will be monitored by the accounting department as per the allocated budget.

File Description	Document
Report of Auditors of last five years signed by the Principal	View Document
List of audit objections and their compliance with seal and signature of the Principal	View Document
Link for additional information	View Document

6.4.2

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

Response: 0.34

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.36980	0.30815	0.30815	0.36980	0.36320

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

6.4.3

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

Response:

Budgeting and auditing procedures are regular and standardized. The sources of income of the college are legitimate and known. Financial planning is done to ensure allocation of required funds for all the college activities. The college follows financial regulations based on the approved procedures of financial management. It budgets all items of expenditure which remain transparent. In the financial sphere it honours all the legal limits and maintains transparency intransactions. The college is Grant-in-aid and gets grant for the conduct of the programme and sometimes due to less grant according to expected grant the management provides the needed money. The sources of revenues are the fee realized from the students as per norms of the NCTE and the affiliating university. The details are reflected in the annual budget of the college.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	**View Document**
Any additional information	**View Document**
Link for additional information	**View Document**

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for

institutionalizing the quality assurance strategies

Response:

Anand Education College, Anand has adopted quality management strategies in academic and administrative aspects. It is geared to promote an ambience of creativity, innovation and improving quality. The college

formulated and established a Seven-member Internal Quality Assurance Cell (IQAC) in 2016 so as to respond to the changing educational, social and market demands. The cell makes assessment of different aspects of the functioning of the college, and monitors their functioning. It gives suggestions from time to time i.e. from beginning to the end of the course. This cell also examines and addresses the suggestions received through different modes such as verbal, communicated or through Suggestion Box and allied channels. Its major activities include

- Development and application of quality benchmarks/parameters for the various academic and administrative activities of the College;

- Facilitating the creation of a learner-centric environment conducive for quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process;
- Arrangement for feedback responses from students, parents and other stakeholders on quality related institutional processes;
- Dissemination of information on the various quality parameters;
- Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles;
- Documentation of the various programmes/activities of the College, leading to quality improvement;
- Development and maintenance of Institutional database through MIS for the purpose of maintaining /enhancing the institutional quality;
- Development of Quality Culture;

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	[View Document](#)
Link for additional information	[View Document](#)

6.5.2

The institution reviews its teaching-learning process periodically through IQAC or any other mechanism

Response:

The IQAC of the college has devised several mechanisms to review the effectiveness of the teaching learning process, structures and methodologies of operations in the institution and strived hard for its

reforms. Adequate space in classrooms, quality instruments and equipment in laboratories, appropriate knowledge resources in the library and ICT facilities in classrooms, labs and the library are ensured before the commencement of every academic year. A good number of faculty participation in syllabus revision workshops enhances the preparedness for effective teaching learning in the classrooms. Scheduling of courses in the timetable is done by keeping in view various factors such as the nature of courses like compulsory/ elective / add-on/remedial etc. on one hand and schedules of co-curricular and Extra-curricular activities on the other.

The IQAC is also keen on teachers' training and retraining workshops organized to diversify the teaching methodologies used by the teachers in their day to day teaching practices. The most commonly used methods are projects, internship, field visits and ICT based teaching. For further enhancement, many faculty members prepare specialized tools such as workbooks, practical handbooks etc. Guest lectures by eminent faculty for providing exposure to the frontiers of knowledge. Various embroidery teaching lectures are organized by experts.

Designing and conduct of free of charge or affordable need based add-on courses is also a regular practice to bridge the gap between the university curriculum and the market demands. Students as stakeholders are also included in reviewing the teaching learning process by getting feedback from them in prescribed format. Taking inputs from the student on the teaching learning Process in the institution, necessary reforms are initiated by the IQAC. The course wise analysis of results of the university exams is also taken as one of the reflections of the attainment of course outcomes. As a quality measure, academic audit is also conducted by college and reports to be sent to management committee. IQAC takes review of the activities carried out by different committees Periodically and suggests changes, if any, so that the effectiveness of teaching learning process shall enhance. The success of this effort is seen in form of number students getting ranks, and other competitions, placement and higher percentage of result.

Some quality-enhanced measures taken by college are:

1. Making students the Chairperson of the event during "Yuva-Saptah".

2. Participation in various Co-curricular activities.

3. ICT usage in the teaching-learning process.

4. Assignment, Tutorial Sessions.

5. Remedial Classes.

6. Guidance for CTET, TET, TAT Examination.

File Description	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View Document

6.5.3

Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years.

