



YEARLY STATUS REPORT - 2022-2023

Part A

Data of the Institution

Part A	
Data of the Institution	
1.Name of the Institution	Shrirang Shikshan Mahavidyalay, Bilimora
• Name of the Head of the institution	Dr. Kalpeshkumar Kanjibhai Tandel
• Designation	I/C Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	02634284208
• Mobile No:	9426771641
• Registered e-mail ID (Principal)	shrirangshikshan.bilimora@gmail.com
• Alternate Email ID	patelgayatri7@gmail.com
• Address	College campus, Morarji Desai Road, Bilimora, At Post: Antalia, Ta: Gandevi, Dist: Navsari, Gujarat
• City/Town	Bilimora
• State/UT	Gujarat
• Pin Code	396325
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education

• Type of Institution	Co-education				
• Location	Semi-Urban				
• Financial Status	Grants-in aid				
• Name of the Affiliating University	Indian Institute of Teacher Education, Gandhinagar				
• Name of the IQAC Co-ordinator/Director	Dr. Gayatri Rameshbhai Patel				
• Phone No.	9925223774				
• Alternate phone No.(IQAC)	9426771641				
• Mobile (IQAC)	9925223774				
• IQAC e-mail address	shrirangshikshan.bilimora@gmail.com				
• Alternate e-mail address (IQAC)	patelgayatri7@gmail.com				
3.Website address	https://www.srsmbilimora.in/IQAC/28				
• Web-link of the AQAR: (Previous Academic Year)	https://www.srsmbilimora.in/IQAC/28				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	https://www.srsmbilimora.in/IQAC/27				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B+	2.74	2006	21/05/2006	20/05/2011
Cycle 2	B	2.76	2015	13/09/2015	12/09/2020
6.Date of Establishment of IQAC			12/09/2007		

7. Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMNTT etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Institution	Finishing School	KCG Gujarat	01/03/2023	300000
Institution	Placement	KCG Gujarat	03/11/2022	15000
Institution	Azadi Ka Amrut Mahotsav	KCG Gujarat	27/03/2023	15000
Institution	Innovation Club	KCG Gujarat	11/07/2022	5950
Institution	Panch Prakalp	KCG Gujarat	09/02/2023	10000

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

- Upload latest notification of formation of IQAC

[View File](#)
9. No. of IQAC meetings held during the year
3

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

Yes

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

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

- If yes, mention the amount

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

1. Systematic planning and execution of various curricular and co curricular activities and encourage students to take part in inter college and inter universities competitions and activities
2. Run certificate courses on Personality Development , Spoken Sanskrit and Indian Culture and online certificate course on ICT in Education for teachers.
3. Feedback Mechanism from students, principals of practice teaching/ Internship schools.
4. Performance based Appraisal of Teaching staff and Non teaching staff.
5. Prepare students for competitive exams like TAT, TET, CTET, NET, SET.
6. Organization of State level seminar, knowledge fair, exhibition.
12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).

Plan of Action	Achievements/Outcomes
1. To prepare Academic Calendar and follow it.	1. Academic Calendar was prepared in the beginning of the year and was followed
2. To celebrate important days and events of Indian tradition to inculcate Indian values in students.	2. Organised and celebrated useful and important days and events to inculcate the knowledge and values of Indian culture in students.
3. To run three certificate courses- 1. Indian Culture, 2. Spoken Sanskriti 3. Personality Development and one online certificate course on ICT in Education for teachers conduct various competitions for students.	3. Run three courses successfully and organised various competitions on different topics for the all round development of the students.
4. To run the club MATRUBHASHA SAJJATTA for the knowledge of mother tongue and to publish annual magazine, two handmade magazines and four e-magazines in the mother tongue during the year for the development of thinking and writing skills of the students.	4. Successfully run the club 'MATRUBHASHA SAJJATTA' and Published annual magazine, two handmade magazines and four e-magazines during the year.
5. To prepare the students for academic excellence.	5. Used remedial teaching, personal guidance and unit tests for achieving academic goals of the students. The institution got 100% results with distinction marks in university exam.
13. Whether the AQAR was placed before statutory body?	No
Name of the statutory body	

Name of the statutory body	Date of meeting(s)
Nil	Nil

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2022-23	18/03/2024

15. Multidisciplinary / interdisciplinary

The college is affiliated to Indian Institute of Teacher Education, Gandhinagar. We offer all subjects of Arts (Four languages- English, Gujarati, Sanskrit, Hindi), Commerce(Economics, Social Science) and Science (Science and Technology, Maths) which makes our college multidisciplinary Whereas courses like; Language Across Curriculum (Gujarati, Hindi, English and Sanskrit), Art in Education (Music, Dance, Drama, Paintings, Drawing, model making, etc.) , Educational Psychology, Educational Measurement and evaluation, Inclusive education, Advanced Technology is interdisciplinary, and above all these courses have a focal intention to integrate them for effective and efficient school education in particular and Education at wider perspectives.

16. Academic bank of credits (ABC):

Academic Bank of Credits has been established on the lines of the National Academic Depository (NAD) where the students' academic data are held and academic awards are stored (i.e. storehouse of academic awards). Our college is affiliated to the university - Indian Institute of Teacher Education, Gandhinagar. Our University has started this procedure of getting registered the students on the digital platform. Our college has completed the procedure . Our all students have their unique ABC ID on the ABC platform now.

17. Skill development:

Our university- Indian Institute of Teacher Education offers short term courses , workshops and seminars for development of the skills. We encourage the students to take part in that. At college level, we offer three certificate courses for the development of various skills - Personality Development, Indian Culture and Spoken Sanskrit. College also makes sure that all students enroll in the courses. We also conduct workshops, seminars and guest lectures for the same purpose. For developing their ICT skills, we have computer lab in which students can learn new technological skills. Our college is selected for the project of Finishing Schools sponsored by

Government of Gujarat. In the four components of the project, the selected trainers from Gujarat come and teach the important professional skills like Life skills, Employability skills, Functional English. Moreover, for the development of the teaching skills, workshop of the theory of skills was organised every year. Students learn and practice various teaching skills in Micro teaching cycle, practice teaching and during Internship at Primary and Secondary schools. Students learn various values through out the year through the prayer assembly, various activities, days celebrations and various programmes. Best practice: To develop students Mother tongue language skills, we run one club which conducts various activities to develop language skills through out the year. Each student is assigned to a faculty to improve his/her language skill.

18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

The curriculum includes many aspects of Indian knowledge system. Our college runs in our mother tongue- Gujarati. To enrich our mother tongue , in college , we have a committee who works on this. From this year, we have started one certificate course on Indian culture where students learn everything about Indian culture in detail. We have also been running one certificate course on Spoken Sanskrit where students learn Sanskrit language and how to use it in our day to day life. The perspective in Education course enriches their knowledge regarding true meaning of Education in our ancient culture, the philosophy of Education, our educational thinkers : Gandhiji, Vivekanand, Tagore and Sri Aurobindom, our ancient Institutions: Nalanda, Takshashila, Vallabhi, our vedic education system, Education through Math, Mandir, Pathshala and Madressa and reformers of India. This course contains 3 credits. We also inculcate Indian Values through our prayer assembly which includes Omkar Nad, Pranayam, Prayer, Bhajan, presentation of good thoughts. In Prayer assembly, when any Indian festival or any ritual comes, the principal and faculties also share their knowledge regarding it. We have one bulletin board specially devoted for 'what happened on today's date' in history which gives historical knowledge about events and knowledge about our great people. One bulletin board displays the information about one festival, event, ritual, important days in detail. To preserve our art, we organise competitions, seminars keeping in mind the different aspects of different indian arts. The college is well aware about its role to preserve the tradition and culture of India, for that, we celebrate many festivals , the important days and many events traditionally, for instance, our students are welcomed on the first day by Kanku

Tilak vidhi.**19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):**

The college has clear aims and objectives in each and every activity. The main objective of the college is to prepare an ideal teacher by holistic development. Our university, IITE-Gandhinagar has been offering very specific teacher education programmes where a very noble objective is set to achieve and that is to make such a teacher education programme which is globally viable and locally accepted. The program outcome and course outcomes have been given by the university and it has been displayed on the website and on notice board and also discussed with students as and when needed.

20.Distance education/online education:

The college has made effective use of online mode during Corona pandemic situation. All the teachers are using smart boards, blogs, own you tube channel, google form, other digital devices to switch online mode on during teaching learning process. The college also runs one online certificate course on ICT in Education for in-service teachers. All faculties of the college contribute in this course by developing online content. Students are also encouraged to develop their e content using blogs, you tube channel, digital softwares of teaching learning process. Many students have enriched themselves taking the online courses from SWAYAM , DIKSHA and other MOOC platforms.

Extended Profile**1.Student**

2.1	100
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Number of students on roll during the year	
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File Description	Documents
Data Template	View File

2.2	55
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Number of seats sanctioned during the year	
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File Description	Documents
Data Template	View File

2.3	28
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Number of seats earmarked for reserved categories as per GOI/State Government during the year:	
File Description	Documents
Data Template	View File
2.4	53
Number of outgoing / final year students during the year:	
File Description	Documents
Data Template	View File
2.5	53
Number of graduating students during the year	
File Description	Documents
Data Template	View File
2.6	47
Number of students enrolled during the year	
File Description	Documents
Data Template	View File
2.Institution	
4.1	8237064
Total expenditure, excluding salary, during the year (INR in Lakhs):	
4.2	34
Total number of computers on campus for academic purposes	
3.Teacher	
5.1	7
Number of full-time teachers during the year:	

File Description	Documents
Data Template	View File
Data Template	No File Uploaded
5.2	8
Number of sanctioned posts for the year:	
Part B	
CURRICULAR ASPECTS	
1.1 - Curriculum Planning	
1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words	
Our college is affiliated to Indian Institute of Teacher Education, Gandhinagar. The curriculum is decided by the university on the basis of national objectives of teacher education. In framing the curriculum, our staff plays role when and where it is needed. College puts all its sincere efforts to implement the curriculum at its best level. Principals and faculties present their ideas and necessary suggestions regarding the implementation of curriculum. Effective work is being done for proper planning and implementation of the curriculum at the beginning of the year in our College. Under which activities are decided keeping in view the syllabus for effective presentation of the syllabus. Various activities of curriculum development are given place by making academic calendar. The curriculum is reviewed by each of the faculties. The curriculum is then implemented taking into account the local needs of the students' background, abilities and values.	

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

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

B. Any 5 of the above

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

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

C. Any 2 of the Above

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

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://www.iite.ac.in/download/notice/63db9d322aa76.pdf
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	View File

1.2 - Academic Flexibility

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

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

12

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

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

3**1.2.2.1 - Number of value-added courses offered during the year****3**

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

1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year**114****1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year****114**

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

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

Two of the above

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

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

42

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

42

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

1.3 - Curriculum Enrichment

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

1. The institute puts all its efforts to make trainees aware about

the field of teacher education by all means. In the beginning of the year, the orientation programme of a week which includes opportunities, issues and different aspects of teacher education is conducted. Throughout the year, the various programmes, activities are carried out to inculcate the values and understanding of the field of teacher education in trainees.

2. Trainees are given all kinds of experiences regarding their chosen method and subject (in case of elective or optional subject). Theories are taught with enough practical exposure of the topic. Micro teaching, macro teaching, internship programmes are done effectively with enough care and guidance to make a subject expert teacher.

3. The Epc-1 (Reflective Reading) and Epc-2(Arts in Education) subjects covered in the curriculum help the trainees develop skills of interpretation and conceptual thinking in the context of the text. The music, fine arts, dance and drama elements contained in the curriculum are helpful in identifying and establishing a relationship with the subject matter. The college also arranges many activities to convert their knowledge into competencies.