Response: 27

6.5.3.1 **Number of quality initiatives taken by IQAC or any other mechanism for promoting quality during the last five years.**

2022-23	2021-22	2020-21	2019-20	2018-19
41	30	12	26	26

File Description	Document
Report of the work done by IQAC or other quality mechanisms	View Document
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View Document
Data as per Data Template	View Document
Link for additional information	View Document

6.5.4

Institution engages in several quality initiatives such as

1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements

2. Timely submission of AQARs (only after 1st cycle)

3. Academic Administrative Audit (AAA) and initiation of follow up action

4. Collaborative quality initiatives with other institution(s)

5. Participation in NIRF

Response: A. Any 4 or more of the above

File Description	Document
Supporting document of participation in NIRF	[View Document](#)
Feedback analysis report	[View Document](#)
e-Copies of the accreditations and certifications	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link to the minutes of the meeting of IQAC	[View Document](#)
Link to Annual Quality Assurance Reports (AQAR) of IQAC	[View Document](#)

6.5.5

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

Response:

Anand Education College, Anand reviews its teaching learning process, operations and learning outcomes. The IQAC continuously reviews and takes steps to improve the quality of the teaching-learning process. The academic calendar is prepared in advance, displayed and circulated at the institute and is strictly adhered to. Admission to B.Ed. Programs, summer, winter and mid-term holidays, examination schedules and results are announced in the academic calendar. All newly admitted students are compulsorily involved in orientation programs, in which they have philosophy, specificity of education system, teaching learning process, system of continuous assessment, compulsory core curriculum, various cultural activities, discipline and culture of the institution. All students are also given a guided tour of the campus and various facilities. Students are made aware of time table, program structure, syllabus of courses before the semester starts. Class committees are held regularly to seek feedback with students and appropriate steps are taken for the teaching-learning process.

The approach of IQAC has always focused on the process of learner-centered teaching learning and it has formulated policy to evaluate it from time to time. Accordingly, the IQAC complies with teaching, learning activities and reviews, and modifies after taking suggestions. To see the learning outcomes, the IQAC periodically reviews the teaching process and suggests gradual and regular expansion, upgrades and addition of expected materials, equipment, infrastructure and more.

File Description	Document
Relevant documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has a stated energy policy streamlining ways of energy conservation,use of alternate sources of energy for meeting its power requirements

Response:

The college currently uses the power supply from government. As an alternating source in the future, the college for alternative sources is poised to formulate a systematic energy policy of energy conservation methods and has considered to work seriously on it.

This is our long term goal as per the policy includes educating students and employees on environmental concerns and sustainability to turn our college into a carbon-negative institute by adopting Solar Panels.

To include environment concerns in planning and decision making. Our sole goal is to include environmental concerns in planning and decision making. Solar is one of the easy ways to cut down electricity costs at institutions. In our area, we receive around 330 days of sunshine a year. Compared to the rest of the other areas, we are in the driver's seat to utilise a large portion of the sun's energy.

File Description	Document
Institution energy policy document	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.1.2

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

Response:

Policy Statement Anand Education College, Anand will adopt the principles of the "MAXIMUM SUSTAINABLE WASTE MANAGEMENT" in the delivery of its waste management services. The College will apply a 'squander various levelled approach', to diminish, reuse, reuse and recuperate by products in preference to the removal of waste to landfill. The College recognises the importance of meeting these legal prerequisites and deal with its waste responsibly, diminish the volume of waste sent to landfill and boost reuse and recycling where possible.

The College needs all the teaching and non-teaching staff, students, making use of the premises to comply with this Policy. Any solid waste generated in the campuss hall be overseen and taken care in accordance with the compliance criteria and the procedure laid down by the CPCB. There is a legal

requirement for all who produce, keep or dispose hazardous/radioactivewaste/chemical waste of any type to comply with the various regulations under national and international environmental protection legislation.

Implementaion Procedure It will be compulsory with respect to the Principal Investigator to report changes/additions in unsafe waste generation and step taken to decrease generation of waste per unit of production.

According to the Hazardous Waste guidelines, College can store dangerous waste for a period not 6 exceeding 90 days and will manage a record of sale, shifting, storage, reusing and reprocessing of such eastes except if the concerned State Pollution Control Board has broadened the specified period. The waste could either be reused or discarded in captive or regular treatment, storage and disposed facilities available in the campus, as proposed in the following waste hierarchy.