4. The college runs the finishing school project sponsored by Gujarat Government, which focus on the development of different life skills.

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

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

Students studying in B. Ed are taken to visit State Board and Central Board schools in the vicinity of the college to get

acquainted with different education systems and to gain firsthand experience of schools. Where they get information about the diversity of the school, its functioning, teaching techniques, teaching-learning processes, curriculum, advanced technology being adopted etc. Thus B.Ed. trainees visit different schools and get acquainted with the school system.

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

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

During the two-year B. Ed. course, trainees are given special emphasis on theory based knowledge as well as practical work. Curriculum-based content is given more attention to the teaching-learning process through various methods, techniques so that they can use the knowledge of theory acquired in pedagogical classes effectively in practical situations. For this, teaching work is done through approaches like microteaching, simulations lesson, bridge lesson, macro lesson, demonstration lessons of professors, group discussions, seminars, workshops, term paper, viva, project work. The actual experiences are provided by taking the trainees to different schools during the course itself. For which internship is also arranged from the college. These experiences provided during the course provide the trainees with neutral experiences for their profession in the future.

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

1.4 - Feedback System

1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI	Three of the above								
<table border="1"> <thead> <tr> <th data-bbox="86 439 542 506">File Description</th><th data-bbox="542 439 1476 506">Documents</th></tr> </thead> <tbody> <tr> <td data-bbox="86 506 542 607">Sample filled-in feedback forms of the stake holders</td><td data-bbox="542 506 1476 607">View File</td></tr> <tr> <td data-bbox="86 607 542 674">Any other relevant information</td><td data-bbox="542 607 1476 674">View File</td></tr> </tbody> </table>	File Description	Documents	Sample filled-in feedback forms of the stake holders	View File	Any other relevant information	View File			
File Description	Documents								
Sample filled-in feedback forms of the stake holders	View File								
Any other relevant information	View File								
1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following	Feedback collected and analysed								
<table border="1"> <thead> <tr> <th data-bbox="86 898 542 965">File Description</th><th data-bbox="542 898 1476 965">Documents</th></tr> </thead> <tbody> <tr> <td data-bbox="86 965 542 1099">Stakeholder feedback analysis report with seal and signature of the Principal</td><td data-bbox="542 965 1476 1099">View File</td></tr> <tr> <td data-bbox="86 1099 542 1245">Action taken report of the institution with seal and signature of the Principal</td><td data-bbox="542 1099 1476 1245">View File</td></tr> <tr> <td data-bbox="86 1245 542 1301">Any other relevant information</td><td data-bbox="542 1245 1476 1301">View File</td></tr> </tbody> </table>	File Description	Documents	Stakeholder feedback analysis report with seal and signature of the Principal	View File	Action taken report of the institution with seal and signature of the Principal	View File	Any other relevant information	View File	
File Description	Documents								
Stakeholder feedback analysis report with seal and signature of the Principal	View File								
Action taken report of the institution with seal and signature of the Principal	View File								
Any other relevant information	View File								
TEACHING-LEARNING AND EVALUATION									
2.1 - Student Enrollment and Profile									
2.1.1 - Enrolment of students during the year									
48									
2.1.1.1 - Number of students enrolled during the year									
48									

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

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

39

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

39

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

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

3

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

3

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

2.2 - Honoring Student Diversity

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

IITE, Gandhinagar conducts an entrance exam, in which the trainees are admitted on the basis of merit. As this College is Center for admission, the aspirants are consulted about various college, teaching and various educational programs. motivational speeches are given by the faculty to prepare the trainees mentally.

***Content Knowledge Checking A content-based test is conducted in each teaching method at the beginning of the year to ascertain the trainees' grasp of the subject matter for teaching. This type of test was taken online through Google form. Based on it students are guided based on content knowledge mastery, For Academic Support Guidance to the trainees in choosing second method In choosing the Elective Subject**

At the beginning of the year, orientation is conducted by teachers and principals on various subjects under the orientation program to explain the teaching profession. This topic like, ,, Language Proficiency, discipline, Rule for becoming joyful teachers , TQM, Live elements of school and classroom, problems of teens, effective teaching, Today and Tomorrow of education, Communication, Life skill, Meditation, Stress management etc. ...

For Need Checking Identify the needs of the trainees by communicating with them. Based on the it latter Advice and guidance provided. The needs of the trainees are known through their performance. . To check readiness After receiving the introduction the trainees are called upon to recognize their passion for education based on their past school and college period activities

as well as their love for education and take up the activities accordingly.

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

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

Six/Five of the above

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

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

Two of the above

Whenever need arises due to student diversity

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

2.2.4 - Student-Mentor ratio for the academic year**1:7****2.2.4.1 - Number of mentors in the Institution****7**

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

2.3 - Teaching- Learning Process

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

Understanding of micro lessons, macro lessons and simulation lessons and theoretical information is provided by group teaching method.

- Theory paper uses a variety of teaching methods, techniques and approaches by professors as well as by trainees.

- Teaching points of various methods, techniques and approaches of the theoretical paper curriculum are explained by trial of the same method, technique and approaches. Teaching -Learning work is enriched by using brainstorming, symposium, peer group teaching,

experiment method, synthesis-analysis method, problem-solving approach. - As per requirement, teaching and learning work is done using online education or blended method. - During the school lessons various methods and techniques are tried by the trainees.

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

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

7

File Description	Documents
Data as per Data Template	View File
Link to LMS	Nil
Any other relevant information	View File

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

112

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

2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice

Five/Six of the above

**teaching Internship Out of class room
activities Biomechanical and Kinesiological
activities Field sports**

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

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

- Information about things like Micro lesson/ macro lesson/ simulation lesson/ Annual Lesson/Field Work/ EPC Course etc. is given by the teachers in the group.

- Through UDISHA seminar, an awareness program is held for the trainees on things like career guidance, time management, interview skill, English speaking, office etiquette.

- The meeting of the chairman of each committee is held periodically in the college in which important decisions of the college are taken along with the student parliament.

- In the prayer meeting, spiritual ideas and moral values and spirituality are talked about by the principal and the teachers to prepare the trainees for the practices and life, to prepare them for the struggle. - During the prayer meeting the trainees should be informed about the importance of education and the new trends and the trainees should be made aware of the new trends of education through the use of notice boards. - Seminars are conducted in the college under the placement cell. - SSIP cell has been formed in the college and under it seminars are organized for the trainees.

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

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

Five/Six of the above

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

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

- Seminars for like skill are conducted for skill development among the trainees.

- Under the Finishing School, the trainees are given English Speaking and Life Skill training. - Sufficient efforts are made to nurture the creativity of the trainees by undertaking various activities and competitions in all the seven streams under Saptadhara.

- Efforts are made to develop empathy and equality among trainees through various social programs such as blood donation, donation in NGOs and educational institutions, in Andhajan Mandal, orphanages, old age homes, hospitals and food-fruit distribution. -Sports Day. Through important programs like Cultural Program, different

strengths are developed in the trainees. - Trainees are given maximum opportunity in class, their intellectual powers are developed through question-discussion. - Involve trainees in various educational programs so that they develop skills in program planning, management, administration, pre-consideration and preparation. - For the intellectual, spiritual and emotional development of the trainees, guidance is provided by the principal and teachers in the prayer meeting and according to the situation.

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

2.4 - Competency and Skill Development

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

All of the above

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

2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized

Ten/All of the above

Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement

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

2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback

All of the above

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

2.4.4 - Students are enabled to evolve the following tools of assessment for learning

All of the above

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

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

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

All of the above

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

2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution

All of the above

of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event

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

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

All of the above

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

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

Specialized schools are selected for internship. Then according to the method of trainees group of 3 to 5 trainees is formed. Then a meeting is held with the principals and professors of the selected school principals and mentor teachers' associations to create a mutually trusting atmosphere. Is. According to this program, the trainees are guided by each of the professors of the institute for every activity to be done and the trainees are encouraged to perform

at their best. One teacher is appointed for each school and the teacher is in constant touch with the trainees throughout the internship program and is familiar with the workings of the trainees. As well as during the two to three school visits by the professors, information about the work of the trainees is obtained during the visits with the school principal and mentor teacher and other teachers. The lessons of the trainees are monitored by the professors and through the meeting with the trainees they are given the necessary guidance and advice. Lesson marks are given under the supervision of school teachers and professors. Marks are based on reports of entire activities performed during the internship.

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

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

2.4.9.1 - Number of final year students during the academic year

47

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

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

Nine/All of the above

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

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

After adequate guidance from the faculty in the college as well as interaction with the principals and mentor teachers of the internship school, a spiritual atmosphere is formed between the faculty and trainees of the institute with the principals and mentor teachers of the internship which helps to bridge the mental gap between the two. The internship is due to the interaction of the faculty with the school principals and mentor teachers who are familiar with the trainee's work activities, programs and academic as well as co-curricular activities by phone with the assigned faculty mentor teacher, school principal and teachers. In addition, school visits are made by the professors, during which the teachers and mentors of the internship schools interact with the teachers, other teachers, and observe the lessons of the trainees. During the full-time school visit, the professors meet with the trainees and provide guidance and advice on the work done so far and planning for future work. All the activities that the trainees do in the school are done in groups with the cooperation of each other. Educational and co-curricular activities are done with the mutual co-operation of all the trainees. In addition, the trainees motivate the trainees by attending cultural events, prize distribution and other events at the school as per the convenience of the faculty, as well as inspiring lectures by inspiring professors for the students and teachers of the school.

File Description	Documents
Documentary evidence in support of the response	View File
Any other relevant information	View File
2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal B. Ed Students / School* Students (* 'Schools' to be read as "TEIs" for PG programmes)	All of the above
File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View File
Two filled in sample observation formats for each of the claimed assessors	View File
Any other relevant information	View File
2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness	Five of the above
File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	View File
Five filled in formats for each of the aspects claimed	View File
Any other relevant information	View File
2.5 - Teacher Profile and Quality	
2.5.1 - Number of fulltime teachers against sanctioned posts during the year	

7

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

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

7

File Description	Documents
Data as per Data Template	View File
Certificates of Doctoral Degree (Ph.D) of the faculty	View File
Any other relevant information	No File Uploaded

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

7

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

124

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

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

1. In house discussions on current developments and issues in

education:

During the prayer meeting of the college, new changes and trends in education are discussed by the teachers and principal. The happenings in the world of education, the new rules are informed. A staff meeting is held regarding the issues related to higher education and the policy rules. Not only the staff but also the trainees are informed by the presentation of important changes on the notice board.

2. Share information with colleagues and with other institutions on policies and regulations

Principals and teachers participate as experts or campers in various level seminars, courses, workshops or various programs throughout the year. Experience, knowledge, innovations, creative and constructive things gained during such diverse programs or visits to other organizations are discussed in staff meetings. Significant changes in education are discussed during educational lessons and visits to schools in and around Bilimora city and to other higher education institutions, and based on that, fruitful planning is drawn on how we can create a quality human being with a prosperous world.

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

2.6 - Evaluation Process

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

Continuous internal Evaluation of student learning is done using various methods and techniques throughout the year. We try to cover all the domains of learning i.e. cognitive, affective, and psychomotor domains.