Prevention

Minimization

Reuse

Recycle

Energy

Recovery

Proper Disposal (Landfill/Incineration)

Avoiding waste at source and minimizing waste utilization

In the hierarchy of waste management, waste avoidance and waste reduction must first be attempted, for which the dissemination of information on technical options should be a continuous practice. Promote the implementation of recovery of resources such as solvents, other reagents and by-products, as well as the regeneration of spent catalysts within the time limit.

Reuse, retrieval and recycling of non-hazardous waste Subhash Teachers Training college will explore opportunities / opportunities for reuse, recovery and recycling of waste in an environmental manner. Paper waste will be recycled to make paper boards and packing materials. The paper's toxic inks and dyes will be treated with enzyme technology, which is environmentally benign.

Safe disposal of hazardous waste For waste that cannot be recycled, safe and environmentally sound disposal will be adopted based on the waste category. The design and operation criteria of disposal facilities should be strictly followed as per the guidelines laid down by the CPCB.

Setting up of general treatment, storage and disposal facilities General treatment plant for departmental and house hold waste will be set up and rotatable and non biodegradable waste will be separated and treated according to their physical nature.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.1.3

Institution waste management practices include

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

Response: D. Any 1 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	[View Document](#)
Geo-tagged photographs	[View Document](#)
Documentary evidence in support of each selected response	[View Document](#)

7.1.4

Institution has water management and conservation initiatives in the form of

1. Rain water harvesting

2. Waste water recycling

3. Reservoirs/tanks/ bore wells

4. Economical usage/ reduced wastage

Response: D. Any 1 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	[View Document](#)
Geotagged photographs	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Any additional link	[View Document](#)

7.1.5

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

Response:

By enforcing the Prime Minister's "Swachh Bharat Mission", Anand Education College, Anand is always committed to maintaining a clean college environment sets a good example to students, teachers & other staffs. It encourages learners to take pride in their college, which makes them less likely to drop litter and as such they will potentially make a bigger effort to maintain their environment. Cleanliness is incredibly important when it comes to cutting down on the spread of diseases in the college and means that staff and students are able to enjoy a comfortable learning environment. It also improves hygiene levels and can help to reduce the spread of sickness.

Cleanness in Campus:

 1. Provide door mats.

 2. Keep trash bins in each working station and class.

3. Start recycling practices in the college

 4. Encourage students and teachers to keep things away immediately after use.

5. Organise cleaning day events like Swachh Bharat.

6. Clean the campus facilities frequently.

7. Hire a cleaning team.

Sanitation:

1. Personal hygiene

 2. Safe drinking water

3. Toilet/human excreta disposal

4. Disposal of waste water

5. Solid waste management

6. Environmental sanitation

Green Cover

1. Enhancing the college environment by incorporating green spaces, gardens and landscaping features. This not only adds aesthetic value but also contribute to air pollution, biodiversity and overall well-being. The college organizes tree plantation drives and green cover workshops and encourages students to participate in maintaining green areas.

2. Utilizes Natural Light : The building architecture of college is designed in such a manner that permits the free flow of air and allows natural light to cover all the corners of the building. The ample natural light therefore avoids the usage of the lights in the corridors and rooms. Polution Free Healthy Environment

3. Anand Education College, Anand will adopt Solar Panels in future for an excellent way to encompass the spirit of young scholars and will have an incredible opportunity to lead the way in sustainable energy.

1. Use Reusable Water Bottles and Coffee Mugs. ...

2. Recycle and Compost.

3. Use of dust proof chalks in classrooms

4. Use of LED bulbs in college

5. Conducting energy audit

6. Dustbins on the Premises

7. Waste control in entire campus

8. No use of plastics in the campus

File Description	Document
Documents and/or photographs in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.1.6

Institution is committed to encourage green practices that include:

1. Encouraging use of bicycles / E-vehicles

2. Create pedestrian friendly roads in the campus

3. Develop plastic-free campus

4. Move towards paperless office

5. Green landscaping with trees and plants

Response: D. Any 1 or 2 of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	[View Document](#)
Snap shots and documents related to exclusive software packages used for paperless office	[View Document](#)
Income Expenditure statement highlighting the specific components	[View Document](#)
Link for additional information	[View Document](#)

7.1.7

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

Response: 5.36

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.62063	0.63957	0.51411	0.15073	0.12881

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.1.8

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

Response:

The institute is proactively taking efforts in providing an inclusive environment. The initiatives are to promote better education, economic upliftment of the needy, and set communal harmony. The extension activities are targeted towards enabling a holistic environment for student development. College has always been at the forefront of sensitizing students to the cultural, regional, linguistic, communal, and socio-economic diversities of the state and the nation. The College celebrates cultural and regional festivals like Youth Festival, Constitution Day, etc. to teach tolerance and harmony to the students. By providing a barrier-free environment, needed facilities, and human and technological assistance, the department takes continuous efforts to make the differently-abled feel included in every part of the activity of the college. The college has revised the curriculum with the inclusion of topics related to human rights, peace, tolerance, love, compassion, harmony, promotion of social values, awareness of environmental protection, and ethics.

File Description	Document
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.1.9

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

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

Response: A. All of the above

File Description	Document
Web-Link to the Code of Conduct displayed on the institution's website	[View Document](#)
Details of the Monitoring Committee, Professional ethics programmes, if any	[View Document](#)
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.2 Best Practices

7.2.1

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

Response:

1. **Title of Practice: "Youth Fest: Celebrating Unity, Culture, and Skills in Youth"**

On the occasion of the birth anniversary of Swami Vivekananda, Youth Week celebrations are held from 12th January to 18th January every year.

Objectives of the practice:

1. To Promote Cultural Awareness and Unity in Diversity among students
2. To equip students with essential practical Life Skills and Financial Literacy
3. To reinforce and expand students' academic knowledge and Cognitive Skills:
4. To nurture students' artistic talents, boost their confidence, and improve public speaking and performance skills.

To promote Physical Fitness and Team Spirit among students.

2. Title of Practice: Harmonious Beginnings: A Comprehensive Morning Assembly Practice

Objectives of the practice:

1. To outline the structure and significance of the morning prayer assembly in the college.
2. To describe the activities and components of the assembly, including cultural, educational, and celebratory elements.
3. To explain the roles and participation of students and professors in the assembly.
4. To highlight the educational and motivational aspects integrated into the assembly.
5. To emphasize the inclusivity and equality fostered through the assembly practices.

File Description	Document
Photos related to two best practices of the Institution	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

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

Response:

The Vision, Mission and Objectives of the institution clearly points towards a value-based education based on the curriculum of the affiliating university. The college vision's for women's education could centre on empowering women to become leaders in the field of education and agents of positive change in their communities. The college successfully implemented the semester system, which was introduced in Indian Institute of Teacher Education, Gandhinagar. The focus is on skill development, career-oriented programs also nurturing their confidence, leadership abilities and sense of social responsibilities through value added courses. Special attention is given to weak students especially belonging to ST/SC, OBC and minority groups. This college caters to the needs of rural students also. The number of girl students also remains good in college. The focus of the institution remains on the betterment and welfare of the girl students to give an opportunity to remake their carrier. Women oriented programs are frequently organized in the college to motivate the girls. The college administration endeavors to provide every girl a good platform to exhibit their talents in different activities in the college. A sanitary vending machine has been installed in the college. As a distinctive feature, for better and peaceful focus towards education

the college has restrict the usage of mobiles in the campus also can operate the phone with prior permission of the professor. Through proper planning and strategies, the institution focuses at delivering to its best ability the vision of the college. Our college believes in philosophy that teacher's trainee are the most essential and crucial stakeholder and plays very important role in building tomorrow's leaders so all essential efforts are made to make them professionally and socially competent, hence special efforts are made in this context. In our institute Students from a diverse socio-economic and academic background are enrolled annually. The college does the holistic development and empowers its students and can be distinguish itself as a leader in women's education.

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

5. CONCLUSION

Additional Information :

Additional information

In the world of education, our Anand Education College is distinguished by activity results and discipline. The organization has high quality human resources. Principal of the institute

Dr. D.R. Parmar has been appointed to the University Student Grievance Redresser Committee (USGRC) at IITE Gandhinagar and to the Board of Studies. Also renders services as subject expert in GPSC. He is ppointed as District Collector Anand's representative in the National Medals Selection Committee. All our faculty have PhD qualification. Faculty continue to sharpen their professional preparation by participating in national and international seminars, workshops. The trainees of the institute are also promoting the name of the institute by participating in the activity competition of other institutes. Komal Bhatt, Ankita L Yadav , Falguni N. Chavda, Niyati Mekwan , and Janvi won first prizes in institute by IITE Gandhinagar

Various schools are invited regarding the placement cell. This year also campus interview was organized by four schools. The institute imparts life oriented education and value education to make girls good teachers as well as good housewives through the training of the institute. The institute publishes the college annual magazine Vidya Setu every year.