1. Micro teaching-simulation - Practice teaching lessons

2. CCE-1 &2 in each paper

3. EPC

4. Assessment of their Reflective dairies in each semester**5. Students' Submissions****6. Students' performance in various curricular and co-curricular activities****7. Students' involvement in college activities****8. Students taking participation in various college inter college and University level competition and also in Univ. Sports and Youth festivals.****9. Their social contribution is also measured.**

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

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

Display of internal assessment marks before the term end examination

Timely feedback on individual/group performance

Provision of improvement opportunities

Access to tutorial/remedial support

Provision of answering bilingually

Five of the above

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

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

Grievance Redressal System is a vital part of any administration. It is the responsibility of the College Administration to provide a secure and contented environment to all its Staff and Students. The Grievance Redressal Committee has been formed in the College as per the UGC guidelines to redress the grievances of both the staff and the students. Since the inception of the college, the Committee has been under the direct purview of the Principal. During the year, two meetings of the committee are held. We also have Complaint box in open area of the college, so students can put their complaints in the box.

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

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

In the beginning of the academic year, the Institution prepares 'Academic calendar' containing the relevant information regarding the teaching learning schedule (working days), various events to be organized, holidays, dates of internal examination, semester examination etc. The academic calendar is prepared so that teachers should know all the activities regarding continuous internal evaluation process and it is also published on website of the

college. The students' academic progress is monitored regularly by adopting the strategy of continuous internal evaluation, seminars, CCE 1 & 2 of each paper, EPC , unit test and semester examinations. The review of internal assessment is taken by the Principal regularly. For the implementation of Internal Assessment Process, Examination committee is formed at the college level which monitor overall internal assessment process.

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

2.7 - Student Performance and Learning Outcomes

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

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

1. Website of the Institution
2. Student induction programme
3. Orientation programme for Students
4. Staff meetings.

Each activity or program is organised keeping in mind the PLOs and CLOs.

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

2.7.2 - Pass percentage of Students during the year

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

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

The institution takes care of the students' progression throughout the year using various methods and techniques like CCE, unit test, internal exam, seminars, presentation in various papers, their performance in practice teaching lessons, their participation in various curricular and co curricular activities arranged by the college etc.

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

2.7.4 - Performance of outgoing students in internal assessment

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

53

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

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

From the very beginning, through their presentation in the prayer assembly and micro lessons, their need for language proficiency is assessed and students are divided in different groups to develop their language proficiency. Students are taught the pronunciation, grammar and presentation in these groups. Moreover, during micro, macro, academic and co- curricular activities, faculties find their needs and plan the activities accordingly.

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

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

Yes

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

6

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

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

274000

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

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

One of the above

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

3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports

Three of the above

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

3.2 - Research Publications

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

0

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

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

22

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

3.3 - Outreach Activities

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

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

13

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

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

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

100

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

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

100

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

100

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

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

The institute is very committed towards the contribution in the development of society. Since 1968, college has developed the tradition to collect the fund from faculty and students every Thursday and donate to the needy people at Hospitals, Age Old home and Orphange to sensitize students.

The institute has its own medicinal plants garden to make students aware about Environment and show them the uses of the different medicinal plants.

The institute has done many activities like tree plantation, seminar on Women's Laws, Mahila rally, visit to Old age home and special schools in EPC , rally to save Environment etc.

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

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

0

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

3.4 - Collaboration and Linkages

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

0

3.4.1.1 - Number of linkages for faculty exchange, student exchange, research etc. during the year**0**

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

3.4.2 - Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the academic year**5**

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

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

Five/Six of the above

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

List of Physical Facilities Available For Teaching Learning

- 1 Classroom with seating capacity of 100 Students
- 6 Classrooms cum Method rooms
- Multipurpose Hall with seating capacity of 150 students /Smart classroom
- Multipurpose Hall/Seminar Hall with seating capacity of 300 students & Stage & Sound system
- Library cum Reading Room with seating capacity of 50 students
- Psychology Laboratory
- Computer Laboratory
- Science Laboratory cum method room
- Mathematics Laboratory cum method room

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

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

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

10

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

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

.50

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

4.2 - Library as a Learning Resource

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

The process of Automation is going on and the institution has SOUL Software for the Same. Almost 50 % data of the books are entered in the software.Only book data was entered in SOUL software. The process for exchanging via SOUL SOFTWARE is ongoing. The institution plans to obtain Online public Access Control – OPAC in near future and thus monitoring of books will be completely computerized and fully automat

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	Nil
Any other relevant information	View File

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

The Institution has no such facility.

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

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

One of the above

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

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

.20

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

4.2.5 - Per day usage of library by teachers and students during the academic year**4.2.5.1 - Number of teachers and students using library for Month one (not less than 20 working days) during the academic year****38**

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

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

Three of the above

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

4.3 - ICT Infrastructure

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

4.3.1 ICT Facilities Including WiFi

Following ICT facilities are available in the college for ensuring the smooth running of day to day academic and non academic activities of the college:

Computers 25

Laptops 02

Printers 03

Xerox machine 02

Scanner 02

LCD projector 09

OHP 02

Television 02

Tape recorder 01

Camera 02

Video camera 01

Web camera 26

Display monitor 01

WiFi 10 Mbps – 12 months

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

4.3.2 - Student – Computer ratio during the academic year

4:1

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

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

D. 50 MBPS - 250MBPS

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

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

One of the above

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

4.4 - Maintenance of Campus and Infrastructure

4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support

facilities during the year (INR in Lakhs)**.25**

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

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

College has regular maintenance and periodic replenishment of essential facilities.

College policy is to have effective mechanism for the upkeep of the infrastructure and other facilities as to have optimum utilization of the facilities in order to have effective college functioning.

Systems for Maintenance and Utilization:

- Budget provisions are made for new as well as old facilities, repairs and maintenance. Departmental budget by office and library is made available every year.
- Establishment/repairs and maintenance committee is formed. Principal is the chairperson.
- College Development Committee is also formed for overall planning and development of college.
- Stakeholders' suggestions are also considered.
- Depending on availability of funds, requirements are fulfilled by establishment committee under guidance of Principal.
- The principal of the college takes a periodical review of repairs and maintenance requirements.

Procedures for maintaining and utilization:

- The cleaning and the maintenance of the classrooms and laboratories are done as per cleaning schedule which is monitored by principal of the college.

- Laboratory rules and regulations are prepared and displayed for students. Record of maintenance account is maintained by lab technicians, Lab In charge and supervised by principal. The calibration, repairing and maintenance of sophisticated lab equipment's are done by the technicians of related owner enterprises.
- The college website is maintained regularly by website provider.
- Maintenance of electrical equipments is regularly done through service agencies visit on call basis.
- All the facilities like fitness center, sports facility, health care center and parking facility is maintained on regular basis.

File Description	Documents
Appropriate link(s) on the institutional website	Nil
Any other relevant information	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

Five fo the above

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

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

Nine or more of the above

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

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

A. All of the above

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

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

Three of the above

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

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
29	47

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

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

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

10

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

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

10

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

5.3 - Student Participation and Activities

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

Earlier this year, student council election was held to give the trainees first-hand experience of the life-saving electoral process of democracy. After the voting, the eight winning candidates will be appointed by the various committees working under the guidance of eight professors such as Finance Committee, Planning Forum Committee, Magazine Committee, Cultural Committee, Tour Committee, Debate Committee and Sports Committee to coordinate the activities of these eight committees. As the co ordinator of these seven committees, they are in charge of their respective accounts. Under all the accounts a number of activities are carried out during the year such as finance committee fund raising work. The planning committee organizes daily prayer meetings, bulletin boards, din mahima etc. A total of seven magazines are published annually by the Magazine Committee. At the end of the year, a beautiful cultural program is organized by the Cultural Committee. A one-day educational tour and a one-day site visit are arranged by the tour committee. Various lectures are organized during the year by the Debate committee. One day Sports Day is organised by the Sports Committee.

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

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

43

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

5.4 - Alumni Engagement

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

The Alumni Association formed from the beginning of Shrirang shikshan Mahavidyalay, Billimora. OSA has been making significant contribution to the development of the institution. Rewards from the alumni under the association have proved to be a link between the donors of the society and the retired employees of the organization. As a result of this interrelationship, the organization's commitment, knowledge and traditions of the organization's healthy system has been transferred to society and to other related educational institutions, which results into to strengthen the image of the organization and gain credibility

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

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

All of the above

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

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

3

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

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

Shrirang Shikshan Mahavidyalaya, Billimora has its active alumni association since 1970. Every year, OSA gives 14 prizes to the top students in various categories to encourage the students. Out of which five prizes are given for co-curricular activities and cultural program during the year. Expert lectures and meetings with parents are organized by the Alumni Association and regular activities under the various competitive activities that take place during the year. The organization of alumni is very useful for the development of the organization as the alumni are helpful when the organization needs a good speaker, fund or any other educational help. Some alumni also help with placement. Alumni are helpful to the organization in many ways whether it is to guide the students or to give a prize even if it is a sports day. Some alumni also donate items such as microphone, headphones to the institute. Each Thursday

is very important for the institution when the fund is collected and donated to the needy people. So many Alumni contributes on the special occasions of their life. And in this way aslo Alumni helps the organization financially

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

The vision and mission are mentioned in the institute's website and also displayed at the entrance of the college. The vision and mission are always at the centre of any activity. The institute takes every necessary step and organises various programs, activities, value added certificate courses etc. to inculcate vision and values of the institution in the student teachers. For that, in any decision making process, teaching -non teaching staff and students are involved and their suggestions are taken into consideration. IQAC of the institution takes care that every activity of the institution is in tune with its goals and objectives and incorporates vision and mission of the college. By the completion of B.Ed. degree course, the student teachers get clear about the vision and mission of the institution and the responsibility that any education institution bears towards the society. Once our student teachers are out they fulfill all their responsibilities by being a good and responsible teacher.

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

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

The management and principal make all their efforts to decentralise the duties as per the strength, efficiency and capability of teaching and non teaching staff. They have the freedom to work without any restrictions. Everyone is being included in the various types of the planning of the College. We meet regularly and plan out our institutional practices in such a way so that every faculty member and administrative staff can be involved and contribute for providing the qualitative education to the students. Each person is given freedom to share his/her views in all activities. - Various committees are formed for academic and administrative purpose. and each faculty member is given the responsibility of the committee according to an individuals interest, aptitude and talent. Members of the students council are also the part of the committee and given accountability for the same. Students are also joined the committee according to their interest and talent. In the beginning of each year the institute prepares an academic calendar. Throughout the year, coordinators are appointed for the various activities and programs.

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

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

Our Institute is governed by IITE, Gandhinagar, so the institute abides by the terms of the universities. Admission is an online process which is strictly on the basis of merit in accordance to the government reservation policies. IQAC in the college which monitors every academic activity of the college. The effective system of various committees and cells coupled with a feedback mechanism from stakeholders, also ensures the dynamism required to keep pace with the changing educational environment. The internal assessment ensures that students receive their evaluated answer sheets and monitor their progress, performance and fairness in the evaluation. The fee structure and admission procedure is available for the public on the college website. Even Audit report is also displayed on the website. Institute appoints internal auditor and external auditor (Government of Gujarat) every year. Audited statements regarding financial activities are circulated to all the concerned members of the Governing body, including NCTE with annual report every year. Academic activities are displayed on social media platform of the college. Yearly NCTE report, AISHE and PAR are filled and submitted to assure academic, financial and administrative transparency. All posts are filled by Government of Gujarat. For effective administration, we have adopted a participative approach. We have various committees who look after various events and activities of the college and display its report on the notice board.

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

6.2 - Strategy Development and Deployment

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

Speaking skill is very important as a teacher. Our college is located at semi- urban area. Most of the trainees are from interior parts of the region. We recognise their language problem which is one of the hurdles in their development as a teacher. In the begining of the year, the students with pronunciation defects are recognised. They are distributed in the group of all faculties. The language expert faculty has developed the whole plan for pronunciation improvement and speaking skill development which

include ; articulation of the sound, practice of different sounds using various techniques etc. in prayer assembly too, everyday the students who present anything is analysed for his/her speaking skill and pronunciation. All the faculties follow the plan for the students assigned to them and achieve the goal.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://www.srsmbilimora.in/Other/19
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

Being a grant in aid college, the governing bodies are Statutory Bodies like UGC, NCTE, State Government and the University. The college is managed by Bilimora Vibhag Kelvani Mandal to complement the functions of the Statutory Body. It is a Policy making body of the college and meets frequently and discusses the agenda prepared by the Principal. It reviews the performance of the college. New proposals regarding the development of the college are discussed with the members of Management. The principal looks after the administrative and academic affairs of the college. Various committees and cells are formed to work effectively and implement the well structured programmes and activities. IQAC also plays a major role in the effective implementation of the activities. The programs, courses and activities are periodically evaluated by the concerned committees and cells. Service rules and procedures are guided by the rules of the State Government as amended from time to time, NCTE, Indian institute of Teacher Education and the Bilimora Vibhag Kelvani Mandal in this regard. The recruitment rules and the promotional policies for the teaching and non teaching staff are as per the Gujarat Government along with the eligibility criteria prescribed by the NCTE and UGC.

File Description	Documents
Link to organogram on the institutional website	https://srsmbilimora.in/Other/18
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

All of the above

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

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

The college is run smoothly and effectively through various committees and cells. We have the following listed committees and cells. 1. Finance committee , 2. Planning Forum committee, 3. Magazine committee, 4. Cultural committee, 5. Educational Tour committee, 6. Sports committee, 7. Anti ragging cell, 8. Library committee ,9 Anti Sexual Harassment Cell, 10. Women Cell, 11. ST/SC cell, 12. Placement Cell, 13. Grievence Redressal Cell 14. Equal opportunity cell 15. Internal complaints committee etc. Each committee constitutes with a chairman and members. Students' representative are also the part of the committees. In all committees, meetings are arranged on the regular basis.

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

6.3 - Faculty Empowerment Strategies

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

The following welfare measures are given ..

- 1. Medical leaves, Maternity/paternity Leaves as per Government rule are given to Teaching & Non teaching staff**
- 2. Staff quarters for Teaching Staff is available .**
- 3. Internet and free Wi-Fi facilities are also available in campus for staff Teaching & Non teaching staff**
- 4. Faculty members are provided with Individual cabin with a telephone, computer desk with wifi to facilitate good ambience. Teaching Staff**

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

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

0

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

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

4

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

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

3

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

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

The institution has made certain mechanisms to assess the teaching and non-teaching staff. The faculty members are asked to fill the Academic Performance Indicator (API) format at the end of the academic year. The proforma designed by the UGC are used in this regard. Teaching staff first opt their API scores are, then the principal will finalize the scores based upon the documental evidences submitted by the teachers. Based on API scores the faculty were encouraged to take up more initiatives in their respective areas of inclination and passion. At the end of every year students feedback is taken to assess the performance of the faculty. Performance Appraisal for Non teaching Staff : The Principal directly monitors the non-teaching staff and regularly conducts meetings to take supervise the administrative and financial aspects such as fee collection, scholarship status etc. The Non-teaching staff have to keep a record of their work in prescribed format.

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

6.4 - Financial Management and Resource Mobilization

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

The following agencies conduct regular financial audit in the

Institute: External Audit is conducted by the following: (a) Higher Education Department, Gandhinagar (b) Chartered Accountant of the Institute. Department of Higher Education, Gujarat conducts statutory audit covering all financial and accounting activities of the Institute. This includes scrutiny of the following: (a) all receipts from fee, donations, grants, contributions, interest earned and returns on investments; (b) all payments to staff, vendors, contractors, students and other service providers. 3. All observations/objections are communicated through their report. Chartered Accountant of the Institute conducts regular accounts audit and certifies its Annual Financial Statements. All Utilization Certificates to various grant giving agencies are also countersigned by the CA.

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

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

0

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

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

Fees charged as per the university and government norms from

students. Mobilization of Funds, the student Tuition fee is the major source of income for the institute. Alumni contribute to the institute by raising funds to conduct programmes. etc. when and as needed. Students raise funds from individuals and corporate for cultural events and magazine publication. The college receives salary grant from the State Government. The college received maintenance grant from State Government. Our College is under 2F and 12B as per UGC Act and Permanent Affiliation of the University. So we receive grants from the UGC for the development and maintenance of Infrastructure, upgrade of the Learning Resources and Research.(we haven't received any this year.) A finance committee has been constituted to monitor the optimum utilization of funds for various recurring and nonrecurring expenses The purchase committee seeks quotations from vendors for the purchase of equipment, computers, books, etc. The institutional budget includes recurring expenses such as salary, electricity and internet charges, stationary & other maintenance costs. It includes planned expenses such as bookspurchases, furniture, and other development Expenses. The budget is scrutinized and approved by the Management.Statutory auditors are also appointed who certify the financial statements in every financial year. The grants received by the college are also audited by certified auditors.

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

6.5 - Internal Quality Assurance System

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

Institute has its IQAC established in 2006. The constitute of IQAC was formed according to the rules given by NAAC. It works very efficiently. Every year , meetings are held according to the demand of the situation. It ensurestimely, efficient and progressive performance of academic, administrative and financial tasks. It monitors the action takenon feedback response from students, parents and other stakeholders on quality-related institutional processes. It promotes research culture, faculty empowerment through workshops/seminars/conferences and professional development. It asks for optimization and integration of modern methods of teaching and

learning and the credibility of assessment and evaluation process.

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

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

The 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 in the Institute and strictly followed. Students are apprised of the Time-Table, Programme structure, syllabi of the courses before the semester commences. Different educational methods and techniques are used as well as various tasks like leadership, programme arrangement, assignment work are assigned for all round development. All these matter discuss in the meeting of IQAC. Thus, No specific mechanism is adopted for the review of teaching learning process periodically, But the entire faculty members themselves review the teaching learning process continuously. It is to be noted humbly that the results sheets issued by the University are itself the evidence of the improvement in the teaching learning process. All the students who had completed their training in the year 2021-22 got first class distinction.

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

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

17

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

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

Two of the above

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://www.srsmbilimora.in/IQAC/31
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://www.srsmbilimora.in/IQAC/28
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	View File
Feedback analysis report	View File
Any other relevant information	View File

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

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

First cycle: Recommendations and action taken

- 1. To build a hostel for girls' students :** After this recommendation, the college had built a hostel in the campus for the girl students to provide them safe, economic and academic environment.
- 2. Computer, Science and Psychology labs are in bad shapes:** After getting this recommendation, the college had upgraded the labs taking extra care of them. Now in computer lab, we have more than 25 computers with usb, speakers and headphones. In science and in psychology labs also, we have bought more tests, equipments and necessary materials.

Second cycle: Recommendations and actions taken

- 1. Teaching learnign process:** The college has been focusing on using new and modern teaching learning activities in the classroom. Faculties attend the workshops, seminars to upgrade themselves in this regard. Students are also encouraged to use new teaching methods in practice lessons.
- 2. Library:** As being a grand in aid institution, the college has no permanent librarian since 1999. but the college arranges the ad-hoc librarian. After getting the recommendation, the college takes extra care of use of library in teaching learnign process. With the help of faculties, it has been tried to shape the library and use it in the maximum level.

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

The college has developed a definite policy for the use of electrical appliances at the organization level to minimize their use and save energy. The activities undertaken as part of this are as follows:

- Minimally used LEDs and tube lights and bulbs in the organization.
- Regular maintenance and upkeep of electric motors and other devices.
- Faculty members, non-academic staff and trainees to ensure that electrical appliances in the institution are turned off after use and to avoid unnecessary use guidance.
- Arranging classrooms with air vents to maximize power consumption and save energy.

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

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

The organization is located within the Billimora Municipality. As part of the collective arrangements made by the municipality for the whole city, the waste is collected every day. And the rest is processed for the fertilizer for the herbal garden of the organization is managed. The organization has separate arrangements for the management of wet and dry waste.

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

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

Two of the above

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

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

Two of the above

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

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

The institute is located in a clean and pollution free environment. The regular cleaning is done in the institution on the daily basis and proper action is also taken for the same. At the same time adequate attention is paid to the cleanliness of the girl's room and boy's lavatory too. A separate dustbin facility has been set up in and around the college to collect waste. The deep cleaning of the institution is also done once in a year with the support of the students. The college has developed its own botanical garden. The medicinal plants and trees are grown and cared. The college has a RO plan for drinking water. Waste water is used for botanical garden.

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

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

Three of the above

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

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

0

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

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

Arts, commerce and science colleges are located in the same campus of the college. All the institutions of the campuses are their resources, knowledge and physical facilities when it is needed. The institute uses their advanced laboratories, too. The college also gets the benefits of the expertise of the teaching staff of these colleges. Gujarati and English medium schools are located in the same campus, too. The institute is having good relations with the schools, non government organization and other institutions located nearby and getting their help and expertise.

- The training lessons of the trainees are organized in a simple, instinctive and effective manner. The trainees also have a chance to observe the school system.
- The complex has a large well-equipped field and gymnasium. Trainees enjoy the benefits of indoor, outdoor sports and gym facilities.
- Seedlings of tree plants are available through the nursery located in the campus.
- Retired local professors and principals also share their experience and knowledge and expertise from time to time.

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

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

A. All of the above

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

7.2 - Best Practices

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

1. Enrichment of Mother tongue :Our college is situated in Semiurban area. Most of the trainees are from interior regions. So, most of them speak dialect, not the language . As a teacher, irrespective of their subjects, they have to have the knowledge and skills of a language in which they are teaching. With this in mind, We started working on the improvement in the knowledge of mother tongue parallel to the official curriculum throughout the year. All the trainees are divided in small group and each teacher is given the responsibility of each group. Everyday we plan some small activities for developing the mastery over the mother tongue- to improve pronunciation, grammar points, presentation in mother tongue and to enrich vocabulary. We have daily routine to guide the students for their pronunciation in the mother tongue.

2.TET/TAT Exam Preparation & Guidance:It has become necessary for those who want to become a teacher in Gujarat to clear the TET/TAT exam after obtaining the necessary qualifications and achieve high merit. So during the course of B.Ed. studies, it is necessary that the trainees get guidance for TET/TAT exam along with the studies. For this, seminars are organized to provide complete exam oriented guidance to the trainees from filling the online form of the exam. They are guided by the faculty of the college by conducting lectures

on various subjects. Lectures by expert persons from professional bodies preparing for competitive exams are organized in the college regarding TET/TAT exam.

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

7.3 - Institutional Distinctiveness

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

The institution has many distinctiveness in many areas. It has proved to be the best by the Government of Gujarat by awarding the best college award and by the society. The below is glimpses of the activities of one of such areas of the institution. Our prayer assembly - Character building through prayer assembly. Prayer assembly is part of each teacher training college. But our prayer assembly is the heart of our college because its main objective is to build trainees' character. Distinctiveness of the prayer assembly

- Musical instruments played by the principal, staff members and trainees
- Forms of Prayer assembly:
- Om sounds (Pranayam practice)
- Prayers (every week a new prayer)
- Bhajan/ devotional songs/ Sugam sangit/ folk songs...
- Presentation of any of the following:
- Presentation of good thought
- Analysis of the article
- Reading of the good article
- Reviews on News about the inspirational people
- Report reading
- Story telling
- Role play
- Book Review
- Film Review on current situation on chosen topic
- About different days etc.
- Quiz (every day 5-10 questions are asked)
- Analysis and feedback of presented event by the principal or staff members

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