Senior professor of the institute Dr. D.M Patel Vallabh has been taking yoga classes regularly from six to seven in the morning in Vidyanagar since 2012 and working for health and fitness awareness in the social sector. Even in covid 19 our faculty has tried their best to provide online education. IITE has decided to conduct online oral examination due to Kovid19. So all the teachers used ICT to complete the task faithfully. The organization is always ready to strengthen Indian culture and education system by following NEP 2020. With the slogan "Mile Soor Mera Tumhara To Soor Bane Hamara," by the principal of the institute, the institute imparts quality education with a spiritual spirit. A Solar Rooftop in the Institute is also under consideration by the ALUMNI Association in this year.

Concluding Remarks :

Since 1954, Shri Ramakrishna Seva Mandal has been providing social, educational and health services to the society in Charotar area of Gujarat. The college started on 01/07/1981 with the noble thinking of women empowerment of Gordhanbhai S. Patel (Vakil Saheb), the founder of the institute.

The institute has made a mark in the world of education through activity, results and discipline. The institute's trainees serve as primary school, secondary school, higher secondary school, college, university department teacher, principal and associate professor. Even in government departments, our sisters perform their duties in various capacities.

As per the changes in the education structure, the College has completed the first cycle with 2.48 CGPA first cycle in NAAC in August 2008 and second cycle with 2.71 CGPA in NAAC in September 2015. Got A grade with 3.015 CGPA in KCG and AAA in August 2015.Three stars have also been achieved in KCG's GSIRF in 2020 and 2021.

The College University is constantly striving to create the best teachers through value education with courses. The principal, faculty and administrative staff of the institute are committed and committed to ensure that the college's trainees do not fall back in any situation and discharge their responsibilities with confidence and integrity.

The institute is constantly striving to make education life-oriented and advanced and futuristic. The institute provides a lifeline of inspiration with a platform to unleash the latent energies in the trainees.

The board of directors and the staff of the principal institution continue to encourage them to stay up-to-date and consistent by engaging in education, training and research.

According to the Kothari Commission, the future of India is being shaped in the classroom. The institute is constantly striving to prepare competent and capable teachers for this. The Institute plans for co-curricular activities, programmes, awareness programmes, national unity, non-communalism, moral education and life-long education along with the university courses to properly train the trainees.

The teachers of the institute also equip themselves professionally by participating in seminars and workshops and fdps. Basic computer training classes are conducted between 08:30 am and 10:30 am before college time in the institute in which certificates are issued at the end of two years by teaching a university-approved course. The central admission committee of the university is working for the admission of trainees from the institute. In which admission is allotted on the basis of merit.

Various co-curricular activities are organized in the institute for the all-round development of the trainees. Every year from January 12, various competitions are organized in the memory of Swami Vivekananda as part of the celebration of Yuva saptah. In which the chairman's position is given to the trainee. All the program is organized by the trainees.

As mandated by the UGC, KCG and CHE offices, programmes such as cleanliness campaign, health consciousness, young voters, save environment, save energy are carried out in collaboration with various organisations.

Principals and teachers of practice teaching schools are also invited to college events and competitions. Former trainees are honoured if they hold high positions. Activity events are also invited as speakers or judges.

Priority is given to the practice of activities like save water, save energy, save environment in the organization.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.1.3	**While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Progammes offered by the institution, which are stated and communicated to teachers and students through** **1. Website of the Institution** **2. Prospectus** **3. Student induction programme** **4. Orientation programme for teachers** Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above Remark : DVV has considered the given input as per the supporting documents provided by HEI.
1.2.4	**Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through** 1. **Provision in the Time Table** 2. **Facilities in the Library** 3. **Computer lab facilities** 4. **Academic Advice/Guidance** Answer before DVV Verification : C. Any 2 of the above Answer After DVV Verification: D. Any 1 of the above Remark : DVV has considered the given input as per the supporting documents provided by HEI.
1.4.2	**Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following** Answer before DVV Verification : D. Feedback collected Answer After DVV Verification: B. Feedback collected, analysed and action has been taken Remark : DVV has considered the given input as per the supporting documents provided by HEI.
2.3.3	**Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..** 2.3.3.1. **Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, for the last completed academic year** Answer before DVV Verification : 91 Answer after DVV Verification: 90

	Remark : DVV has considered the given input as per the supporting documents provided by HEI.
3.2.1	**Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years** 3.2.1.1. **Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
14	05	11	08	07

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

Remark : DVV has considered the input as "0" as none of the research papers published notified on UGC website

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
23	12	20	30	12

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4	3	12	2	3

Remark : DVV has considered the books and chapters published as per the ISBN numbers.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
15	11	11	7	11

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
9	3	2	2	5

Remark : DVV has considered the outreach activities for the benefit of the community.

3.3.2	**Percentage of students participating in outreach activities organized by the institution during the last five years** 3.3.2.1. **Number of students participating in outreach activities organized by the institution during the last five years** Answer before DVV Verification: {table1} Answer After DVV Verification : {table2} Remark : DVV has considered the given input as per the supporting documents provided by the HEI.

Table for 3.3.2.1 (Answer before DVV Verification):

2022-23	2021-22	2020-21	2019-20	2018-19
11	6	8	5	6

Table for 3.3.2.1 (Answer After DVV Verification):

2022-23	2021-22	2020-21	2019-20	2018-19
90	75	83	101	97

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1	2	0	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1	4	1	0	0

   Remark : DVV has considered the given input as per the supporting documents provided by the HEI.

3.4.1	**Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years**

	3.4.1.1. Number of linkages for faculty exchange, student exchange, research etc. during the last five years Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
0	1	1	1	10 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
0	0	0	0	2	 Remark : DVV has considered the given input as per the supporting documents provided by the HEI.
4.2.6	**Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways** 1. **Relevant educational documents are obtained on a regular basis** 2. **Documents are made available from other libraries on loan** 3. **Documents are obtained as and when teachers recommend** 4. **Documents are obtained as gifts to College** Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: D. Any 1 of the above Remark : DVV has considered the given input as per the supporting documents provided by the HEI.
5.1.1	**A range of capability building and skill enhancement initiatives are undertaken by the institution such as:** 1. **Career and Personal Counseling** 2. **Skill enhancement in academic, technical and organizational aspects** 3. **Communicating with persons of different disabilities: Braille, Sign language and Speech training** 4. **Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two** 5. **E-content development** 6. **Online assessment of learning** Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 4 or 5 of the above Remark : DVV has considered the given input as per the supporting documents provided by the HEI.
5.1.2	**Available student support facilities in the institution are:**

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

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

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

Remark : DVV has considered the given input as per the supporting documents provided by the HEI.

5.3.2	**Average number of sports and cultural events organized at the institution during the last five years** 5.3.2.1. **Number of sports and cultural events organized at the institution during the last five years** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
19	18	15	18	18 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
5	6	4	7	6 | Remark : DVV has considered the sports and cultural programs conducted on relatively closer dates under one single event.
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6.2.3 — Implementation of e-governance are in the following areas of operation

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

Answer before DVV Verification : A. Any 6 or more of the above

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

Remark : DVV has considered the given input as per the supporting documents provided by the

	HEI.
6.3.4	**Percentage of teachers undergoing online / face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes** 6.3.4.1. **Total number of teachers undergoing online/face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes during the last five years** Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
5	10	2	4	4

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	5	3	0	1

Remark : DVV has considered the teachers participated in FDPs having duration of 5 days and more.

7.1.3	**Institution waste management practices include** 1. **Segregation of waste** 2. **E-waste management** 3. **Vermi-compost** 4. **Bio gas plants** 5. **Sewage Treatment Plant** Answer before DVV Verification : C. Any 2 of the above Answer After DVV Verification: D. Any 1 of the above Remark : DVV has considered the given input as per the supporting documents provided by the HEI.
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** Answer before DVV Verification : C. Any 2 of the above Answer After DVV Verification: D. Any 1 of the above

	Remark : DVV has considered the given input as per the supporting documents provided by the HEI.
7.1.6	**Institution is committed to encourage green practices that include:** **1. Encouraging use of bicycles / E-vehicles** **2. Create pedestrian friendly roads in the campus** **3. Develop plastic-free campus** **4. Move towards paperless office** **5. Green landscaping with trees and plants** Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. Any 1 or 2 of the above Remark : DVV has considered the given input as per the supporting documents provided by the HEI.

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations