

## Self Study Report (cycle-2)



# A.G. TEACHERS COLLEGE

UNIVERSITY ROAD, NAVRANGPURA,  
AHMEDABAD – 380009

**Estd.: 1952**



Submitted to

**NATIONAL ASSESSMENT & ACCREDITATION COUNCIL  
(NAAC)**

For

**ASSESSMENT AND REACCREDITATION**

**April - 2015**

No.	Particular	Page No
	<b>PART-A</b>	
1	Declaration by the head of the institution	
2	Foreword	
3	Acknowledgement	
4	Vision, Mission and Values of Institution	
A	Profile of the Institution	1-39
	Executive Summary	40-43
	<b>PART-B</b>	
	<b>Criterion-wise Input</b>	
	Criterion-I	Curricular Aspects
	Criterion-II	Teaching-Learning and Evaluation
	Criterion-III	Research, Consultancy and extension
	Criterion-IV	Infrastructure and learning resources
	Criterion-V	Student support and progression
	Criterion-VI	Governance and leadership
	Criterion-VII	Innovative practices
	<b>PART-C</b>	
1.	Teacher Education Scenario	190-192
2	Time Table	193-198
3.	Mapping of Activities (2014-2015)	199-200
4	Best practices	201-202
5	Criteria wise Appendix	
	Criteria-1	Appendix -1.1 Dean of Faculty Letter
		Appendix-1.2 Gujarat University Curriculum
	Criteria-2	Appendix-2.1 Gujarat University B.Ed. Admission form
		Appendix-2.2 Links of online lectures available on youtube of Sandhan

	<b>No.</b>	<b>Particular</b>	<b>Page No</b>
		Appendix- 2.3 List of Practice Teaching School	320
	Criteria-3	Appendix- 3.1 Details of Research Project undertaken by College Staff	321
		Appendix-3.2 Details of Action Research undertaken by College Staff	322
		Appendix-3.3 Conference/ Seminar/ Workshop/Symposium attended by Faculty	323
		Appendix-3.4 Participation of Faculty in Seminar/workshop/Conference	324-329
		Appendix-3.5 Learning material Development	330
		Appendix- 3.6 List of the Journal in which paper published	331
		Appendix- 3.7 List of Books Published	332
	Criteria-4	Appendix-4.1 A Copy of college master plan of the building	333-335
	Criteria-5	Appendix-5.1 A copy of Academic calendar (Vasrika)	336-337
		Appendix-5.2A copy of competition & achievement of student teachers of last two years	338-341
		Appendix-5.3 A copy of Feedback forms & analyzed Report	342-355
	Criteria-6	Appendix-6.1 Student Union Committee	356-357

	<b>No.</b>	<b>Particular</b>	<b>Page No</b>
6	Other Documents		
	Appendix-1	Accreditation Certificate	358
	Appendix-2	Recognition letter of Govt. of Gujarat	360
	Appendix-3	Gujarat University Permanente Affiliation letter	369
	Appendix-4	NCTE Recognition letter	371
	Appendix-5	2(f) and 12(b) letter	372
	Appendix-6	CTE certificate	373
	Appendix-7	Affidavit for 2 year B.Ed. Course	374
	Appendix-8	Certificate of SCOPE	376
	Appendix-9	Result of Previous years	377
	Appendix-10	UGC XI and XII plan Grants	378
	Appendix-11	Audited Reports	380
	Appendix-12	Photo Gallery	423

## Declaration

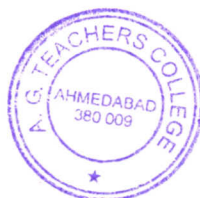
I certify that the data include in this SSR are true to the best of my knowledge.

This SSR is prepared by the institution after internal discussions and no part thereof has been outsourced.

I am aware that the Peer team will validate the information provided in this SSR during the peer team visit.

Place : Ahmedabad.

Date: 28/4/2015



  
(C.P. Patel)  
Signature of the Head of the  
Institution

Principal,  
A. G. Teachers College,  
Ahmedabad-380 009,  
with Seal

# Foreword

A.G.Teachers College, CTE was established by Ahmedabad Education Society in 1952. It was the first teachers training college established in Gujarat. Thus it is well reputed and the oldest college of Gujarat and awarded "The Best College of Gujarat" by Gujarat Government. In 2007, college got "A" Grade by NAAC. It is valid up to five years. Now we are proceeding for re-accreditation. We are always ready to open by any kind of evaluation of our institution.

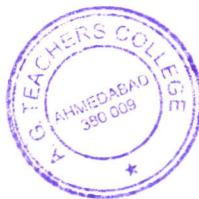
Thus it is matter of pleasure for us to submit this Self Study report of A.G.Teachers College to the National Assessment and Accreditation Council for assessment and accreditation. We have prepared this report as per the guidelines of NAAC. In this report we have tried to reflect our strength and weakness. We tried our best to fulfill suggestions provided by NAAC peer team in first assessment of accreditation.

We are always trying hard to achieve the pre-decided goals of our institution. This report is the outcome of hard work done by all the individuals of our institution.

We believe that quality can never be accidental but it is a journey.

Date : 28/4/2015

Place : Ahmedabad



With Regards,

  
(C.P.Patel)

Principal,  
A. G. Teachers College,  
Ahmedabad-380 009.

## Acknowledgement

We whole heartedly accept that NAAC has given us an opportunity to look into our selves and motivated for this hectic academic exercise. We honestly believe that getting reaccredited from an esteemed and autonomous body like NAAC is a matter of pride and privilege. Journey of preparing SSR led towards peeping into our strength, weakness and opportunity of the institution.

We would like to express out gratitude towards management and entire college staff to make this exercise a joint venture. We appreciate the tolerance, patience, sincere efforts and team spirit of all participants.

We thank visible and invisible forces which have contributed in the SSR preparation. We hope and belive that we may come up to the expectation of NAAC.

Dr.K.H.Yadav  
IQAC coordinator  
NAAC cordinator

Dr. S.L.Soianki  
NAAC cordinator

## **VISION**

- Qualitative contribution through teaching-learning for the empowerment of the nation.

## **MISSION**

- To contribute highly professional, highly challengeable, highly ethical teachers through rigorous training for comprehensive development of the Nation.

## **VALUES**

- Increasing competency through the use of technology in class room teaching.
- Inculcating social, disciplinary, aesthetic, cultural, moral, nationalistic and humanitarian values among students.
- Progressing towards excellence in education.
- Realization of the theme of a global family, “world is our family.”





## ***PART-A***

### **The Self-appraisal Report**

This section is presented in two parts. Part – I of the self-appraisal report seeks quantifiable institutional data organized in two parts viz., Part - A and Part - B. Part - A consists of the Profile of the institution and Part - B requisites Criterion-wise inputs. Part – II of the self- appraisal report comprises of three parts. Part 1 is an Executive summary giving the brief note on the SWOT analysis of the institution, Part 2 is a Criterion-wise analysis which comprises of a questionnaire which when put together gives the evaluative report and Part 3 is the Mapping of the Academic Activities of the institution. To facilitate institutional preparations, guiding questions have been developed and they are given in this section. The questions given are not exhaustive but only indicative of the type of information that may be useful to systematically organize the SAR. Since the questions are generic in nature, the institutions may adapt them suitably and incorporate aspects reflecting their strengths, significant developments, future plans and distinct characteristics in a meaningful way. If the institution wishes to provide any information in addition to the questions under each Key Aspect, they are free to include it as ***“any other information”*** under each Key Aspect.



## **Section B**

### **Format for Self-appraisal Report**

#### **Part I: Institutional Data**

**(Preferably to be uploaded on the institutional website and submitted in a softcopy and hardcopy)**

When the institution has a website it should display the following and other relevant details of information, as in a typical brochure or student handbook: its mission/vision statement, and the goals and objectives of the institution programme offered; eligibility criteria for admission; admission policy and process; academic calendar; examination and other assessment schedules and procedures; infrastructural facilities available for teaching/learning, sports, residence, research and recreation; scholarships given by the state and the institution; and the fee structure.

In addition to the information displayed in the institutional website, institutional data that highlights the facts and features which contributed to quality maintenance and enhancement during the last three years has to be submitted to the NAAC in Part I: A and B of the SAR.



## A. Profile of the Institution

1. Name and address of the institution : **A.G. Teachers College,**  
**Commerce six road,**  
**Navrangpura,**  
**Ahmedabad-380009**
2. Website URL: : **www.agteacherscollege.ac.in**
3. For communication:

### Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Head/Principal <b>Dr. C.P.Patel</b>	079-26442451	Nil	<a href="mailto:agteachers1952@gmail.com">agteachers1952@gmail.com</a> <a href="mailto:drcppatel@yahoo.com">drcppatel@yahoo.com</a>
Vice-Principal	-	-	-
Self - appraisal Co-ordinator Dr. K.H.Yadav Dr. S.L.Solanki	079-26442451 079-26442451	- -	<a href="mailto:khyadav@yahoo.co.in">khyadav@yahoo.co.in</a> <a href="mailto:shamalsolanki@yahoo.in">shamalsolanki@yahoo.in</a>

### Residence

Name	Telephone Number with STD Code	Mobile Number
Head/Principal : <b>Dr. C.P.Patel</b>	-	9428491517
Vice-Principal	-	-
Self - appraisal Co-ordinator <b>Dr. K.H.Yadav</b> <b>Dr. S.L.Solanki</b>	- -	9377333302 9924050591



**4. Location of the Institution:**

Urban ☒ Semi-urban Rural Tribal

Any other (specify and indicate)

**5. Campus area in acres:**

2.47

**6. Is it a recognized minority institution?**

Yes

No



**7. Date of establishment of the institution:**

**Month & Year**

**MM YYYY**

06 1952

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

Gujarat University, Ahmedabad

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

2f

**Month & Year**

**MM YYYY**

06 1955

12B

**Month & Year**

**MM YYYY**

06 1955



## 10. Type of Institution

- |               |   |                                     |
|---------------|---|-------------------------------------|
| a. By funding | i. Government                               |                                     |
|               | ii. Grant-in-aid                            | <input checked="" type="checkbox"/> |
|               | iii. Constituent                            |                                     |
|               | iv. Self-financed                           |                                     |
|               | v. Any other (specify and indicate)         |                                     |
| b. By Gender  | i. Only for Men                             |                                     |
|               | ii. Only for Women                          |                                     |
|               | iii. Co-education                           | <input checked="" type="checkbox"/> |
| c. By Nature  | i. University Dept.                         |                                     |
|               | ii. IASE                                    |                                     |
|               | iii. Autonomous College                     |                                     |
|               | iv. Affiliated College                      |                                     |
|               | v. Constituent College                      |                                     |
|               | vi. Dept. of Education of Composite College |                                     |
|               | vii. CTE                                    | <input checked="" type="checkbox"/> |
|               | Viii. Any other (specify and indicate)      |                                     |

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

Yes                      No    ☒

If yes, has the institution applied for autonomy?

Yes                      No    ☒

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

Sl. No.	Level	Programme / Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
i)	Pre-primary			Certificate		
				Diploma		
				Degree		
ii)	Primary/ Elementary			Certificate		
				Diploma		
				Degree		
iii)	Secondary/ Sr. secondary		Min. 50%	Certificate		
			Marks in	Diploma		
		B.Ed.	graduation	Degree	One year	Gujarati & English
iv.	Post Graduate			Diploma		
				Degree		
v.	Other (specify)			Certificate		
				Diploma		
				Degree		

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

Level	Programme	Order No. & Date	Valid upto	Sanctioned Intake
Pre-primary				
Primary/Elementary				
Secondary/ Sr.secondary	B.Ed.	313025 30/11/1997	Till further orders	100
Post Graduate				
Other (specify)				

## (B) Criterion-wise inputs

### Criterion I: Curricular Aspects

#### 1. Does the Institution have a stated

Vision	Yes	<input checked="" type="checkbox"/>	No
Mission	Yes	<input checked="" type="checkbox"/>	No
Values	Yes	<input checked="" type="checkbox"/>	No
Objectives	Yes	<input checked="" type="checkbox"/>	No

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

Yes                      No ☒

If yes,

- a) How many programmes?
- b) Fee charged per programme

#### 3. Are there programmes with semester system Yes

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

Yes ☒ No

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



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

D.Ed.

B.Ed.

8/2

M.Ed. (Full Time)

M.Ed. (Part Time)

Any other (specify and indicate)

**6. Are there Programmes offered in modular form**

Yes

No ☒

Number -----

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

Yes

☒

No

Number 94

**8. Are there Programmes with faculty exchange/visiting faculty**

Yes

No

☒

Number -----

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

- |                                      |   |    |                                     |
|--------------------------------------|---|----|-------------------------------------|
| • Heads of practice teaching schools | Yes                                     | No | <input checked="" type="checkbox"/> |
| • Academic peers                     | Yes <input checked="" type="checkbox"/> | No |                                     |
| • Alumni                             | Yes                                     | No | <input checked="" type="checkbox"/> |
| • Students                           | Yes <input checked="" type="checkbox"/> | No |                                     |
| • Employers                          | Yes                                     | No | <input checked="" type="checkbox"/> |





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

-----

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

Yes                      No     ☒

Number     -----

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

Yes     ☒              No

Number              2

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

Yes     ☒              No

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

Yes     ☒              No

## Criterion II: Teaching-Learning and Evaluation

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

- a) Through an entrance test developed by the institution
- b) Common entrance test conducted by the ☒ University/Government
- c) Through an interview
- d) Entrance test and interview
- e) Merit at the qualifying examination
- f) Any other (specify and indicate)

*(If more than one method is followed, kindly specify the weightages)*

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

- a) Date of start of the academic year (07/06/2014)
- b) Date of last admission (31/07/2014)
- c) Date of closing of the academic year (25/04/2015)
- d) Total teaching days
- e) Total working days

### 3. Total number of students admitted

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed.	-	-	-	-	-	-	-	-	-
B.Ed.	20	80	100	17	43	60	3	37	40
M.Ed. (Full Time)	-	-	-	-	-	-	-	-	-
M.Ed. (Part Time)	-	-	-	-	-	-	-	-	-



4. Are there any overseas students? Yes No ☒

If yes, how many?

-----

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

a) Unit cost excluding salary component (1020136.85/100) 10201

b) Unit cost including salary component ( 11279186.85/100) 112791.86

(Please provide the unit cost for each of the programme offered by the institution as detailed at **Question 12** of profile of the institution)

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

Programmes		Open		Reserved	
		Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
D.Ed.					
B.Ed.	2013-2014	Pal Sweta Girish (97.19)	Prasad Jay prakash(60.13)	Prajapati Urvashi B. (85.01)	Parmar Yogesh S. (48.00)
	2014-2015	Amalsadiwalla Farzin X. (95.95)	Patel Charmi V. (60.54)	Trivedi Vihangi K. (90.02)	Badmaliya Nikunj Kumar(47.72)
M.Ed. (Full Time)					
M.Ed. (Part Time)					

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

Yes ☒ No

**8. Does the institution develop its academic calendar?**

Yes ☒ No

**9. Time allotted (in percentage)**

Programmes	Theory	Practice Teaching	Practicum
D.Ed.	-	-	-
B.Ed.	60%	30%	10%
M.Ed. (Full Time)	-	-	-
M.Ed. (Part Time)	-	-	-

**10.Pre-practice teaching at the institution**

a) Number of pre-practice teaching days 1 0

b) Minimum number of pre-practice teaching lessons given by each student 0 0

**11.Practice Teaching at School**

a) Number of schools identified for practice teaching 2 8

b) Total number of practice teaching days 2 5

c) Minimum number of practice teaching lessons given by each student 3 0



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

No. of Lessons In  
simulation

No. 05

No. of Lessons Pre-practice  
teaching

No. 25

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

Yes ☒ No

**14. Does the institution provide for continuous evaluation?**

Yes ☒ No

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

Programmes	Internal	External
D.Ed.	-	-
B.Ed.	30%	70%
M.Ed. (Full Time)	-	-
M.Ed. (Part Time)	-	-

**16. Examinations**

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

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

	Yes	No
Computers		
Intranet		
Internet		
Software / courseware (CDs)		
Audio resources		
Video resources		
Teaching Aids and other related materials		
Any other (specify and indicate)		

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

Yes ☒ No

Number 01

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

Yes No ☒

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

Compulsory ---- Optional --

### Criterion III: Research, Consultancy and Extension

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

Number	06	100	%
--------	----	-----	---

**2. Does the Institution have ongoing research projects?**

Yes ☒ No

If yes, provide the following details on the ongoing research Projects

Funding agency	Amount (Rs)	Duration (years)	Collaboration, if any
UGC	32500	2 YEARS	

(Additional rows/columns may be inserted as per the requirement)

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

01

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

- ☐ Teachers are given study leave ☒
- ☐ Teachers are provided with seed money
- ☐ Adjustment in teaching schedule ☒
- ☐ Providing secretarial support and other facilities ☒
- ☐ Any other specify and indicate ☒

( State Govt. grant CTE is given)



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

Yes      No      ☒

**6. Number of research degrees awarded during the last 5 years.**

a.      Ph.D.                      7  
b.      M.Phil.                    1

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

Yes      No      ☒

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

	Yes	No	Number
International journals	<input checked="" type="checkbox"/>		04
National journals – referred papers			24
Non referred papers			
Academic articles in reputed magazines/news papers			
Books			03
Any other (specify and indicate)			

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

Yes      ☒      No

Number      01

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

	Faculty	Students
National seminars	11	
International seminars	3	
Any other academic forum	2	





**11. What types of instructional materials have been developed by the institution?**

(Mark '✓' for yes and 'X' for No.)

Self-instructional materials ☒

Print materials ☒

Non-print materials (e.g. Teaching

Aids/audio-visual, multimedia, etc.) ☒

Digitalized (Computer aided instructional materials) ☒

Question bank ☒

Any other (specify and indicate)

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

Yes No ☒

If yes, indicate the nature of the post.

Full-time - Part-time - Additional charge -

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

Yes No ☒

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

Yes ☒ No

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

☒

**16. Does the institution provide consultancy services?**

Yes ☒ No

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

-----



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

Local level	
State level	
National level	
International level	



## Criterion IV: Infrastructure and Learning Resources

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

1686.50

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

a) Methods lab	Yes	<input checked="" type="checkbox"/>	No
b) Psychology lab	Yes	<input checked="" type="checkbox"/>	No
c) Science Lab(s)	Yes	<input checked="" type="checkbox"/>	No
d) Education Technology lab	Yes	<input checked="" type="checkbox"/>	No
e) Computer lab	Yes	<input checked="" type="checkbox"/>	No
f) Workshop for preparing teaching aids	Yes	<input checked="" type="checkbox"/>	No

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

-----

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

4,00,000 Rs.

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

43,321 Rs.

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

-----



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

-----

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

Yes ☒ No

9. Total number of posts sanctioned

	Open		Reserved	
	M	F	M	F
Teaching	3	1	3	1
Non-teaching	5	1	4	2

10. Total number of posts vacant

	Open		Reserved	
	M	F	M	F
Teaching	---	1	1	---
Non-teaching	5	1	4	---

11. a. Number of regular and permanent teachers

	Open		Reserved	
	(Gender-wise)			
	M	F	M	F
Lecturers	1	2	3	---
Readers	M	F	M	F
	---	---	---	---
Professors	M	F	M	F
	---	---	---	---



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

	Open		Reserved	
	M	F	M	F
Lecturers	---	---	1	---
Readers	M ----	F ---	M ---	F ---
Professors	M ---	F ---	M ---	F ---

**c. Number of teachers from same state**

**07**

Other states

-----

**12. Teacher student ratio (program-wise)**

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

**13. a. Non-teaching staff**

	Open		Reserved	
Permanent	M	F	M	F
	---	---	---	2
Temporary	M	F	M	F
	1	---	1	---

**b. Technical Assistants**

Permanent	M	F	M	F
	---	---	1	---
Temporary	M	F	M	F
	1	---	---	---

**14. Ratio of Teaching – non-teaching staff**

5:2

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

85.29% (9620614/11279186.85\*100)

**16. Is there an advisory committee for the library?**Yes ☒ No**17. Working hours of the Library**

On working days	6
On holidays	-----
During examinations	6

**18. Does the library have an Open access facility**Yes ☒ No



## 19. Total collection of the following in the library

a. Books	28533
- Textbooks	-----
- Reference books	230
b. Magazines	31
e. Journals subscribed	40
- Indian journals	-----
- Foreign journals	-----
f. Peer reviewed journals	-----
g. Back volumes of journals	-----
h. E-information resources	
- Online journals/e-journals	21
- CDs/ DVDs	50
- Databases	-----
- Video Cassettes	3
- Audio Cassettes	10

## 20. Mention the

Total carpet area of the Library (in sq. mts.)	99.061
Seating capacity of the Reading room	15

## 21. Status of automation of Library

Yet to intimate	
Partially automated	<input checked="" type="checkbox"/>
Fully automated	



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

Circulation	<input checked="" type="checkbox"/>
Clipping	
Bibliographic compilation	
Reference	<input checked="" type="checkbox"/>
Information display and notification	
Book Bank	<input checked="" type="checkbox"/>
Photocopying	<input checked="" type="checkbox"/>
Computer and Printer	<input checked="" type="checkbox"/>
Internet	<input checked="" type="checkbox"/>
Online access facility	<input checked="" type="checkbox"/>
Inter-library borrowing	
Power back up	<input checked="" type="checkbox"/>
User orientation /information literacy	
Any other (please specify and indicate)	

**23. Are students allowed to retain books for examinations?**

Yes ☒ No

**24. Furnish information on the following**

Average number of books issued/returned per day	5
Maximum number of days books are permitted to be retained	
by students	15 days
by faculty	150 days
Maximum number of books permitted for issue	
for students	3
for faculty	25
Average number of users who visited/consulted per month	100
Ratio of library books (excluding textbooks and book bank facility) to the number of students enrolled (28533)	100:285



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

15.44

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

	(2011-12)		(2012-13)		(2013-14)	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books	284 68	18308 5029	29	1895	---	---
Other books	---	---	---	---	---	---
Journals/ Periodicals	31	12190	31	16884	31	13884
Any others specify and indicate	---	---	---	---	---	---
(Additional rows/columns may be inserted as per requirement)						

## Criterion V: Student Support and Progression

### 1. Programme wise “dropout rate” for the last three batches

Programmes	(2011-12)	(2012-13)	(2013-14)
D.Ed.	---	---	---
B.Ed.	16.27 (100-86)	6.38 (100-94)	11.11 (100-90)
M.Ed. (Full Time)	---	---	---
M.Ed. (Part Time)	---	---	---

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

Yes ☒ No

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

4 to 5 per method

### 3. Does the institution offer Remedial instruction?

Yes ☒ No

### 4. Does the institution offer Bridge courses?

Yes No ☒

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

	(2012)			(2013)			(2014)		
	I	II	III	I	II	III	I	II	III
Pass percentage	--	--	100	-	--	100	-	--	100
Number of first classes	--	--	10	-	--	23	-	--	28 (25f+3s)
Number of distinctions	--	--	76	-	-	71	-	-	62
Exemplary performances (Gold Medal and university ranks)	-	-	-	-	-	-	-	-	-

2012: (1) Sunitha N. Uni. 9<sup>th</sup> Rank and (2) Saklani Megha Uni. 23<sup>rd</sup> Rank

The university result of last two years is enclosed in **Appendix-5**

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

	2011- 12	2012- 13	2013- 14
NET	01	01	--
GSET	01	--	01
TET/TAT / CTET	03	04	10

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

Financial Aid	I(2011-12)	II(2012-13)	III(2013-14)
Merit Scholarship	--	--	--
Merit-cum-means scholarship	--	--	--
Fee concession (SC)	126250	11070	79940
Loan facilities (ST)	42000		5000
Any other specify and indicate (SEBC)	72880	23450	106760
Physically handicapped	-	-	3000

*(Additional rows may be inserted as per requirement)*

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

Yes No ☒

**9. Does the institution provide Residential accommodation for:**

Faculty Yes ☒ No

Non-teaching staff Yes ☒ No

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

Yes ☒ No

If yes, number of students residing in hostels

Men 5

Women 4



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

Sports fields Yes ☒ No

Indoor sports facilities Yes ☒ No

Gymnasium Yes No ☒

**12. Availability of rest rooms for Women.**

Yes ☒ No

**13. Availability of rest rooms for men.**

Yes No ☒

**14. Is there transport facility available?**

Yes No ☒

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

Yes ☒ No

**16. Give information on the Cultural Events (Last year data) in which the institution participated/organised. (2014-15)**

	Organised			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate	--		--		--	2
Inter-university	--		--	--		--
National	--		--			8
Any other (specify and indicate)	--	--	--	--	--	--

**(Excluding college day celebration)**



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

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

**18. Does the institution have an active Alumni Association?**

Yes ☒ No

If yes, give the year of establishment

2006

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

Yes ☒ No

**20. Does the institution regularly publish a college magazine?**

Yes ☒ No

**21. Does the institution publish its updated prospectus annually?**

Yes ☒ No

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

	(2011-12)	(2012-13)	(2013-14)
	(%)	(%)	(%)
Higher studies	12	10	5
Employment (Total)	--	62	--
Teaching	--	40	--
Non teaching	--	--	--

**23. Is there a placement cell in the institution?**

Yes ☒ No

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

1(2011-12)	2(2012-13)	3(2013-14)
5	3	3

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

Yes No

- Academic guidance and Counseling ☒
- Personal Counseling ☒
- Career Counseling ☒



## Criterion VI: Governance and Leadership

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

Yes    ☒    No

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

Governing Body/management	1
Staff council	8
IQAC/or any other similar body/committee	3
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	--

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

Loan facility	Yes	No	<input checked="" type="checkbox"/>
Medical assistance	Yes	No	<input checked="" type="checkbox"/>
Insurance	Yes	No	<input checked="" type="checkbox"/>
Other (specify and indicate)	Yes	No	

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

0      0      2





**5. Furnish the following details for the past three years**

a. Number of teachers who have availed the Faculty Improvement

Program of the UGC/NCTE or any other recognized

organisation 3

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

National -- -- --

International -- -- --

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

0 0 1

d. Number of Seminars/ workshops/symposia on Curricular development,

Teaching- learning, Assessment, etc. organised by the institution

0 1 2

e. Research development programmes attended by the faculty

0 6 7

f. Invited/endowment lectures at the institution

0 4 0

Any other area (specify the programme and indicate)



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

- |  |     |                                     |  |
|--|-----|-------------------------------------|--|
| a. Self-appraisal                            | Yes | <input checked="" type="checkbox"/> | No                                     |
| b. Student assessment of faculty performance | Yes | <input checked="" type="checkbox"/> | No                                     |
| c. Expert assessment of faculty performance  | Yes |                                     | No <input checked="" type="checkbox"/> |
| d. Combination of one or more of the above   | Yes | <input checked="" type="checkbox"/> | No                                     |
| e. Any other (specify and indicate)          | Yes |                                     | No <input checked="" type="checkbox"/> |

**7. Are the faculty assigned additional administrative work?**

Yes ☒ No

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

3 hours

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

Grant-in-aid	72800
Fees	239500
Donation	-----
Self-funded courses	-----
Any other (specify and indicate)	686131.85

## 9. Expenditure statement (for last two years)

Total sanctioned Budget	(2012-13)	(2013-14)
% spent on the salary of faculty	100%	100%
% spent on the salary of non-teaching employees	100%	100%
% spent on books and journals	75%	75%
% spent on developmental activities (expansion of building)		
% spent on telephone, electricity and water	Rs.300 per student from Govt. of Guj.	Rs.300 per student from Govt. of Guj.
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.		
% spent on maintenance of equipment, teaching aids, contingency etc.	100%	100%
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	100%	100%
% spent on travel	100%	100%
Any other (specify and indicate)		
Total expenditure (9152459-467723=868736)	8684736	10593055
incurred (11279186.85-686131.85=10593055)		



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

Surplus in Rs.		Deficit in Rs.
-----	(2011-12)	661665.50
-----	(2012-13)	467723.00
-----	(2013-14)	686131.85

**11. Is there an internal financial audit mechanism?**

Yes ☒ No

**12. Is there an external financial audit mechanism?**

Yes ☒ No

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

Administration	Yes <input checked="" type="checkbox"/>	No
Finance	Yes <input checked="" type="checkbox"/>	No
Student Records	Yes <input checked="" type="checkbox"/>	No
Career Counselling	Yes <input checked="" type="checkbox"/>	No
Aptitude Testing	Yes	No <input checked="" type="checkbox"/>
Examinations/Evaluation/ Assessment	Yes <input checked="" type="checkbox"/>	No
Any other (specify and indicate)	Yes	No



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

Yes ☒ No

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

Yes No ☒

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

Yes ☒ No

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

Yes ☒ No

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

- a) for teachers ☒
- b) for students ☒
- c) for non - teaching staff ☒

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

Yes No ☒

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

Yes ☒ No

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

Yes ☒ No

## Criterion VII: Innovative Practices

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

Yes ☒ No

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

Yes ☒ No

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

	Category	Men	%	Women	%
a	SC	1	5	9	11.25
b	ST	6	30	9	11.25
c	OBC	10	50	24	30.00
d	Physically challenged (SC)	-	-	1	1.25
e	General Category	3	15	37	46.25
f	Rural	-	-	-	-
g	Urban	-	-	-	-
h	Any other ( specify)	-	-	-	-
	total	20	100	80	100

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

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	1	7	1	1
b	ST	-	14	1	1
c	OBC	2	27	-	-
d	Women	2	-	-	-
e	Physically challenged	-	3	-	-
f	General Category	-	-	-	-
g	Any other ( specify)	-	-	-	-

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

Category	At Admission		On completion of the course	
	Batch I (2012-13)	Batch II (2013-14)	Batch I (2012-13)	Batch II (2013-14)
SC	11	13	11	12
ST	14	12	10	12
OBC	31	34	31	26
Physically challenged	2	1	1	1
General Category	42	40	41	39
Rural	--	--	--	--
Urban	--	--	--	--
Any other ( specify)	--	--	--	--

## **Executive summary – The SWOC analysis of the institution**

Quality has to come from within and self appraisal-analysis is an eye opening technique in that direction. As a matter of internal exercise by the institution carried out with team work, sincere efforts and honest introspection, A.G.Teachers college-CTE, Ahmedabad has prepared the organizational data base Part -1 of the self appraisal report. Based on this data collection institution has prepared SWOC analysis based on its own perception.

A.G.Teachers College-CTE which was established by the Ahmedabad Education Society (a public trust) in 1952, with the efforts of Dr. Anand Shankar Dhruv, Shri G.V. Mavalankar and the renowned industrialist and philanthropist Shri Kasturbhai Lalbhai, completes 63 years of unstinting contribution to teacher education. In June 1952, Acharatlal Girdharlal Teachers College (A.G.Teachers college) was started from the donation of Rs.4,00,000 from the trustees of Acharatlal Girdharlal charity trust. It was the first teachers training college of Gujarat and A.G.Teachers College proved to be a boon to school teachers. Even in the changed academic scenario of today, institution continues to be guiding by the traditions and the goals set by the founding fathers. College aims at shaping the youth into prospective teachers who can under take their responsibilities of transforming young citizens to responsible citizens. It is matter of pride for the institution as it was upgraded by the central government as College of Teacher Education (CTE) an upgraded status which undertakes the responsibility of in service teachers training for three districts (Ahmedabad, Gandhinagar, Surendranagar).

Centralized admission committee trained by Gujarat University admits students on merit bases and college is opted by trainees at first priority. Highly qualified and dedicated college staff pro actively participates in curriculum development, innovative teaching methodologies, current trends in education



etc. Gained experience is reflected in the teaching learning process of the institute which creates very high conducive environment in the institution.

The institution is known for its stress on discipline as it is reflected in regularity in attendance, submission and punctuality for entire human resource. It endeavors to impart quality education through a curriculum incorporating theory, practice teaching and practical work. Cognition combined by all round development and character building is the hallmark of this institute.

### **Strength**

- One of the oldest and prestigious teachers training college of Gujarat ageing 63 years.
- College has upgraded status of college of teacher education-CTE.
- Greenest eco friendly campus.
- Strategic location, comfortable to commute by different means of transportation.
- Extremely supporting management.
- Highly qualified and experienced teaching faculty.
- Strictly merit based admission following rules and regulations of UGC.
- Only grant-in-aid teacher education Institute of Gujarat University imparting education in both medium: Gujarati and English.
- Student centric interactive teaching learning process.
- Excellent ICT facilities and ambience provided to teaching and non teaching staff.
- Free internet access to student teachers.
- Continuous involvement of faculty members in pursuing minor research projects from UGC and conducting research projects with the help of CTE research grant.
- Foremost college selected by government of Gujarat for DELL (Digital Education Learning Laboratory) project and completely installed.

- SCOPE is functioning in the direction of increasing English speaking proficiency as major student teachers are from Gujarati medium.
- Strong linkages and extended consultancy service in three districts (Ahmedabad, Gandhinagar, and Surendranagar) due to CTE centre.
- Initiatives of government of Gujarat like SAPTADHARA, UDISHA, CWDC, Red ribbon club are justified.
- Grant utilization committee for proper usage of grant received through UGC, IQAC, KCG, CWDC and SAPTADHARA.
- Participation in youth festival and appreciating the achievers is the tradition.
- Academic achievements of student teachers are appreciated by Donor awards. “Highest merit in girls” is a special award given as a symbol of women empowerment.
- Qualitative curricular planning is reflected through the academic calendar “VASARIKA” prepared every year.
- College magazine “Again Akshar” is published every year.
- Innovative study material is generated for school sector under the banner of CTE.
- Faculty’s participation fees in various programs are reimbursed under developmental scheme.
- Optimum use of ICT motivated to generate online feedback mechanism.
- Very strong and transparent internal quarterly audit mechanism.
- Institute has self managed dynamic web site.

### **Weakness**

- Staff deficiency
- Even though the whole staff is qualified as PG teacher, the Centre of M.Ed. course which was discontinued could not be restarted.
- Library yet to be completely modernized.
- Some infrastructural deficit is existing.
- Lack of academic autonomy.

**Opportunity:**

- Restart M.Ed. course
- Start up with short term courses
- Location advantage of the institute.
- Bright chances for the institute to seek grants from UGC under section 2(F) and 12(b) of UGC Act 1956.
- Rigorous training and guidance can be provided for preparation of TET, TAT and other competitive exams.
- Extending activities under the banner of CTE.
- As head of the institute is faculty dean many developmental programs can be organized under his direct guidance.

**Challenges:**

- Completion of the syllabus in time under semester and CBCS system.
- Staff deficiency is the biggest hindrance to satisfy the vision of CBCS.
- Increasing number of deemed universities and self financed institutes affect the quality of teacher education program.
- Recruitment policy of government for school teachers and pay structure is a big challenge for seeking quality student teachers.
- Over dependence on ad hoc visiting faculty.



## **Criterion I: Curricular Aspects**

### **1.1 Curricular Design and Development**

- 1. State the objectives of the institution and the major considerations addressed by them? (Intellectual, Academic, Training, Access to the disadvantaged, equity, self development, community and national development, issue of ecology and environment, value orientation, employment, global trends and demands, etc.)**

A.G.Teachers college was established by the Ahmedabad Education Society in June -1952. B.Ed. Course comprises a platform to enhance and enrich innate capabilities lying in the trainee and lead them towards prospective teachers.

#### **VISION**

Qualitative contribution through teaching-learning for the empowerment of the nation.

#### **MISSION**

To contribute highly professional, highly challengeable, highly ethical teachers through rigorous training for comprehensive development of the Nation.



## OBJECTIVES

Objectives of our college are,

- To provide education to all those who desire to be good teachers, without any bias about their caste, creed, religion, some kind of handicap etc.
- To provide well trained teachers to the upper primary, secondary and higher secondary school.
- To inculcate values of community service, national integrity, national pride, religious tolerance, aesthetic sense for the environmental earth.
- To develop moral character and good personality of trainees.
- To create awareness among the trainees about needs of the society, social changes, needs to conserve nature and its resources.
- To conduct in service training programs for the secondary and higher secondary school teachers of Ahmedabad district, Gandhinagar district and Surendranagar district under the banner of college of Teacher Education. (CTE)
- Besides that our college also promotes the different kind of community development programme. We also arrange environment awareness programmes in our college. We encourage students to take participate in different types of co-curricular activities like elocution, sports, essay-writing as a part of self-development programme.

**2. Specify the various steps in the curricular development process.**

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

College is affiliated to Gujarat University so college has to follow the curriculum designed by Gujarat University. Our college Principal is the Dean of Education faculty and faculty members are involved in curriculum designing as ordered by Gujarat University. But college contributes in curriculum development process in the following way:

- Principal is the Dean of and Members of Board of Studies so he play a key role in curriculum development
- Student's feedback on Curriculum

Gujarat University Education faculty Dean letter is given in **Appendix-1.1 (Page No-203)**

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

Different subjects like Yoga Education, Basic computer, Education, and General English are included in curriculum as a foundation paper. We all know all these subjects are in demand at global level.

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

College follows Gujarat University directed curriculum and curriculum is such frame that it bears some thrust on National Issues like

- Environment
- Value education
- ICT in Education etc.

College is aware to follow this syllabus and its effectiveness. Gujarat University B.Ed. Curriculum is given in **Appendix-1.2 (Page No-206)**

**5. Does the institutions make use of ICT for curricular planning ? If**

**Yes give details**

As earlier discussed that college has no role in curricular planning but yes we used ICT very frequently in curriculum transaction.

**1.1.1 Academic flexibility**

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

Reflective practice is a continuous process in B.Ed. course. Following efforts guide trainees towards reflective practice.

- Practice Teaching
- Team teaching
- Peer Feedback
- Feedback of Teacher Educator
- Discussion on feedback
- Feedback at the end of the programme
- Feedback at the end of course .

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

Since June 2012 Gujarat University implemented CBCS frame curriculum. This curriculum consist Core papers, Elective papers and Foundation courses. We organize orientation programs for selection of elective and foundation courses. So student teachers can select these papers as per their interest and skills. We also give flexibility to select the topic in practical work like, Seminar, Workshop, Teaching Aid and Book Review.

We give experience to our student teachers to different type of school environment in practice teaching program.

During practice teaching, trainees are grouped in such a way that they can be exposed to varied teacher educator and schools which help them in having diverse learning experiences.

Various type of curriculum activities organized in the college is a big source for providing varied learning experience in the campus.

**3. What value added courses have been introduced by the institution during the last three years? (verbal & written, ICT Skills, Life Skills, Community orientation, Social responsibility etc.)**

The college cannot introduce courses but it is done through the prescribed courses of the university during curriculum transaction.

Subjects like following are the value added courses introduced.

- Environment education
- Basic computer education
- General English
- Carrier Guidance and Counselling
- Yoga Education

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

- 1. Interdisciplinary / Multidisciplinary**
- 2. Multi –Skill development**
- 3. Inclusive Education**
- 4. Practice teaching**
- 5. School experience / Internship**
- 6. Work experience/ SUPW**
- 7. Any other (Specify and give details)**



### **1. Interdisciplinary/ Multidisciplinary**

- Extra curricular activities, writing articles for college magazines, preparing teaching-learning materials, writing book-reviews etc. includes more than one discipline.

### **2. Multi-Skill development**

- Extra-curricular and co-curricular activities, community, and living, developing teaching aids using technology and improvised teaching aids, yoga education and ICT training.
- Soft skill development exposure is given to student teachers.
- Student teachers are motivated to take up the exam about proficiency in English language through SCOPE centre running in the college.

### **3. Inclusive Education**

In CBCS syllabus we have core papers psychology. In this course topic like individual difference, exceptional children's are covered.

### **4. Practice Teaching**

Every student teacher has to give 5 micro teaching lessons , 5 simulations, 10 stray lessons, 10 block teaching lessons in his/her respective method-subject.

### **5. School Experience / Internship**

Every trainee spends at least ten full working days in a school under well planned internship program of the institution.

### **6. Whole experience / SUPW**

NIL

### **7. Any other**

Extracurricular and co-curricular activities.

### **1.3.1 Feedback on curriculum**

#### **1. How does the institution encourage feedback and communication from the students, Alumni, employers, community, academic peers and other stakeholders with reference to the curriculum?**

Student teachers Feedback on the following dimensions

- Curriculum
- Quality of Teacher Educator
- These feedbacks are taken with the help of Google Docs and is an entire feedback mechanism responses are analyzed with the help of ICT.
- During Viva-Voice student teachers are asked to provide feedback regarding curriculum.
- We collect feedback from annual lesson examiners who are principals of well known schools and experienced teachers.
- We collect feedback from alumni of our college. Employers are part of IQAC committee and they also give feedback in the annual meeting.

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

Head of the institution is the Dean of Education faculty and member of Board of Studies so other affiliated colleges give their feedback and suggestions regarding curriculum to the HOD. As mentioned in 1.3.1 stakeholders valuable suggestion is obtained Head of the institution addresses it in the University meeting.

**3. What are the contributions of the institution to curriculum development? (Members of BoS/ sending timely suggestions, feedback, etc.)**

As we discussed earlier most of the faculty members are associated in CBCS curriculum construction team and play a key role at University Level. College Principal is the Dean of Education faculty so under his leadership faculty members are involved in curriculum construction and revision.

**1.4 Curriculum Update**

**1. Which courses have undergone a major curriculum revision during the last five years? How did these changes contribute to quality improvement and student satisfaction? ( Provide details of only the major changes in the content that have been made)**

B.Ed. Curriculum of Gujarat University has revised three in the last five years before June 2012 we had annual pattern and after June 2012 Gujarat University implemented CBCS pattern.

Before CBCS pattern student teacher had to give 40 lessons during the academic year. Yoga Education and ICT in education also included in curriculum as global trends and changing needs of the society.

In June 2012, C.B.C.S pattern has been introduced and following changes have been made in the dimension to quality improvement.

- Change in course structure in Semester Pattern.
- Change the papers name of the Core Courses.
- Introduction of foundation Courses.
- Changes into numbers of lessons be given. (Practice teaching)
- Change in question paper pattern.
- Change in content of std- 9 , 10,11 and 12<sup>th</sup> according to text book revised.
- Change in practical work.

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

The University is the authority to make any revision in curriculum. So institute have not adopted strategy to bring about any revision on its own. In the direction of curriculum updating college gets the feedback from various stakeholders as mentioned in 1.3.1.

**1.5 Best Practices in Curricular Aspects**

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

- Major teaching staff was involved in curriculum design and framework, which is the foremost step towards quality sustenance and quality enhancement.
- Strong and regular feedback mechanism is the measure towards quality enhancement.
- Participation of the faculty in workshops regarding the revision of curriculum is there.

**2. What innovations / best practices in “Curricular Aspects” have been planned / Implemented by the institution?**

- As curriculum has undergone updation as needed faculty symposium is planned and brainstorming is done for the clarity of the content points of the syllabus . Inhouse faculty as well as faculty from other teacher education colleges also become part of symposium. This is the best practice implemented in “ Curricular Aspects”.
- Institute plans to organize many such symposium as B.Ed. course is now of two years to remove the ambiguity in the curriculum.

**Additional Information to be provided by institutions option for  
Re-accreditation / Reassessment.**

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

**Observation;** A few certificate and Diploma courses essential for teachers could be organized. For eg. Computer/ IT program, Guidance and Counseling, Communication Skill..

**Compliance:** Institute could not start up any certificate or diploma course for teacher but under the banner of CTE, various need based programs were organized and certificates were issued. Institute has SCOPE centre student teachers can avail this facility and do certificate course in English communication skill.

**Observation: M.Ed. program could be revived or started afresh.**

**Compliance:** Under the reorganization of Gujarat University. M.Ed. could not be started. But as management runs private university (Ahmedabad University), M.Ed. will be started afresh.

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

- CBCS pattern was followed as directed by UGC.
- As education is in turbulent stage study material generation was the major task undertaken towards quality sustenance and enchantment by the institution.



- As and when needed symposium were carried out toward clarity of the curriculum as well as error rectification of the curriculum.
- Faculty actively participated with IASE in the direction of incorporating new changes in education pattern.

## **Criterion II: Teaching-Learning and Evaluation**

### **2.1 Admission Process and Student Profile**

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

- College is affiliated to Gujarat University. Gujarat University sets up a central admission cell. Admission policy related rules and regulations abiding to NCTE rules. B.Ed. admission process is online process. Online form and rules and regulations are finalized by admission cell members and Vice Chancellor of Gujarat University.
- Admission form along with rules and regulations and all teacher education college detail list is uploaded on web site: [www.gujaratuniversity.org](http://www.gujaratuniversity.org).
- Parent University advertises in various news papers for online admission of B.Ed.
- Interested candidates purchase the admission form from Gujarat University and duly filled form is submitted at university.
- Subject wise merit is prepared and displayed online.
- Schedule of subject wise admission is prepared and advertised in news papers.
- Admitted student teachers approach to college and they fill the college form and secure the admission. Those who fail to approach the college their admission gets cancelled. Information about the vacant seat is given to university and further process is led to get the candidate.

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

- As the college is affiliated to Gujarat University, admission process is centralized and is conducted by Gujarat University. So Gujarat University gives the advertisement of the program. When trainees take admission and fill up college form, necessary information about method group, timing and general instructions are mentioned in the college form.
- College website also has the information about the same.

**The detail of this is given in – Appendix-2.1. (Page No-317)**

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

Centralized admission cell set up by university takes care of all admission criteria.

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

To retain the diverse student population admitted to the institution following measures are taken.

- Separate boys and girls hostel facility is available.
- Bilingual teaching mode is adopted to cater the needs of Gujarati medium and English medium students.



- College has developed “Poor student welfare fund.” So economic help is provided to the needy.
- Needed procedure to seek government scholarship is done from the college.
- College assembly reflects respect to various religions. Students are free to express their feelings and perform various programs.
- Physically challenged students are helped by arranging their exams on the ground floor and visually impaired are helped by providing writer during examination.

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

To assess students’ knowledge before the commencement of the program following efforts are put.

- During the first day orientation program, student teachers introduce themselves and express their special ability and area of interest.
- Institution form also has columns which give us this type of information.

## **2.2 Catering to Diverse Needs**

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

- College is situated in the heart of the city area covered with lush green environment. Its central location makes students commuting hassle free.

- College has well equipped infrastructure and very students friendly human resource as well as physical resources.
- Interaction with students is in a soft manner which results into a very conducive student teacher relationship.
- A very rigorous orientation program is conducted while starting any new task of the course which makes students very comfortable.
- Month wise Annual planning for the entire course is given in the beginning of the year named “vasarika” .
- College has opted bilingual teaching mode which servers the need of both English medium and Gujarati medium students.
- College motivates students to use its library resources and digital education learning laboratory-DELL which has free internet access to enrich them selves.
- Special achievements of student teachers and teacher educators are appreciated and motivated in general assembly.
- College has a very well planned assembly session. It is compulsory for each student to participate in the assembly which helps in removing the stage fear.
- Various co-curricular activities are such framed that it creates an overall conducive environment to learning and development of students.

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

To cater diverse learning needs of the students following efforts are put:

- Teaching is mainly done with the help of power point presentation.

- Bilingual mode is used.
- English medium students are given study material in English.
- Personal guidance is given as and when needed.
- Various practice teaching schools are visited by student teachers round the year as per their diverse learning needs.
- Discussion, seminar, workshops have become part and parcel of B.Ed. program, which are also very helpful to cater diverse needs.

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

Following activities are envisioned in the curriculum for student teachers to understand the role of diversity and equity:

- Education psychology is a compulsory paper to be studied which is the biggest source to understand the role of diversity.
- The concept of inclusive education is reflected in the curriculum which helps student teachers to understand the needs of challenged children.
- Major theory subjects, practical work, practice teaching lessons and co curricular activities promote the understanding of diversity and equity present in teaching learning process.
- Saptadhara deals with different facets of personality development.

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

- Entire staff is Ph.D. degree holder and strive to update them selves.
- To ensure that teacher educators are knowledgeable and sensitive to cater to the diverse needs of students, institution has a strong

feedback mechanism. Feedback forms are filled online by students and analyzed by the principal.

- Grievance redressal cell takes care of any problem faced by student teachers. High confidentiality is maintained.
- CWDC as per UGC rules is framed and gender sensitive issues are addressed.

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

- Action research is conducted to identify weaknesses (content points not understood well) among students and improvising learning by remedial program.
- Identifying students with special abilities and motivate them to develop those skills.
- During block teaching and internship student teachers use different methods and techniques, skills to teach keeping in mind diversity among the students in the class they are teaching.
- They also conduct various extra curricular activities such as drawing, painting, craft, debate, illocution, spelling-games, map reading etc. to support their varied interests, satisfy curiosity, and enhance learning.
- Self study assignments are given to strengthen their knowledge about the subject.
- Library activities are incorporated to develop student teachers knowledge.

## **2.3 Teaching-Learning Process**

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

We promote active learning by engaging trainees in workshops, seminars, book review, science practicals, administration of psychological tests, preparing teaching aids, preparation of question paper and blue print etc. As trainees are distributed in “Saptdhara” they perform various activities which also escalate active learning among them. During internship they perform various teaching learning and co curricular activities. During simulation lessons, trainees are supposed to give one lesson by using resources from websites. This helps them in meaningful educational internet surfing. Library work periods are placed in regular time table.

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

- Micro lessons are carried out for development of teaching skills and simulation lessons are practices to enhance their self confidence. Rigorous peer group discussion is carried out during micro teaching and simulation teaching.
- Stray lessons are practiced in such a way that they imply student centered teaching methodology.
- Comprehensive program of block teaching is entirely student centered which includes teaching learning and evaluation process.
- Planning of co curricular and practical work.

- Well planned internship program in schools involving all teaching learning activities.
- Preparation of content assignments and Teaching Learning Materials (TLM).
- Different cultural and academic activities developing different skills.
- Student teachers are given the exposure about SANDHAN ( All Gujarat Integrated Classroom) on which live lectures of different topics by experts of different university are telecasted. For enrichment and wider exposure video repository is prepared.
- **The details of links of online lectures available on youtube is given in – Appendix-2.2. (Page No-319)**

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

For uniformity in functioning, regular faculty meetings are held before introducing any practical work or practice teaching task. Explanation regarding to practice teaching theory is done first in general class room and on the same day same topics are discussed in method periods by relevant method masters. This helps trainees to understand the lesson planning in their own subject very well. We do video recording of micro lessons for better feedback. We have prepared a video repository of method wise micro skill lessons for more clarity. Micro skills demonstration lessons are given by teacher educators and a printed lesson plan copy is given to each student teacher. In method periods student teachers are shown ideal lesson plans of alumnis.



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

**No**

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

Yes. 5 micro skills are practiced in the college list is as below:

Skill of questioning, skill of illustration, skill of set induction, skill of stimulus variation and skill of black board work. One lesson per skill is given.

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

Units are allotted well in advance. Trainees have to prepare lesson plan and take guidance from method master. Student teachers who have duly signed lesson plans by method masters of the relevant subject are only allowed to give lessons. Either three days a week or one entire week is allotted for stray lessons. It depends on the convenience of the school. Trainees can give maximum 2 lessons per day. Teacher educator observes average 14 to 16 lessons and 3 lessons are observed by peer group per day. Teacher educator observes the lesson and writes his feedback suggestions in journal. During recess time these suggestions are discussed. During internship school principal/teacher/ counselor observes the lesson of trainees and provide necessary feedback.



**The list of practice teaching schools is given in – Appendix-2.3.  
(Page No-320)**

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

Theoretical part of block teaching and internship is taught in the general class and deeply discussed in method periods. All the practical work is discussed in the college and necessary material is given to trainees. Group goes to school for a stipulated time period and executes the planning. During block teaching, group performs all work under the direct supervision of group guide. For internship programme, student teachers are grouped and teacher educator allocates them in the group of three to four trainees. During internship program group guide visits school every alternate day. For internship program school teacher or principal is assigned as school counselor who takes care and guides the trainee group.

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

No

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

Teacher educator decides his/her practice teaching schools which are having diverse learning needs of students. Various educational lectures are organized in college based on current trends, class room administration, inclusive education etc. which help trainees in managing the diverse needs.



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

Major initiatives are as follows:

- Trainees are supposed to use maximum teaching aids during teaching.
- College has hardware like OHP, LCD projector, cassette player, scanning facility etc.
- At least one lesson in simulation is to be given by using CAI approach.
- Student teachers are encouraged to download the poetry track, dialogues, drama etc. and use while teaching.
- All teacher educators deliver their lecture using PPT, which itself is a big motivational force for adopting technology while teaching.
- DELL instructor helps in meaningful surfing to student teachers.

**2.4 Teacher Quality**

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

**No**

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

UGC has given teacher educator to student teachers ration as 1:12 but due to the vacant staff positions existing ration becomes 1:15 and 1:10 is the ratio of trainees to practice teaching schools. On the following basic decision ratio is decided:

- Availability of sections of each std. in schools.
- Availability of periods.
- Availability of subjects in school.

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

Detailed guidance is given in method guidance period. Teacher educator observes the lesson and notes down the suggestions and sees that they are implemented in the next lesson. If needed discussion with method master is done informally by teacher educator.

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

College organizes various educational lectures in this direction. Trainees are greatly benefited in this direction due to CTE centre. College organizes various in service training programs and pre service trainees attend all sessions. Eminent alumni are invited to deliver lecture which helps trainees to be updated.

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

College has well functioned CTE centre. Due to this faculty is very much inter connected with Gujarat council of education research and

training (GCERT). CTE centre organizes various in service teacher training programs in school subjects and teaching methodology, which directly helps teacher educators and trainees to keep pace with school subjects and methodology. Trainees have to prepare content assignment and participate in content workshop which is also helpful. During content workshops various type of study material are developed which motivates to acquire information regarding to the recent developments.

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

College receives UGC, IQAC, CTE grants for the professional developments of teaching staff. Teaching staff is always motivated to attend the program and utilize the grant. All teaching staff are involved as coordinators during the various CTE in service training programs which helps them in personal and professional development. As suggested by UGC, College staff gets promoted under the scheme of API and so very conducive environment and facilities are given to the faculty members. To apply in any of the UGC scheme, institution is very supportive. All the necessary communication and forwarding is done by the office staff. College has a system for proper circulation of each and every invitation letter received by the organizing college. They are maintained in a file also. Necessary infrastructural help, technology help, secretarial help and duty leave are given. Details of participation of staff members in the direction of professional development is reflected in 3.1.4.

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

- Appreciation of good performance or achievement of the faculty member is done in college assembly.
- Annual reporting during the celebration of annual day is the another mode of appreciation by principal and management.
- Achievement of faculty member is also appreciated in the college magazine “Agian Akshar”.

**2.5 Evaluation Process and Reforms**

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

- Students are free enough to discuss the barriers with principal and teaching staff.
- Very stream line efforts are put to over come the barriers.
- College has a grievance redressal cell which is also helpful to identify the barriers.
- As average 85% of the enrollment is of female trainees, CWDC plays a major role in identifying communicating and addressing the barriers.
- Regular feed back forms are filled by each and every trainee. This is a big torch light towards identifying the barriers and year ending meeting of the faculty focuses on how to over come the barriers mentioned in the feed back forms.

**2. Provide details of various assessment /evaluation processes (internal assessment, mid term assessment, term end**

**evaluations, external evaluation) used for assessing student learning?**

Due to CBCS trainees are assessed internally and externally. Internal assessment comprises of practical work, preliminary exams, attendance, student teachers performance and participation in class rooms and involvement of the trainees in various activities. External evaluation is conducted by Gujarat University in both the semester.

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

Evaluation outcomes are displayed on the notice board. Weak students are given personal guidance and necessary remedial work is done if necessary. Reference books are available to slow learners.

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

Assessment and evaluation process is completely computerized. All the circulars, question papers and computation of evaluation is done with the help of ICT.

## **2.6 Best Practices in Teaching -Learning and Evaluation Process**

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

- In house faculty development programs were organized to nurture generic competencies related to ICT. This led to incorporate CAI approach in teaching learning process. Now entire staff is ICT literate.
- Computerized question bank is prepared which helps teacher educators and trainees.

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

Entire teaching is accompanied with power point presentation. This becomes very helpful in bilingual mode. Video repository of micro skill lessons and demo lessons is prepared. They are shown method wise to the trainees as and when needed. This is a very innovative and best practice adopted in teaching and learning.

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

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

**Observation – 1** while doing micro teaching at least one skill of each trainee has to be video graphed for feed back.

**Compliance-1** each teacher educator does the said video recording and gives feed back. Teacher educators have a collection of few video recordings of skills in their own method, which is also shown to trainees for better teaching learning.

**Observation-2** language laboratory could be established to improve the communicative skill of teacher trainees.

**Compliance-2** In DELL lab SCOPE program is offered which is to enhance proficiency in English. Trainees are motivated to give the exam. Facility is also provided to students to appear in this exam online which removes the barriers of place and time.



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

- “SANDHAN”- All Gujarat Integrated Classroom initiative is taken up by Government of Gujarat-. Dr. K.H. Yadav and Dr. R.M.Patel are the state coordinators in this initiative. College faculty regularly participates in giving lectures which are transmitted live all over Gujarat.
- College has prepared video repository on teaching skills and demonstration lessons of trainees in different methods.
- Innovative study material in mathematics for std. 9 is prepared.
- College has well functioned CTE centre through which pre service trainees are benefited.
- College is pro active in the use of ICT. College continuously strives to upgrade ICT facilities for students and teacher educators.
- IQAC is active in the direction of quality initiative, sustenance and enhancement.
- Teacher educators are continuously involved in writing books, research articles and educational articles.



### **Criterion III: Research, Consultancy and Extension**

#### **3.1 Promotion of Research**

##### **1. How does the institution motivate its teachers to take up**

###### **Research in education?**

All the staff members have Ph.D. degree. All the staff members are recognized P.G. teacher from Gujarat University. They give research guidance to the M.Ed. trainees of different affiliated colleges of Gujarat University. College principal Dr.C.P.Patel is Ph.D. guide of Gujarat University and an external evaluator of Ph.D. thesis of different Universities. Dr.G.S.Patel is a recognized Ph.D. guide of Calorx Teachers University.

College faculty members have taken up Research Project with financial assistance of various funding agency like CTE and UGC. All necessary forwarding is done from the college office.

**Details of Research Project are given in Appendix-3.1. (Page No-321)**

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

The thrust areas of research of our institution are as under:

- Women Education
- ICT in Education
- Educational Psychology
- Value Education
- Educational Policy
- Testing and Measurement





- E-content development.

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

As per the curriculum student teacher have take to conduct Action Research as a compulsory component of practical work. Action Research is carried out at school level at the time of Internship. College staff members conduct Action Research financed by CTE.

**Details of Action Research is given in Appendix-3.2. (Page No-322)**

**4. Give details of the Conference/Seminar/Workshop attended and/organized by the faculty members in last five years.**

The institution and its faculty members are actively involved in organizing, conducting and participating in various conferences, seminar and workshop.

**The details faculty participation in is given in – Appendix-3.3. and 3.4. (Page No-323-329)**

**3.2 Research and Publication Output:**

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

All the teacher educators have developed their own instructional and other materials and used them in transaction process. . They develop the same in their own way and convey to the student teachers.



For better planning of practice teaching institution has developed various print material like lesson plans, observation sheet for micro teaching skill, simulation lesson, Block teaching, blueprint, Internship etc. All these is in the form of Journal for better data keeping.

Details of teaching aid and ppt is given in **Appendix – 3.5.**  
(Page No-330)

## **2. Give details on facilitates available with the institution for developing instructional materials?**

Following facilities are available with the institution for developing infrastructure materials.

We have

- Staff had individual PC with internet connection
- LCD projector
- DELL Lab.
- Scanner
- Colour Printer
- Black and White Printer
- Xerox
- Digital Camera
- Handy cam
- OHP
- Transparencies
- CD
- DVD
- Sound System



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

Institution is ICT equipped and proactive to develop instructions material using it. Entire staff teaches with the help of PPT and they are self made.

**Details of ICT related Instructional Material is given in Appendix-3.5. (Page No-330)**

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

a. Organized by the institution: 20

b. Attended by the staff: 79

c. Training provided to the staff:

1. Teaching Staff: PPT preparation, website updating, exploring Website

2. ERP, Online salary bill

**5. List the journals in which the faculty members have published papers in the last five years. :**

**Details of Journals of research paper published is given in Appendix -3.6 and Appendix - 3.7. (Page No-331, 332)**



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

- Dr.S.L.Solanki awarded Ph.D Degree from Gujarat University in 2010.
- Dr. G.S.Patel cleared NET examination in Education in June-2010, June-2012, June-2013, December-2013, June-2014.
- Dr.G.S.Patel cleared GSET examination in Education in October-2013 and in Economics in October-2014.
- Mr.Irfanali Shaikh passed M.Phil degree in Education from Gujarat university in 2014.

**7. Give details of the Minor/Major research projects completed by staff members of the institution in last five years.**

Following is the details of minor research project completed by staff members in last five years.

- Dr.G.S.Patel – An analytical study of Women Education in the backward area of Panchmahal District funded by UGC Minor Research Project Scheme.
- Dr.K.H.Yadav – Effectiveness of E-Content of B.Ed. Trainees of Gujarat University

### 3.3 Consultancy

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

Yes, The institution provides consultancy services to several schools, teacher training institutions and other educational institutions. Our faculty members involved different kind of honorary consultancy service to different educational institutes.

1. Calorx Teachers University- Dr.C.P.Patel, Dr.G.S.Patel
2. Department of Education ( UGC NET Coaching Scheme)- Dr.G.S.Patel
3. Department of Social Science ( UGC NET Coaching Scheme)- Dr.G.S.Patel
4. IL&FS Company – CSR activity- Dr.K.H.Yadav, Dr.R.M.Patel
5. SANDHAN Coordinator – Dr.K.H.Yadav, Dr.R.M.Patel

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

Yes, staff is competent enough to provide consultancy services. Institution hasn't yet published the available expertisness. Following the area where staff members provide honorary consultancy.

- Local inspection committee- Dr.C.P.Patel
- School Problem – Dr.J.R.Dave
- PTM in school – Dr.J.R.Dvae, Dr.K.H.Yadav, Dr.S.L.Solanki, Dr.R.M.Patel
- Guidance in project – Dr.C.P.Patel, Dr.G.S.Patel
- Guidance research scholars – Dr.C.P.Patel, Dr.G.S.Patel
- Communication skills-Dr.K.H.Yadav, Dr.S.L.Solanki, Dr.R.M.Patel

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

NIL

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

NIL

### **3.4 Extension Activities:**

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

Under the umbrella of “ SAPTDHARA” program , the Social Dhara activities are in the form of extension activities following are the efforts :



- On 2/10/2014 it was a mission of Cleaning nearby community.
- Thallasemia testing of student teachers at a concession rate.
- Blood donation camp was organized.
- Irradiation of addiction ( Vyasana Mukti) program is organized.
- College is closely associated with “ Sharda Education Trust” which runs school for kids of below poverty line.
- Bought boxes of Diya for Diwali celebration to promote small scale production by blind students of Ahmedabad Blind Peoples Association.

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

College has been benefited from the community in the following matters.

- Good linkages with school sector is established.
- Red cross society has given us “3 bottle blood card due to the blood donation organized.
- Vyasana mukti program is published in newspapers this promotes brand of college.



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

The future plan of the college for community orientation are as under:

- Planning practice teaching in Municipality Schools.
- Organize Educational tour to Special Children's Schools, Old Age Home etc.
- Organize for donation to weaker section.
- Adopt a municipality school.
- Run some generic courses at minimum fee structure for student teachers and school teachers.

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

NIL

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

Our college provides several opportunities through its curricular and co-curricular activities to develop social and citizenship value and skills among its students .

- Assembly talk
- organizing, Seminars, HIV/AIDS awareness program, exhibition, visits to several institutions and public awareness rallies.
- Organizing public awareness camps, environment protection week, etc.



- As part of their day to day work at our college, our trainees develop values like self-discipline, punctuality, courtesy, co-operative behavior and cleanliness.
- Independence day celebration is the big source to promote citizenship value.
- Save Girl Child, women empowerment, women health/hygiene, waste management etc programs are organized and active participation of student teachers is sought.

### **3.5 Collaborations:**

- 1. Name the national level organizations, if any, with which the institution has established linkages in the last five years. Detail the benefits resulted out of such linkages.**

- **National Level**

- UGC
- NCERT
- NCTE
- IGNOU New Delhi
- Jaib Vishwabharti Vidhyalay Ladun
- Inflibnet

- **State level**

- KCG Govt. of Gujarat.
- BAOU
- IITE
- GCERT

Benefits that have resulted are, Participation in workshop, seminar, publication of research papers, serve as a referee or as an examiner



Be the member of coordinator, Research guide, Visiting teaching faculty Program organizer, Paper setter and evaluator.

**2. Name the international organizations, with which the institution has established linkages in the last five years.**

**Detail the benefits resulted out of such linkages. :**

AIAER : All India Association of Educational Research is an International research journal

Cloremont Graduate University USA- research scholar was facilitate by providing necessary research assistance.

**Benefits:** Get global exposure

Student teachers get chance to interact gain professional knowledge.

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

- **Curriculum Development**

Staff Member are involved in the framing curriculum of B.Ed. course at Baba Saheb Ambedkar Open University. (BAOU). Linkages promoted the staff members took a part of curriculum framework committee or updation committee.

- **Teaching**

Getting the exposure by varied linkages defiantly enriched the quality of teaching which is reflected the feedback gained from student teachers.

Teacher educator gave chance to deliver lecture at BAOU, IGNOU, IITE as visiting faculty.



- **Training**

Due to the linkages with GCERT, CTE centre work function more rigourously. Various training programs were organized in two district of Gujarat. (Ahmedabad & Surendranagar)

- **Research**

Grants were seeked from UGC and GCERT for minor research project and action research were conducted.

- **Practice Teaching:**

Linkages smoothened the process of acquiring practice teaching schools.

- **Consultancy**

Escalated the professional growth of staff.

- **Extension**

It was a great ease to organize “ Thallasamia checkup” due to the linkages with red cross.

Women empowerment celebration spread a very positive message in society.

- **Publication**

College staff members could publish their Articles, Research Paper and books regarding curriculum continuously. Following are the publisher name:

- **Student Placement**

Sharda Education Trust is associated with us and every year we arrange orientation program for the job placement. In 2012-2013



College arranged Job placement program under the initiative Udisha.

**4. What are the linkages of the institution with the schools sector?**

**(Institute-school-community networking)**

- Institution has linkage with various schools for practice teaching and performing various co curricular activity.
- Institute contributes by conducting training programs for school teacher under CTE.
- School teacher are guided for research work.
- College faculty serve as evaluator in various programs arranged by school.
- Dr.C.P.Patel and Dr.K.H.Yadav are committee members to identify best teacher at state level . They are also the members of “ Navtar Proyog” ( Innovative Experience)

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

- Yes, faculty is actively engaged in schools with teachers to frame time table for practice teaching as well as for co-curricular activities.
- Faculty members have good relationship with other school personnel and work together actively.
- We organized in-service training program for school teachers and Principals.



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

Different programs and competitions are organized with the collaboration. Availability of resource persons becomes easy.

### **3.6 Best Practices in Research, Consultancy and Extension:**

University faculty help and guide in research with collaboration all become part and part of different task like : admission process, practical exam and evaluation work etc.

#### **1. What are the major measures adopted by the institution to enhance the Quality of Research, Consultancy and Extension activities during the last five years?**

- Highly conducive environment is generated in the institution which motivate and promotes research , consultancy and extension activities. Institution is supportive in providing infrastructure, hardware facility, technical help and flexibility in teaching schedule.
- Institute could establish linkages with various components like : Cleremont University USA, IITE, BISAG, KCG, NCTE, GCERT. Due to this faculty could engage with research and consultancy work.
- Institute collaborate with various upper primary , secondary and Higher secondary schools. Institute also establish collaboration with different universities like Kadi Sarva Vishwavidhyalaya, Ganpat University, MS University, S.P.University, N.G.university, Ahmedabad University helpful in extension activity.



- CTE centre was the biggest source for extending consultancy, extension and research work.

**2. What are significant innovations/good practices in Research, Consultancy and Extension activities of the institution?**

Institute receives CTE grant for research for access and equity in availing the grant proposals are invited from other colleges also. Proposals are selected and they are permitted to do research further. This process ensures quality and variety in research.

**Additional Information to be provided by institution opting for Re-accreditation / Re-assessment.**

**1. What are the main evaluative observation Suggestions made in the first assessment report with reference to Research Consultancy and extension and how have they been acted upon?**

**Observation-1**

**Teachers could take initiative and take up at least small action research program.**

**Compliance:**

- Teacher educators availed the grant of CTE to conduct action research. Action research was also conducted in method group for content points school level.

## **Observation-2**

- The faculty may apply to the funding agencies like UGC to get minor/major research program.

### **Compliance:**

- Dr.G.S.Patel presented a research paper at “2014 Fall Global Conference on Education”, organized by University of Riverside, U.S.A under U.G.C Travel Grant scheme for college teachers.
- Dr.G.S.Patel completed minor research project under the UGC minor research project scheme in the year 2014.
- Dr.K.H.Yadav applied for minor research project grant in 2014 and the proposal is accepted for financial assistance.
- 13 Research Projects are completed by the teacher educators of the institution.
- 28 Research paper were published in ISSN Journal.
- 34 projects are undertaken and completed by the faculty members of other teacher education college.

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

- Institute established linkages with other teacher education institutes like
- M.N.Shukla College of Education
- Prakash College of Education
- C.H.MatiriVihdyapith Surendranagar
- Department of Education, Gujarat University.
- Department of Social Science, Gujarat University.



- Collaboration with other universities helped in acquiring espouse at national level which contributed in quality enhancement.
- Extension services were provided by organizing e-waste management, solid waste management, literacy program, Thalesamia check up camp, vyasan mukti program. Etc.





## **Criterion IV: Infrastructure and Learning Resources**

### **4.1 Physical Facilities**

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

- Yes, our institution has the physical infrastructure as per the NCTE norms. A.G. Teachers college possesses two storied building. The institute has physical infrastructure with adequate facilities, in terms of class rooms, library, laboratories, sports facilities and open spaces. The college building is shared with the H.K. P.T.C. ours is of morning shift College. The institute has adequate number of class rooms to hold all classes in the morning shift. Lecture hall and conference /multipurpose hall are large and have basic facilities such as fans/lights and furniture, green board etc. they are equipped with LCD projectors, speakers and microphones. Our method rooms are equipped.
- The institute has computer lab, psychology lab, science lab and education technology lab.
- The college has a library which stocks a good number of text books, research journals, magazines, dictionaries, encyclopedias and back volume etc. for student teachers, faculty and researchers. Library is computerized with internet facility. Reading facility for student teachers and staff is also available. Our college library is being used by



our student teachers, faculty and alumni as well as M.Ed., M. Phil. and Ph.D. research scholars of the university and other institutions.

- A.G.Teachers college has a well furnished multipurpose conference hall for organizing academic programs like seminars, workshops, training programs, co curricular activities and conferences. The college has made successful efforts to provide additional infrastructure to add material as required under NCTE's revised norms.
- The following physical facilities are available for conducting B.Ed. course.

Sr. no.	Rooms	Nos.	Facilities added
1	Principal's office (with attached toilet and strong room)	1	AC, one computer, colour printer, fax, TV, LED, sofa for guests
2	Common staff room	1	2 fans, 6 laptops, AC, 6 Tables, 6 display boards
3	Administrative office	1	AC Updated 3 computers and multipurpose printers, cabin with computer tables, rack for files.
4	Multipurpose/ conference hall	1	So spacious having with fans, chairs, green boards etc. sitting capacity of 200 participants.
5	Conference hall	1	25 chairs, 4 fans, 1 smart board, 1 projector, 1 white board, 1 black board, colour and flooring
6	Science laboratory	1	Chemicals, charts, models.
7	Psychology laboratory	1	Tests, multiple sets of equipments
8	ET room	1	Projector, tripod
9	Computer laboratory	1	Computers, laptops, projectors, LCD screen, green board.
10	DELL Laboratory	1	Computers, tables, chairs, UPS , speakers, LED TV
11	Library with reading capacity	1	Fans, computers, furniture of cupboards
12	Assembly room/ general hall	1	1 LCD projector, speakers, amplifier, green board
13	Method room-I/ Seminar room	1	1 LCD projector, 1green board, tables and chairs.
14	Method room-II	1	1 green board, 25 benches
15	Method room-III	1	1 green board, 25 benches

Sr. no.	Rooms	Nos.	Facilities added
16	Hostel (boys)	1	Well equipped rooms
17	Hostel (girls)	1	Well equipped rooms
18	Play ground	1	Available
19	Parking place		Available
20	canteen	1	Available
21	Open space and garden	1	Available
22	Indoor sports cum workshop room		Available
23	Store room		Available
24	Boys' toilet	1	Available
25	Girls' room with wash room	1	Available
26	Water room	1	Cooler, RO system

This infrastructure is very conducive for effective curriculum transaction.

- The college has single unit (100 seats) B.Ed. course. The infrastructure is sufficient enough to grow and keep pace with growth and accommodate more courses on the campus by utilizing the existing structures by making required additions to the existing building.
- **Amount invested**
  - For infrastructural development after accreditation, institution has spent Rs. 9,94,553 from UGC grants for the tenure 2007 to 2014.
  - Master plan of the building map is given in **Appendix 4.1(Page No-333-335)**

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

- Every year, funds are earmarked in the budget to meet the existing needs and for augmentation in college building (for construction, renovation and maintenance) resources in library, computer lab, language lab (DELL), science lab and psychology lab etc.
- Principal and staff members discuss about needed infrastructural facility. IQAC plays a key role in this matter. The principal communicates the requirement to the management. Planning is framed for the allocation of needs under various schemes of UGC. Management bears the extra cost not covered under UGC scheme.

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

- Our institution always encourages to student teachers to participate in the programs. The field work undertaken by our college like action research etc. is carried out to develop their personality and equip themselves with various soft skills.
- The college has spacious method rooms with proper light, air. They can accommodate for student teachers and are also utilized for various sessions of seminars, workshops and for some lectures. LCD projectors are permanently installed in some of the method rooms to facilitate active learning. All these activities ensure maximum utilization of infrastructure of the institution. Our assembly/ general hall is fully

equipped with projector, sound systems. It is used for curricular activities and also for various intra and inter college competitions. It maintains its own public address system, recording facilities, displaying facilities etc.

- **Extra curricular:** sports and games, for outdoor and indoor games and sports we share a large play ground with sister institutions of AES. The games like carom, chess, table tennis, volley ball, cricket and badminton. We conduct these activities on our spacious play ground. Indoor games are played in a very spacious, multipurpose hall. The institute has requisite sports material for the sports and games mentioned above.
- There are some additional rooms and open space available for conducting the inter college co curricular activities.

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

The infrastructure of the institution is utilized to maximum for conferences, seminars, workshops etc.

- The college shares physical facilities with H.K.Primary Teachers training college-its sister concern institute. Multipurpose hall for indoor games is also shared with other sister concerned institution.
- Sharing of common facilities ensures optimum use of available resources.

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

The institution provides following facilities..

- Campus play ground available for all student teachers and faculty members
- Water cooler with RO system for drinking water
- A first aid box is readily available in the office
- Big play ground where various out door games are played for physical fitness
- Indoor games facility is available in the college.
- Extra ad hoc sweepers are employed for cleaning the campus.
- Gardeners are employed for maintaining the garden.
- Separate rest room for girls with wash room
- In case of an emergency, we can readily get medical treatment from Gujarat university health centre. The facilities provided by the institute include first aid treatment, pure drinking water etc. in this way, Health and hygiene of the staff and student teachers are maintained. The college maintenance committee looks after cleanliness of building and campus.

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

- The college provides hostel facility to boys and girls on the sharing basis with the sister institutes of Ahmedabad

education society. These hostel facilities are located very near to our college. The rooms have drinking water facility, attached bath room, wash basin and toilet.

- Recreational facilities including sports and games, health and hygiene are available in these hostels. Health and hygiene of the occupants are taken care of by the hostel warden. Security guards are appointed for the safety of the hostilities. CCTV cameras are about to be installed.

## **4.2 Maintenance of Infrastructure**

### **1. What is the budget allocation and utilization in the last five years for the maintenance of the following? Give justification for the allocation and unspent balance if any.**

- Building
- Laboratories
- Furniture
- Equipments
- Computers
- Transport/Vehicle
- The budgetary estimates are calculated with reference to curricular requirements and on the basis of the proceeding years spending and the felt needs for the future. The principal and the management of the college manage and supervise proper utilization of the allocated budget optimally.
- The budget utilization is as follows:



Heads	XI plan grant 2007-2012 (GDA+merge scheme)	XII plan grant 2012- 2017	Management support
Building		4,21,009	-
Laboratory- equipments- computers	2,14,780+2,27,472	47,890	-
Furniture	-	-	20,030
Vehicle	-	-	-
Grant total	9,31,181		

There is a strong audit mechanism by management quarterly audit and government audit is conducted for every financial year.

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

- The institution has a well planned schedule to ensure that its infrastructure is put to optimal use without disruption to any activity. Institute's building is shared with sister concern college but timings are different.
- College lends its infrastructure to out side agencies like government, universities, LIC, railways etc. for conducting examinations.
- The college multipurpose hall is lent for organizing quality programs on Sundays and during vacations.

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

- Environmental issues associated with the infrastructure have been handled carefully with responsibility by the faculty and student teachers of the college. A beautiful nice garden has been developed in the campus. Staff and student teachers of the college is instructed to avoid the use of plastic bags and spread awareness of the same.
- College is located in a beautiful open space surrounding by lush green trees. Hence there is no open air pollution. Water is purified and connected to water cooler there by water pollution problem does not arise. There is a separate staff for maintenance and repairs of the building. The Ahmedabad education society looks after construction and maintenance of physical infrastructure (building, roads, water supply, power supply) is being looked after. Thus the air and the water pollution problems are solved.
- The teacher educators constantly provide guidance about awareness of environment carefully. All method rooms when not in use are kept under lock and key to reduce electricity consumption. Each room is well ventilated. Also in keeping with the concern of maintaining the quality environment, the health and hygiene committee has been set up in the institution.
- The institution makes sure that the surrounding area and the atmosphere are maintained clean and suitable for all curricular and co curricular activities and are conducive



for teaching and learning. The college building is kept clean, green and pollution free.

- Co ordination between various stake holders like student teachers and faculty is ensured through discussions and notices time to time. These are regarding changes in time table, changes in seating arrangement and conduct of co curricular activities, various seminars, workshops including faculty development program to avoid miscommunication and ensure smooth functioning. Thus, a healthy environment and a spirit of team work is ensured.
- Some of the periods were allotted in the time table for “cleanliness drive” in the college premises.
- Issues related to conservation of environment are presented by our student teachers through the medium of internship as a part of social service programs.
- Orientation for maintaining proper hygiene: in the beginning of the academic session, the faculty members orient the student teachers regarding personal hygiene and the importance of keeping the premises clean by making use of dust bins, avoiding smaller garbage through proper disposal of sanitary napkins, food wrappers and left over food. All these aspects re emphasized in this orientation to develop proper habits in personal hygiene so as to maintain clean and healthy environment in the campus.
- The college encourages the student teachers for the environment awareness through tree plantation program. Herbal plants like aloe vera, nagode and tulsi have been

planted to create awareness among them to keep the environment beautiful.

- The institution invites some of the NGOs to organize environment awareness and e waste management programs.
- The college encourages to student teachers to participate in the North zone, Ellish bridge youth festival competitions of poster making for environment awareness. The student teachers of our college stood first among all the participants in the said competition whose picture was displayed for having awareness of the same.

#### **4.3 Library as a Learning Resource**

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

- The state government of Gujarat does not provide us NOC for recruiting a qualified librarian and sufficient technical staff to support the library. But our management recruits the librarian and other supporting staff on ad hoc basis. There is a library committee to support the librarian. Faculty members are having sound ICT skills. They sometimes support the librarian to collect e-material in their respective subjects and provide technical help.

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

- Ours is a 63 years old institution training teachers for secondary and higher secondary school. We had M.Ed. centre in the past which gave more opportunity for doing and collecting research. The college has 2 Ph.D. guides. A.G.Teachers College is a CTE status college. Keeping all this in view the library resources are available to the staff and the student teachers. The details are given in the following table.

Sr. no.	Details/items	Nos.
1	Books	28533
2	Dictionaries	-
3	Journals-national	6
4	Journals- international	-
5	Magazines	31
6	Encyclopedia	34
7	Titles	-
8	Year books	-
9	Online journals	-
10	Audio-visual aids: videos, cassettes, CDs etc.	10+3
11	Back volumes	-

→ Internet

→ Audio visual teaching learning resources are available in the E.T. laboratory. Internet is also available in the library.

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

- Yes, the institution has in place, a mechanism to systematically review the various library resources for adequate access and relevance. There is a library committee which holds meetings to discuss latest acquisitions and requirements when grant is received and purchase process is to be done.
- Mechanism of review of library holding are.
- Student teachers and teacher educators give in their suggestions about required reading material which are taken into consideration.
- Teacher educators and student teachers of the library committee are given an opportunity to recommend books.
- After the committee takes feedback of concerned faculty from time to time before purchasing the books.
- After the purchase of books, the librarian informs teacher educators and student teachers about new arrivals and recommends them for the same.

- The library staff always guides and helps the readers to get the required reading materials.
  - Feedback from faculty members and student teachers are kept as records.
- The library advisory committee: 2013-14 is given as below.

Name	Designation
Principal, Dr. C.P. Patel	Chair person
Librarian	Coordinator
Dr. J.R.Dave	Member
Dr. S.L.Solanki	member

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

- Yes, the library is semi digitalized. Using soul integrated library software.
- The library working is semi digitalized. SOUL software is being used for issuing books and maintaining records.

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

- The institution library has a computer which is connected with the requisite operating systems and library software.

- Internet facility is available to student teachers and faculty members. The librarian helps the student teachers in retrieving the information. The institution has a computer lab and photocopy facility is provided there for all the stake holders.
- Access: the teacher educators and student teachers use computer and internet to access various kind of information regarding teaching subjects,. They can take the advantage of e-journals and e-resources too.
- Frequency of use: the library is open on each working day.
- Teaching staff and student teachers can use as and when on required basis.
- Computer and internet services are made available to the staff and the student teachers.

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

- Yes, the teacher educators avail this facility as and when needed.

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

- The library remains open from 08:30 a.m. to 02:00 p.m. regularly, for student teachers and faculty members on all



the working days. Thus, the library functions 5.5 hours per day.

- Working days of the library are Monday to Saturday.

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

The following mechanisms are adopted for informing about the new arrivals

- The new arrivals are regularly displayed on the display board
- A notice is circulated of the new arrivals by the librarian to draw attention of stake holders/readers.
- A general instruction is given in the assembly.
- Sometimes book review is also presented in the assembly.
- The faculty recommends the books for reference to student teachers during curricular transaction.

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

- No, the institution has not a book bank. Due to Frequent changes in curriculum leads to increase in outdated books which make it difficult to enrich the book bank collection. Our college had a book bank facility in the past but due to frequent change in curriculum, each book does not cover the whole syllabus of a required paper. So we have started issuing more than one book for more than 15 days to each student teacher, and more books are also

given for more than 15 days in the case of more requirements of them.

- The school text books are also provided to all the student teachers as per their teaching methods at the beginning of the academic sessions which are utilized by them for their practice lessons and content enrichment programs.

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

- Most of the visually challenged student teachers get special learning resources through external agencies. The library works as a mediator for them in exchanging the special learning resources like audio aids. However, facilities in exchange of books and seating arrangement are also given to them.
- The library is on the first floor and the number of physically challenged students in the institution is not more than 1% so they are helped if they want to visit library by all the staff and non teaching staff and by the student teachers too.

**4.4 ICT as Learning Resource**

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

- A.G.Teachers College has a fully equipped computer lab with qualified computer instructor/ teacher to meet the ICT needs of the institution as well as the student teachers.
- The computer lab with 23 PCs and 1 Multi function printer.
- Computer lab: our computer lab is spacious. It has broad band internet connectivity. It helps the student teachers to enrich knowledge and keep pace with academic growth.
- No. of computer with internet connectivity: 23
- No of seating arrangement at a time:23
- No. of computer lab instructor: 1
- Instructor is always present in the lab during teaching sessions.
- Educational technology: VCR, OHP, Video cameras, digital camera, colour TV, tape recorder, CD, DVD player, VCR, Video cassettes are used to enable effective teaching learning activities.
- Student teachers are given the opportunities to access of the internet for lesson planning and research work.

#### ICT facilities: 2014-2015

Sr. no.	Item	Nos.
1	laptop	4
2	Computers	32
3	Projector	2
4	VCR	1
5	OHP	1
6	Video camera	1

7	Digital camera	1
8	Colour TV	1
9	Tape recorder	1
10	CDs/DVDs	Available
11	DVD player	1
12	Video cassettes	Available
13	Printers	4
14	Xerox copier	1

- Software; recorded educational videos and audio cassettes, film strips, film slides and transparencies are available in the institution.

Sr. no.	Software
1	MS-Office package
2	Library office

- Teaching aids: teaching aids are either purchased or prepared by student teachers in different method subjects pictures, charts, models, outline, maps, maps of different countries (political/physical) are of prime importance in the teaching learning process.
- We do have DTH with TV connection through which, we give information about telecast of BISAG lectures to teacher educators and student teachers.
- Computer lab. DELL lab, SCOPE, library with internet connection facility gives opportunities for surfing, material preparation and down loading of lectures etc.

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

- Yes, in the B.Ed. program curriculum of Gujarat university “basic computer” as a subject is included in it.
- This is also preferred by all student teachers in most of the colleges we give them option for choice but our student teachers also go for it looking to the importance of the skill.
- Student teachers prepare computer assisted instructions or project based learning on MS power point presentation. They also learn such software skills to design instructional processes.

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

- Faculty makes use of OHP, PPT, transparency, materials and audio visual aids in teaching learning process. Student teachers are trained and encouraged to use PPT. student teachers also make the use of LCD projector for their lesson delivery. Internet surfing is also done for their academic up gradation.

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

- The student teachers are motivated, encouraged and trained for making use of the modern technology for teaching. Most of our student teachers try to adopt ICT in their practice teaching. The student teachers take the help of the educational technology lab/ computer lab for preparing their practice teaching lessons.

- The major areas in which the student teachers use technology in practice teaching are:
  - In the preparation of lesson plans: the student teachers are encouraged to refer to educational websites for reference in terms of the content like information, pictures, maps, charts, video and audio etc.
  - Classroom transaction: some of the student teachers use the power point and OHP for their lessons.
  - Preparation of teaching aids: student teachers use ICT for the preparation of teaching aids in the form of information, pictures, maps, charts, video and audio etc. are downloaded from the internet and taken in the CDs which are used to build the topic and make the topic interesting and attractive in the class room.
  - Student teachers download the audio tracks in mobile and use while teaching.
  - Video chips are downloaded and shown to student teachers through the use of laptop.

#### **4.5 Other Facilities**

- 1. How is the instructional infrastructure optimally used? Does the institution share its facilities with others for e.g. serve as information technology resource in education to the**

**institution (beyond the program), to other institutions and to the community.**

- The instructional infrastructure of the college is optimally used by student teachers, staff members along with principal and administrative staff as well as by researchers, alumni and sharing institutes.
- ICT lab is used to train the teachers in the training programs conducted by CTE of the college.
- LCD projector with laptop and digital video camera is used in various programs conducted by other institutions of the management.
- The conference/ multipurpose hall is used by our management, Gujarat university, human society and by the Government of Gujarat for their academic purposes.
- Some instructional facilities like OHP, LCD projector and furniture (podium and benches) etc. are sometimes shared with campus institutions on their request.
- The college building is utilized to organize competitive exams held by the government of Gujarat, railways etc.

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

- Various audio visual facilities/ materials, CDs and audio and video cassettes are used for learning and teaching practice by the student teachers.
- The video resources prepared by the faculty are useful models of micro lessons and class room teaching of various demonstrated lessons provided by faculties.
- Tape recorders and audio cassettes based on school texts for English are used by student teachers for the correct pronunciation, reading and diction. The tape recorder is also used during practice teaching to conduct listening activity.
- The student teachers encouraged to make optimal use of various audio visual facility and material for teaching, research and practice teaching recording lessons, poems, interviews etc.
- The equipments of ICT facilities (LCD, DVD player, sound system etc) are used by the student teachers.

- The following audio visual facility and material are available with the institution.

Sr. no.	particular	Nos.
1	Computer lab	1
2	DELL lab	1
3	Computers	32



4	Laptops	4
5	Printer	4
6	Tape recorder	1
7	CD/DVD player	1
8	OHP	1
9	Digital camera	1
10	Video camera	1
11	Scanner	1

- The student teachers are encouraged to use audio visual materials to develop lesson plans, teaching aids, instructional strategies etc.
- In addition to this, DTH connection is taken for the educational programs which are telecast by the leading TV channels like BISAG, Gyandarshan, Doordarshan etc.

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

The following laboratories are available with the institution to conduct various practicals and learning topics in the college for B.Ed. program. The details are as under.

- Computer lab: we have computer lab facility on sharing base with H.K. PTC College.
- DELL lab: DELL lab is well equipped with 23 Computers, UPS, computer speakers, LED TV, one multi functioned printer, internet connection and well furniture is available.

The same laboratory is to be used as language laboratory of the institution.

- Science lab with appropriate instruments and chemicals is available in the college. Student teachers use the instruments and chemicals during practice teaching.
- Educational technology lab: OHP, VCR, video camera, digital camera, photo camera, colour TV, tape recorder, audio cassettes, video cassettes are available in the E.T. lab for educational purpose.

- Psychology lab: the college has a psychology lab. It is equipped with psychological tests. The list of equipments and different psychological tests is given below:

Sr. no.	Equipment	Sr. no.	Psychological test
1	Maze-sylus	1	Numerical ability

			test: Dr. K.H.Yadav
2	Whole v/s Part method	2	Proficiency test in English language : Dr. S.L.Solanki
3	Free association : list of Jung	3	Anxiety test : Dr. K.G.Desai
4	Free association: List of Kent and Rosaroff	4	Personality inventory: Dr.K.G. Desai
5	Concept formation	5	Group intelligence test: Dr.K.G.Desai
6	Draw a man	6	Meta cognition test : Dr. V.B.Jadav
		7	National values: Dr. Nitinbhai Shah

- College has appointed a computer instructor/ computer teacher, who works full time with the institution. Our lab technician looks after our laboratory other than IT labs.

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

- Multipurpose hall is used for CTE training for secondary school teachers as well as for other academics programs.

- Conference hall is equipped with round table, LCD projector, black board and table with mike system.
- For music: we have a pair of tablas, a harmonium, a dholak, as traditional instrument and also an electronic casio.

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

- Yes, the general lecture room, we have the provision to use latest equipments for teaching and learning. There are laptop and LCD projector used for effective teaching in the course. The LCD projector is regularly used for micro teaching lessons too. The teacher educators also use collar mike and cordless mike in the class room. Student teachers use them in seminars and cultural programs too.

#### **4.6 Best Practices in Infrastructure and Learning Resources**

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

- Faculty makes use of facilities available in the educational technology lab like computers, television, DVD player, OHP, class room environment is made conducive through the use of teaching aids and activity based teaching in corporative technology. The teacher educators and student teachers adopt different methods of teaching and deploy different techniques in teaching learning activities.
- The teacher educators of our college use the ICT facilities available in the college for presentations in the class room, university seminar, work shops etc. this makes their communication very clear and helps to cater to diverse need of learners.

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

- Following are the list of the practices related to the use of ICT, which contributed to quality enhancement.
- College feedback page.
- Variety of ICT based assignments
- Make power point presentation on the given topic.
- Search e-learning material and submit soft copy.
- Entire micro teaching package is created in vernacular language comprising of explanation of different skills, teacher educators' demo lessons and method wise student teachers' demo lessons.



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

- Optimum use of infrastructure is done along with the sharing institution.
- DELL lab is functioning as per its objectives. It serves as language lab, e-resource hub.
- Student teachers generally have their laptops which are used to demonstrate video clippings during practice teaching as schools may not be equipped by LCD and to carry LCD from institute becomes hassle some.



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

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

**Recommendations of previous team:**

**Suggestions:**

We are thankful to the NAAC peer team for providing us their valuable suggestions that we need to carry out. After considerable deliberation under the guidance of IQAC, the following steps have been taken.

**Suggestion no. 1**

Equipment could be purchased for conducting psychological experiments.

**Compliance no.1**

We have purchased required equipments along with some tests for conducting psychological experiments.

**Suggestion no. 2**

Campus interviews could be organized

**Compliance no.2**

Career guidance/ placement cell has been established under the provision of UDISHA, the initiative of Gujarat



state KCG. UDISHA activities are looked after by Dr. K.H. Yadav.

### **Suggestion no. 3**

Latest computers with scanning facilities may be added to the IT laboratory.

### **Compliance no.3**

Our college purchased latest computers with scanning facilities there in computer lab/IT laboratory.

### **Suggestion no. 4**

Career guidance/placement cell be established-Udisha

### **Compliance no.4**

Career guidance placement cell has been established under the provision of UDISHA, the initiative of Gujarat state KCG

### **Suggestion no. 5**

Though there is a mobile canteen coming regularly to the college it is felt that a regular canteen and a co operative store be established in the college campus.

### **Compliance no.5**

The Ahmedabad education society, our management has already established a regular canteen in the college campus for our student teachers.



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

- Developing learning resources was the main concern of institute for quality sustenance and enhancement. As this was frequent change in the course of B.Ed., with the use of web resources and ICT mainly power point presentation were created by all Teacher Educators and used in the teaching. Handouts of PPT were given to student teachers on demand. Sometimes PPTs were uploaded for ease in access. As college admits few English medium student teachers, study material for core papers was prepared and is given to them

## **Criterion V: Student Support and Progression**

### **5.1 Student Progression**

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

- Our institution is one of the oldest institutions in the state of Gujarat, which is known for its excellence. The institute is famous for its disciplined work, educationally qualified and experienced staff, rich library, laboratory, infrastructure, research guidance and CTE based training programs etc. The trainees strive hard for getting admission to our institution because of its best practices and proficiency in work.
- The institution assesses the students' preparedness for the program at the beginning of the year by their self introduction program. Each trainee tries to introduce oneself in the assembly, in the self introduction program. The trainees are asked to tell about hobbies, specialties and achievements and their education and about their experience if any. This program enables the teacher educators to assess the skills, communication, confidence, talents, experience and keen interests of learners. The collected information is kept in mind while framing various groups, for the organization of various co curricular activities. The following procedure ensures the assessment of preparedness and the trainees are counseled accordingly.
  - A. Commencement of B.Ed. course
  - B. Orientation of B.Ed. program- orientation of second method -orientation of elective subjects  
-orientation of co-curricular activities  
-self introduction (oral)

C. Content test at the beginning of the program.

D. Mentoring – mentoring by teacher educator  
– mentoring by method master

- A content test is conducted in their subject of specialization to test the content knowledge. Attempts are made to enhance their content knowledge through assignments, seminars and quizzes.
- Curriculum orientation program accompanied with the information about CBCS, working hours, assignments, courses, practicum, Saptadhara activities and scheme of assessment is arranged. The college also ascertains trainees' preference for inclusion in any particular group and their choice of hobbies and specific games for grouping them into different bands SAPTADHARA.
- Some trainees who remain nervous, anxious, worried at the beginning. We run three tier mentoring. The mentoring process starts in the induction period just after admission process is over. Method groups are small groups are suitable for ice breaking process.
- The teacher educators give / provide support and guidance to boost their confidence to make them comfortable.

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

The college makes all efforts to nurture a learner friendly environment to promote motivation, satisfaction and development and performance improvement of the student teachers.

The activities carried out for the same are mentioned below:

- Our college organized a seminar on “Information about Astrology” to promote motivation among the student teachers on 10/09/2012.
- The institution held a seminar on “organ donation awareness” program in collaboration with Shatayu and

A.G. Teachers College to promote welfare activities and satisfaction among the student teaches on 12/10/2012.

- Drama workshop for performance improvement on 19/12/2012.
- Yoga as life skill for development and performance empowerment of the student teachers on 19/01/2013.
- How to face interview by Dr. Shailendra Gupta on 04/03/2013.
- Placement program Sharda Education Trust on 07/03/2013.
- The program on “solid waste management” was organized to ensure and promote environment awareness among the student teachers on 08/09/2013.
- Hobby Ideas Workshop on 18/09/2013.
- “AIDS Awareness” by Dr. Gaurangbhai Jani on 04/03/14.
- “Know the Gujarati Lexicon” on 03/07/14.
- Celebration of “Guru Purnima” day on 12/07/14.
- Cancer awareness seminar on 17/07/2014.
- All India Essay writing event 2014- participated.
- Celebrated “Women Empowerment week from 08/08/14 to 15/08/2014.
- A lecture was delivered on “Shaping Teacher for future by Mr. R.P.Soni (blind English subject teacher) on 02/01/2015.
- “Soft skill in Education” was delivered by Dr. Shailaben Trivedi on 02/01/2015.
- Celebration of different specific days was done from 08/01/2015 to 12/01/2015.
- Orientation to trekking program was organized on 06/02/2015.
- The campus is eco friendly and conducive to teaching and learning.
- Faculty follows the VASARIKA (the academic year plan time table) for curricular and co-curricular activities.
- Extra attention, counseling and guidance is given to under achievers.

- The student teachers hail from different cultural backgrounds so the college has an accommodative spirit and multi-culturist inclusive approach towards them.
- The student-teachers come to realize that college is a zero-tolerance area for things like ragging, discrimination and etc.
- Special attention is paid to female student-teachers. It is noteworthy for the woman student-teachers that they feel safe and secure during their stay in the college.
- The college renders the placement, monitoring the progression serves to the student teachers for jobs and higher education. The placement cell works for ensuring recruitment of its student teachers after completion of the course. Many student teachers of our previous batches have got good placements in various schools of Gujarat state.
- In order to ensure a life long bonding with the student teachers, the college has established alumni association to motivate them to participate in developmental activities. This facilitates an active relationship with the teaching community and to get feed back about the educational program provided in the college and how better we can improve our educational process, practices and products.
- The college provides advanced technological learning promoting classroom environment.
- Library gives them many resources of knowledge.
- There is hostel facility for female and male students made available very near to the A.G. Teachers College campus which gives them comfort to study.
- The college runs a poor student-teachers welfare fund for the students who are economically backward. Such students are provided economical help for pursuing this course.
- The college provides special guidance to the lately admitted student-teachers and if theory lectures to be required some special classes are arranged to help them cover the course.
- Institute motivates student-teachers for SCOPE which improves their language abilities. They are informed and

guided to appear for SCOPE examination. DELL lab has been installed.

- All the staff members are well qualified. They play a vital role in the creation of knowledge and also in motivating student teachers. They grow personally and professionally. Academic excellence is remarkable.
- Activities like samuha safai, literacy mission and many others are conducted for community development.
- Saptadhara activities develop student's special skills in different arts like drawing, drama, music. Through these activities, college serves for holistic development of the student teachers.
- Interaction between the staff and student teachers as well as non-teaching staff and relationship are very cordial and conducive. We always take good care of our stake holders. Grievance redressal committee works for it resolving problems if any.

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

Year	Drop out rate		Total dropout	Remains	Total strength
	male	female			
2010-2011	00	05	05	89	94
2011-2012	05	07	12	88	100
2012-2013	03	03	06	94	100
2013-2014	02	02	04	96	100
2014-2015	02	02	04	96	100

- The student teachers enrolling for the B.Ed. course are oriented at the entry point itself about the same, the expectations and commitment required. Never the less, they

do come in their own set of personal and family commitments. Thus at times they find it difficult to cope with the hectic schedule of B.Ed. course and opt to withdraw. However this withdrawal rate is minimized through individual counseling given by the teacher educators. In certain cases the principal also intervenes to find solutions. However, in a few stray cases as seen in the table, the reasons are genuine enough and the student teachers drop out of the course. The reasons for drop out can be trailed as,

- For further studies
- Getting government service
- Marriage
- Social problems/parental/family problems
- College far and away(unsuitable)

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

- Institution provides career guidance and counseling services and training program through organizing lectures, seminars and workshops. The students appearing for TAT and TET examinations are oriented and guided properly through the delivery of expert lectures. Most probable questions to be asked in such exams are acknowledged to them through asking questions in the assembly session by the students everyday. Mock test papers are drawn and tests are taken to practice for the same. Reference books, very much useful for such examinations are purchased (to be helpful to them) as library resources. Each student is issued

the required reference books for about a week and it may be reissued if required more.

Exams	2013-14	2014-15
NET	-	-
SLET/SET	01	-
TET/ TAT	10	-
CTET	01	01
Central govt. based competitive exams (services)	01	-
State level govt. based competitive exams (services)	02	01

Additional services (financial assistance) given to poor students during the past three years by the institution in addition to scholarship provided by the government. The institution has made mechanism to generate money from the students. The institution has constituted a welfare committee of principal and all the staff members. The institution wishes birthday of each student of the college in the assembly hall and they are requested to donate some amount of money as a token amount in respect to their birthday in a 'poor student's welfare' box placed in the assembly. The financially poor and needy students are surveyed and the financial assistant is provided by the committee every year. The students receiving the financial assistance for the last three years are listed as below.

Financial assistance/ aid	2012-13	2013-14	2014-15
Monitory fund was provided	Rs. 2690	Rs. 2150	Rs. 160



- Additional services provided in the form of facilities are:
- Access to internet
  - Providing required references/reading material from the college library.
  - Extra coaching
  - Experts lectures
  - SMS alert service
  - Information about jobs and competitive exams by placement cell.
  - Extension in library timing

**5. What percentage of students on an average goes for further studies/ chooses teaching as a career? Give details for the last three years?**

- After passing the B.Ed. course the student teachers go for post graduate studies like M.A., M.Com., M.Sc. and M.Ed. some of the student teachers choose the teaching as a career in schools, colleges, private classes and also start their own coaching classes. The details are as under. The following table illustrates the approximate percentage of student teachers who choose teaching as a career over percentage student teachers go for higher education in different disciplines.

Year	Percentage of student teachers going for further studies.		Percentage of student teachers who chose teaching as career	Percentage of student teachers who chose other services	neither
	Education	Other stream			
2012-13	10	25	20	25	20
2013-14	12	30	17	26	25
2014-15	B.Ed. exam result is awaited.				

- All most all the student teachers continue their career as teachers except some student teachers who have avenues to get the government sector.

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

- Yes, we provide training and access to library and other education related electronic information, audio/video resources available to the student teachers after graduating from the institution. Our student teachers are enrolled to the (N-list) Inflibnet free of cost. They use our electronic gadgets. ICT, LCD, projector, Wi-Fi internet facility etc. they also come to our library to consult books on career planning and development as and when they organize meeting, seminar etc.
- The alumni also access these resources very often for their professional enhancement resource persons are also limited for the same. Alumni use knowledge of our human resources for M.Phil., M.Ed. and Ph.D. guidance. They also take guidance in other activities like applying for president's best teachers' award. We make them all are about any recent trends of education through face book.
- The CTE centre of the college arranges training program in various subjects, the participants attending such training programs are mostly the alumni of the college.
- The literary and ICT-laboratory is open for the alumina.

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

- The career guidance committee and the placement cell of A.G. Teachers College understand the intricacies of human resource management and therefore co ordinate with different educational institutional and try to provide placement for student teachers. The placement centre works towards bridging the gap between the requirements in various schools and the career aspirations of the student teachers.

**List of Schools invited for Campus Interviews:**

<b>Sr. No.</b>	<b>Name of Institution</b>
<b>1</b>	<b>SHARADA Education Trust</b>
<b>2</b>	<b>Kameshwar School</b>
<b>3</b>	<b>A.G. High School and G &amp; D Parikh Higher Secondary School</b>
<b>4</b>	<b>Swaminarayan High School</b>
<b>5</b>	<b>BAPS School, Gandhinagar</b>
<b>6</b>	<b>Pranavanand Vidyamandir, Ahmedabad</b>
<b>7</b>	<b>Rajashthan English School, Shahibag, Ahmedabad</b>
<b>8</b>	<b>Red Bricks Foundation, Ahmedabad</b>

Certain schools invite applications from student teachers through the institute. On demand, student teachers list is provided to the schools. Temporary services and Adhoc experience is also provided to the trainees.

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

- The placement cell under the wings of the career and guidance committee functions actively and has benefited many student teachers over the years. The placement cell is functioning well but not to 100% satisfaction due to some difficulties / obstacles in placements. Some of the difficulties faced by placement cell are as follows:
  - Jobs are limited to the private sector.
  - The Government aided schools have to follow certain government rule to recruit the teachers therefore the participation of the aided schools is very less.
  - Placement cell does not have sufficient information about requirements and vacancies.
  - The funds of Placement cell are limited to undertake the activities related to development of personality, preparation of profile and arrangement of interviews.
- a) The student teachers of Gujarati medium do not take part in placement services due to TET/TAT.
- b) The student teachers are very much interested in government services so they remain passive in the placement.
- c) The government aided schools do not take part in placement.
- d) Student teachers are not interested in working in different districts other than home districts.
- e) Student teachers who belong to the vernacular medium of the B.Ed., programs are not able to get job in English medium schools.
- To over come these difficulties the institute does as below:

- a) College has UDISHA as initiative run by government of Gujarat. UDISHA takes care of the entire career guidance and placement task.
- b) Various lectures to motivate student teachers are organized.
- c) Exposure about placement of B.Ed. candidates apart from school sector is given.
- d) Personal counseling is done in this direction.

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

- Yes, some practicing schools are Grant in aid which comes under government sector. Self finance practice teaching schools work in tandem with respect to placements of the student teachers. Schools other than our practice teaching schools also come for campus interviews
- The teachers in various practice teaching schools in Ahmedabad are the past Student teachers of our institute. Some of the Schools identified are as follows:
  - Vidyanagar School, Usmanpura, Ahmedabad.
  - Vijaynagar School, Ankur, Ahmedabad.
  - A.G. Higher Secondary School, Navranpgura, Ahmedabad.
  - Sarvajanic High School, Sarkhej, Ahmedabad.
  - Shayona High School, Meghaninagar, Ahmedabad.
  - R.C. Patel High School, Vasna, Ahmedabad.
  - Kameshwar School, Ahmedabad
- Yes, practice teaching schools do contact institution whenever school has a vacancy. Institution student teachers are given first preference in selection.

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

- Placement in-charge faculty is provided with Laptop and internet facility etc. The office staff helps in the placement activity. The placement cell carries its operations efficiently with co-ordination of all the staff-members and under the guidance of the principal. The institution maintains a separate notice board for display of Placement related information.
- For the campus orientation and interviews the institution provides resources like our teacher educators on the panel to help in interviews, rooms for testing and conducting interviews, ICT facilities for orientation sessions, refreshments and stationery to the schools. Now the management has established campus placement cell, making the activity more systematic, fruitful and on a larger scale.
- College runs UDISHA program which is an initiative of government of Gujarat for placement, guidance and counseling. Institution receives Rs. 5000 grant annually.

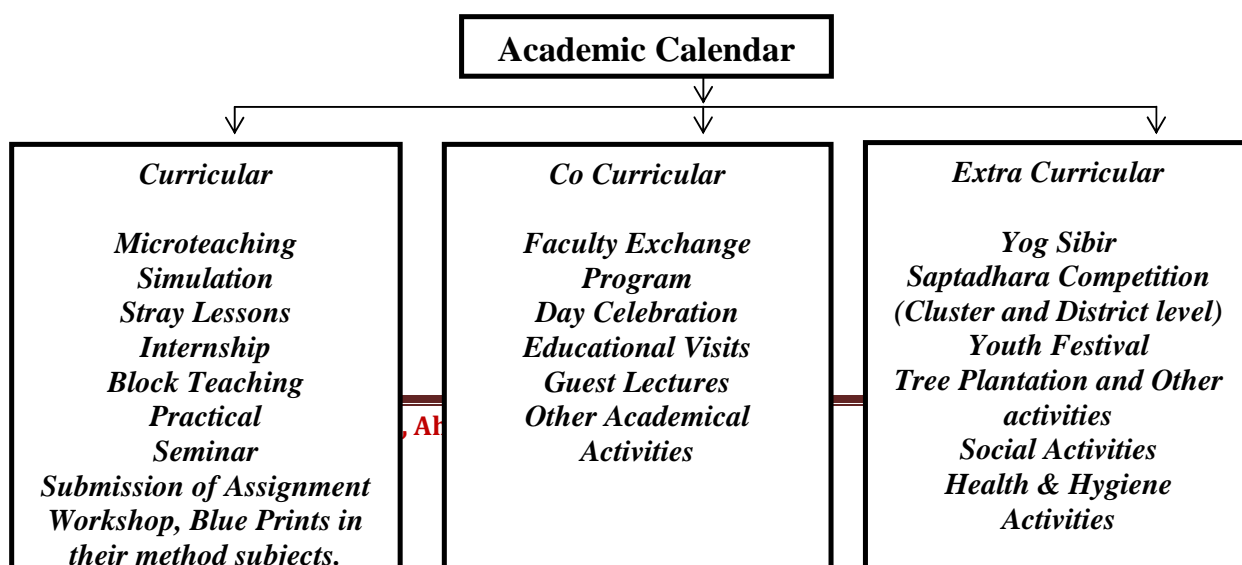
**5.2 Student Support**

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

- Every year the institution prepares ‘VASARIKA’; the annual plan, academic calendar and plans all activities for -the whole year as per the university academic calendar. This responsibility

is assigned to Dr. K.H.Yadav and Dr. R.M.Patel. The following steps about the same are followed:

- At the end of the year feedback is collected.
- The work is reviewed and feedback is taken from the teacher educators, student teachers, management and also from the practice teaching schools.
- Suggestions provided are discussed and possible changes are made.
- An academic calendar is drawn.
- The various subject papers, curricular and co-curricular activities are judiciously distributed among the teacher educators. Various portfolios are allotted in the presence of all the staff members in advance before the commencement of the academic year to ensure proper planning and smooth execution of the same.
- The academic calendar is published on the notice board.
- Each student teacher gets a copy of VASARIKA. It is also displayed on website.
- Flexibility in implementation the activities are undertaken as according to the plan. The timetable is prepared accordingly however due to some unforeseen circumstances; the plan is changed up to some extent as according to the need. The causes of change are, delay in the admission by the university, the change in the school programs due to exams and other programs availability of the dates of the guests. Change in the dates of the Diwali vacations etc.
- **Major Activities incorporated in the Academic Planner.**



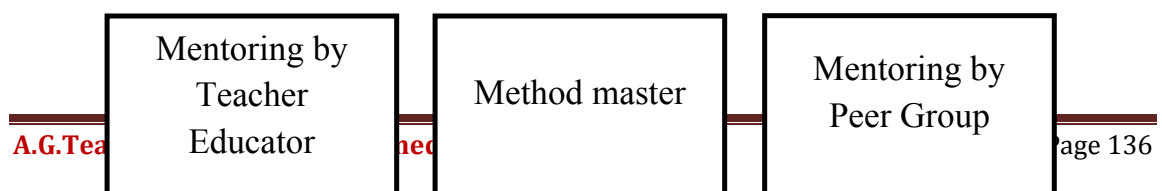
**A copy of academic calendar (VASARIKA) is given in Appendix no -5.1. (Page No-336-337)**

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

- The admission of the physically challenged *student teachers* is given by the university, following the rules of quota strictly.
- Institute remains prepared for planning curricular activities differently for physically challenged student teachers. Necessary changes are made within the purview of the main plan.
- Extra guidance for preparation of the lessons.
- Extra time for teaching activities, lesson preparation.
- Providing teaching aids like laptops and projector for lesson execution.
- Facility of writer to low vision student teachers.
- They are placed in practice teaching group nearby their residence if possible.

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

- **Mentoring arrangement is done with the help of three tier mentoring.**





- **Benefits of the mentoring process are/as follows:**

At the starting of academic year mentor makes efforts for acclimatization of the student teachers. Mentor student teachers to solve problems pertaining to personal, family and academic life. Student teacher meets the mentor at prescribed time and also on telephone if required. If a student is not up to the level; in a particular theory, skill, lesson, tutorial or has low attendance, it is immediately informed to the in charge of the related matter. Each teacher educator updates the Principal and the rest of the teacher educator about any student teacher requiring special help, so that any significant problem or issues concerning the student teacher can be identified and tackled in a positive beneficial manner. The mentors provide expertise to individuals to help them advance their careers, and enhance their education besides helping student teachers to complete their studies successfully.

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

- Strong hardware facilities escalate the effectiveness of faculty. Faculty members have been provided with the laptop, display board, Audio-Visual aids, LCD projector, OHP etc through which teaching is made effective & efficient.
- There is a provision for attending various faculty development programs.

- The college strives to enhance the facilities and equipments so that the faculty does not face any difficulty in the performance of its assigned tasks.
- They are motivated to attend the orientation, refresher courses, various International /National/ State level Seminars/Conferences, present and publish conceptual and experiential Papers. Detail is given in criteria 3.
- As institute has CTE centre, many training programs, material development, research are arranged every year. Because of these programs, faculties enrich their knowledge frequently.
- The teachers are free for establishing direct rapport with the needy student teachers'. They are free to suggest steps which enable the college to try its level best to translate into material success.

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

Yes, College has website – [www.agteacherscollege.ac.in](http://www.agteacherscollege.ac.in) . it is a dynamic website and regular updation is done by the staff members itself as and when needed.

The information of the institution posted on the website is :

- 1) **Mission, Vision, Objectives**
- 2) **Staff profile**
- 3) **Management information**
- 4) **Infrastructure**
- 5) **Admission process**
- 6) **Academic syllabus**
- 7) **Activities/events**
- 8) **News**

- 9) **IQAC activities**
- 10) **CTE activities**
- 11) **Photo gallery**
- 12) **Publication**
- 13) **e-alumni form**
- 14) **Contact us**

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

- At the starting of academic year weak student teachers are found out by giving pre test based on content. Thus student teachers at risk are identified. On the basis of the score teaching is planned and started.
- The following measures are adopted to improve the performance of academically low achievers.
  - **Monitor System – Peer Mentoring**
  - Weak student teachers are adopted by high achiever student teachers. The peer mentors work in the guidance of teacher educators.
  - **Extra Lectures**
  - For late admitted student teachers, some extra lectures are arranged to bring them in main stream.
  - **Counseling**
  - During the mentoring of the student teachers, mentor personally guides student teachers for their difficulties.
  - **Prepared Content**
  - Content prepared by the faculty and other collection of the content is given to the student teachers who are weak so that they can practice in free time.

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

- The teaching strategies adopted for teaching:
- a) Advanced learners. The advanced learners are identified and are given following facilities along with activities.
  - Internet access/searches for accessing more information on the topics
  - Motivation for reading additional reference books
  - **High order questions, assignments.**
  - Supply of enrichment material
  - Old question papers of our university.
  - Question bank preparation
  - More challenging task in field work and assignment
- b) Slow learners. The slow learners are identified and are given following facilities along with guidance
  - Extra- time for practicing and studies
  - Additional learning material
  - More exemplification and explanation
  - Remedial Teaching during method lectures
  - Revision
  - Supply of old question papers with solutions
  - Question Bank
  - More time to complete internal work

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

- Academic guidance and counseling on matters like effective habits, concentration, note making, motivation, memory tips etc. are offered to student teachers on various occasions. Personal guidance and counseling on problems like lack

confidence, emotional disturbance and various kinds of trauma is also done. Career counseling regarding the vocational guidance and vocational career based on the aptitude and competence of the individual and also job availability is provided.

- Guidance is also provided for –
  - Teaching skill development
  - Developing research attitude
  - Guidance and motivation for appearing for TET / TAT examinations.
  - Competitive examinations.

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

Grievance Redressal System:

- The student teachers make their grievances known to the institution through:
  - The Mentor, Teacher educator or peer mentor
  - The student union.
  - Directly approach the principal
  - The Suggestion box
- The Grievance Redressal Cell resolves student teachers complaints in discussion with member.
- The student teachers also drop their complaint, suggestions in a suggestion box.
- Major grievances redressed in the last two years:
  - Insufficiency in the number of books in the library was brought to the notice. On searching it was found that the

curriculum had changed. New books were not prepared. So when the publisher published the new books, they were purchased and issued.

- Library timings were made flexible as per the requirement of the student.
- There was complaint regarding drinking water blocks near gents toilet block. It was shifted to a different place with new cooler and R.O. facility.

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

- The B.Ed., program is of one year duration having two semesters. The progress of the student teachers is monitored after completion of every activity i.e. micro- teaching, practice teaching lessons, internal exams, conclusion of various workshops etc. Performance of student teachers in every activity is assessed, evaluated and the student teacher is guided for improving by Peer mentor and the teacher educator.
- The progress of the student teacher are monitored and advised by the teacher educator's in-charge of different portfolios.
- The attendance records are maintained by teachers in-charge of conducting the assembly and a report is given to the principal and the concerned tutorial if a student teacher is absent on a regular basis.
- The performance of student teachers at practice teaching is monitored by the in-charge of Practice Teaching with the help of critical corrective comments, supervisory remarks along with personal interaction.

- Feedback at length is given to the student teachers section wise with respect to Physical facilities, Teaching Methods and Teachers. After evaluation of terminal examination answer sheets and assignments, feedback is provided in general assembly as corrective measure. The student teachers are provided guidance, motivation and conducive environment for participating in various activities to develop their full potential. They are promoted in the form of awards and grades.
- Guidance on how to improve upon answers is given on an individual basis.

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

- A.G.Teachers College ensures that the student teachers are well prepared before they are sent to the practice teaching schools and their progress be continuously monitored.
- The competency of student teacher to teach in schools is developed through the following Pre-Practice preparations:
  - Orientation to practice teaching is given.
  - Orientation program on micro teaching for conceptual and perceptual information of micro teaching is conducted. Micro teaching demonstration; workshop on four teaching skills is conducted.
  - Orientation to various Micro-Teaching skills is provided.
  - Demonstrations to the various skills are given by teacher educators along with the printed model lesson plan.

- The student teachers are divided into small micro teaching groups with teacher educator and skills are practiced by student teachers in the peer group.
- College conducts the orientation program on conceptual and perceptual information about simulation theory.
- A workshop is conducted on how to draw lesson plan. This is followed by group work.
- Demonstration lessons are given by teacher educators using different methods.
- Feedback mechanism is applied to improve and discuss on the lesson.
- The practice teaching in charge forms groups of B.Ed. student teachers for practice teaching with teacher educator,
- Guidance is given to student teacher individually by teacher educators before the student teacher begins lessons in the schools. Student teachers prepare the rough lesson plan and seek for guidance and after guidance prepare final lesson plans.
- While framing the groups care is taken that student teachers get the exposure of working with maximum teacher educators.
- Student teachers conduct the practice teaching in schools and observe the practice teaching lessons conducted by other student teachers in each school.
- After the lesson, personalized feedback is also provided and suggestions are given by teacher educators to improve teaching competency.



- Student teachers observe the lessons taught by their peer and record the observations in the Observation Book. Peer lessons observation gives a broader understanding on how teaching can be improved through social learning.
- Every time new task of practice teaching introduction is supported by orientation program. This gives student teachers a lot clarity about all aspects like numbers of lessons, lesson planning, methodology, observation etc.
- All practice teaching tasks are accompanied by feedback.
- As a part of preparation various workshops based on preparation of unit plan, blue print, question paper, teaching aid etc. are arranged.
- For uniform functioning and quality all the above aspects are first discussed in general lectures followed by pinpoint discussions in method periods on same day.

### 5.3 Student Activities

#### 1. Does the institution have an Alumni Association? If Yes give details- Yes

##### (i) List the current office bearers

Sr no.	Name of the office bearer	designation
1	Dr. C.P.Patel	President
2	Dr. Manubhai Patel	Vice president
3	Dr. Natubhai Patel	Secretary
4	Dr. G.S.Patel	Treasurer
5	Dr. Chirag Shah Dr. Shailjaben Nair Dr. Kalpesh Pathak Mr. Rafiq Kotharia Mr. Mayank Soni Mr. Dharmendra Patel	Committee members

**(ii) Give the year of the last election**

We don't have elections. We have selection in general body meeting.

**(iii) List Alumni Association activities of last two years.**

Activities of the last two years conducted by the Alumni Association were.

- Participation in the orientation program for new student teachers as mentor. Advising them to use infrastructure and learning environment of the college.
- Giving feedback on the existing curriculum and input for change in curricular and co curricular activities of the college.
- Felicitating outstanding student teachers and teacher educators.
- Helping the college in placement activities. Inviting, recommending names, preparing student teachers for interview.
- Sharing of experiences-education in India and abroad.(Dr. Ravindra Dave)

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

Sr no.	Name of the Alumni	Position occupied
1	Dr. R.S.Patel	Director and professor of education of Gujarat University
2	Dr. V.M.Bhatt	Ex principal of A.G. Teachers College
3	Dr. Kalpesh Pathak	Dean and principal of IITE, Gandhinagar
4	Dr. Shailja Nair	Principal of Rajashthan High School, Ahmedabad
5	Dr. Manubhai Patel	Principal of Sarkhej High School, Ahmedabad
6	Mr. Natubhai Patel	Principal Shayona High School, Ahmedabad
7	Mr. Rafiq Kotharia	Principal of Republic High School , Ahmedabad
8	Mr. Mayank Soni	Asst. Professor, BAOU Ahmedabad
9	Mr. Dharmendra Patel	Director of Kameshwar school campus, Ahemdabad
10	Mr. Hitarth Panchal	Teacher, Canada

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

- Our alumni frequently visits and interacts with us about latest trends in school education. Their suggestions help us in formatting and adopting new approaches of teacher education.
- Campus interviews are held with the help of our alumni.
- Our alumni having different talents help in various educational as well as co curricular activities. They help and participate in our cultural programs etc.
- The alumni association is a source of support to A.G.Teachers College.
- They help to update with information about their employment, their employers and nature of their present work, contact addresses, phone numbers and e mail ids. Such information helps the present student teachers to contact the alumni for personal guidance.
- Help the college to conduct the practice teaching activities properly.
- The alumni association helps the college in branding the name of the college.

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

- A.G.Teachers College conducts talent search program of the newly admitted student teachers in the beginning of the academic year during orientation session to identify the various talent, interest, competencies and their achievements.
- College forms various committees of student teaches and teacher educators to conduct the curricular and co curricular activities during the academic year. The committees prepare action plans with discussion and guidance form principal and display the schedule of program of the concern committees for specific curricular and co curricular activities in college and other places.
- College displays every circular regarding curricular, co curricular, sports and games conducted by various authorities on the notice board and is circulated for the teaching and non teaching staff.
- The concern committee select the student teachers for the various competition and are asked to undergo for practice before the competition and tournaments guided by teacher educators.
- The concerned committee head prepares the suitable, required documents for participation in the various games, sports and competitions duly verified by the principal.
- The institution encourages student teachers to participate in extra curricular activities.
- Each student teacher participates in activities of two Dharas of Saptadhara.
- During internship, as a part of our extension activities, student teachers organize cultural and sport activities,

awareness programs under the guidance of group guide in different schools of Ahmedabad.

- Though there is a very hectic, tight schedule during the university youth festival there in the college even though we motivate our student teachers for participating the same.
- We have a huge ground for practice of sports. We organize various kinds of sports competitions for boys and girls student teachers every year. Winners of these sports competitions are felicitated with the certificates on annual day.
- During assembly, each student teacher takes part, in presenting talk, singing a song, TET/TAT G.K. based oral test, for book-review, independence and other activities. Time table of assembly arranged by in charge professor and declared in advance.

Details of competitions and achievements of student teachers of last two years is given in **Appendix no-5.2 . (Page No-338-341)**

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

- The institution always encourages and motivates the student teachers for their involvement in publishing/displaying their material like painting, greeting cards, handicrafts and different articles on the bulletin boards. They are also encouraged to publish their thoughts and articles in the institution's annual Akshar magazine every year.

- We publish news letter of our college in which our student teachers publish their articles, poems and other creations. We upload this news letter bimonthly on our website.
- We publish wall papers:
- List of publications:
- Vasarika-annual volume
- Akshar magazine-annual volume
- News letter-bimonthly
- Wall papers

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

- Yes, the institution has a student council. The selection of the members of this council is done by the teacher educators only. Their selection as a member is made keeping their academical and managerial soundness in mind. High meritorious trainees and having good managerial skill trainees form all methods are selected. The principal holds meeting with these selected student teachers, staff and the student council-in-charge teacher educator. Final selection for the student council is done after this meeting. The student teachers representative, a general secretary coordinates and acts as a link between student teachers and the faculty members and the college. They provide feedback about how the decisions of college authorities are received by the student teachers.
- Institution receives SAPTDHARA, Red ribbon, UDISHA grant form the government. These grants are utilized as per

the needs. Rest of the funding for other activities is managed by the institution. Funding of various activities is under taken by the college.

- The student teachers council works with all committees for fulfillment of the objective of our institution.
- The student teachers council plays an active role in organizing all the educational activities through out the year.

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

The various committees which have students representation on it are.....

Sr. no.	committees	
1	Co curricular activities committee <ul style="list-style-type: none"> <li>- Prayer/assembly portfolio</li> <li>- Gyandhara (knowledge wing)</li> <li>- Geet sangeet dhara( song-music wing)</li> <li>- Natya dhara ( drama wing)</li> <li>- Sarjanatmak dhara ( creative wing)</li> <li>- Rang kala kaushalya dhara ( colours-arts-skill wing)</li> <li>- Ramat gamat dhara (sport wing)</li> <li>- Samudayik seva dhara ( social service wing)</li> <li>- Student council committee</li> </ul>	Responsibilities planning and implementation of various activities at college level, practicing schools cluster and district level and university level, organization of annual day.
2	Discipline committee <ul style="list-style-type: none"> <li>- Attendance port folio</li> <li>- CWDC</li> <li>- Grievance redressal cell</li> <li>- Suggestion box port folio</li> </ul>	Maintain attendance record Receive feedback and solve the issue
3	Publication committee <ul style="list-style-type: none"> <li>- Vasarika</li> <li>- Akshar magazine</li> <li>- News letter</li> <li>- Wall paper port folio</li> </ul>	Compilation, editing and preparation of Vasarika, Akshar , News letter and wallpaper



4	Guidance and counseling committee - UDISHA (placement cell) port folio - Competitive examination port folio - Remedial teaching portfolio	Planning and implementation of activities career guidance and placement and other competitive examinations like TET, TAT and HTAT
---	--	---

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

- The institution has developed an online feedback mechanism which is filled by the student teachers in reference to their views towards teaching staff and the academic program. These forms are created in Gujarati and English languages. It is compulsory for each trainee to give their feed back. Collected data is then analyzed automatically and report is generated. This entire mechanism is created with the help of Google dox.
- Feedback is also obtained by the examiners of annual lessons.
- All feedback inputs are taken into consideration while preparing the academic calendar of next year and at times to revise the curriculum if possible.
- Details of feedback forms and analyzed report is in appendix-5.3 (Page No-342-355)

#### **5.4 Best Practices in Student Support and Progression**

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

The college has many good practices as.....

➤ **Student appreciation**

Student teachers who achieve are appreciated in the assembly as well as on the annual celebration day.

➤ **Student placement**

Student teacher placement support service helps to provide them ample chances to serve as teachers in different schools of Ahmedabad.

➤ **Grievance redressal**

A.G. Teacher College has established grievance redressal cell to help student teachers.

➤ Poor welfare fund

We help economically backward student teachers by providing them monetary help to be required for their B.Ed. course. They pay back after receiving scholarship. Fees of educational picnic of some student teachers are borne also.

➤ Mentorship:

We take personal care of our student teachers. Alumni, teacher educator and peer group student teachers make efforts to put them at par with the others.

➤ Family/ social problems:

We help student teachers in their personal matters like family members illness and other social matters too.

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

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

We are thankful to the NAAC peer team for showing us the activities that we need to carry out. Under the considerable deliberation under the guidance of student support and progression, the following steps have been taken.

**Recommendations:**

**1) Suggestion no. 1 :**

Equipment available in the ET laboratory could be placed in a large common room for frequent use in the class.

Compliance no. 1

→ We have established the ET laboratory having the following equipment in a large common room for frequent use in the class.

**2) Suggestion no. 2 :**

Language laboratory could be established to improve the communicative skill of the teacher trainees.

**Compliance no.2**

→ The fully furnished language laboratory has been established to improve the communicative skill of the student teachers. The student teachers are encouraged to appear in the different levels of English proficiency tests taken by SCOPE.

**3) Suggestion no. 3 :**

Rest room facilities for trainees may be strengthened.

**Compliance no.3**

→ The college room facilities for student teachers have been strengthened.

**4) Suggestion no. 4 :**

Photocopying facility be made available to trainees.

**Compliance no.4**

→ The photocopying facility has been made available for student teachers to save their time.

**5) Suggestion no. 5 :**

Activities of alumni association are to be strengthened.

**Compliance no.5**

→ Alumnis are invited as guest speakers and judges in activities.

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

- Various co curricular activities are carried out round the year in the direction of holistic development of student teachers. To seek maximum participation in these activities proper note keeping is maintained to keep a check on which student teacher has participated and who are left out. To develop the leadership quality among student teachers major programs are entirely conducted by them under the guidance of in charge teacher educator.
- Alumnis are involved in the institution by delivering motivational lectures, helping in placement, guiding student teachers, providing schools for practice teaching, examiners for practice teaching etc. As alumnis are well aware about the culture of the institution they can give proper feedback for quality enhancement.
- Aluminis who are school principals become torchlight to quality sustenance and enhancement during practice teaching. They extend their support by providing schools and guiding student teachers in the schools as and when needed.

## **Criterion VI: Governance and Leadership**

### **6.1.1 Institutional Vision and Leadership**

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

- Purpose – to provide for teacher training courses mainly for Gujarat region. (for upper primary, secondary and higher secondary teachers of all subjects.)
- Vision - Qualitative contribution through teaching-learning process for the empowerment of the nation.
- Mission - To contribute highly professional, highly challengeable, highly ethical teachers through rigorous training for comprehensive development of the nation.
- Values- the institute aims to develop the following values among the teacher trainees.
  - Increasing competency through the use of technology in class room teaching.
  - Inculcating social, disciplinary, aesthetic, cultural, moral, nationalistic and humanitarian values among students.
  - Progressing towards excellence in education.
  - Realization of the theme of a global family, “world is our family.”
- They are made known through flex banners and college web site to the stake holders.

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

Yes

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

- As the institution is a grant-in-aid one, it functions strictly according to rules and regulations of Gujarat University so as such, the top management does not play a direct role in the effective and efficient transaction of teaching and learning process. As the grant received is very meager, the top management provides for all the expenses incurred in the smooth running of the institution. Whenever needed the top management takes decisions for effective and efficient transaction of teaching and learning processes.

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

- Management does not play any role in defining and communicating responsibilities for the staff. The college principal decides the responsibilities of individual staff member for different tasks. Generally distribution of work is decided in meetings between the head and the staff. All the decisions are taken with everyone's consent.
- For availing valid information the management holds regular meeting with the principals of the college and gets feed back. Management authorities are invited occasionally to the college as

guests in different function. The principal sends semester result reports to the management to inform them about academic growth. If required, management authorities visit college and meet the staff.

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

- Management holds regular meeting with principal of the college and gets the feedback.
- Management personnel occasionally invited in various functions in the college as guests.
- Management is kept informed about academic growth by sending Gujarat university exam results report, college magazine, annual report of the academic year.
- On its part the management visits the college and meets the staff whenever necessary.

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

- Achievements of the institution as well as the hurdles faced in the fulfillment of vision, mission and goals are reported to the top management by the principal in various meetings. This helps the management at different level to understand our needs and how to address them. It greatly helps in the achievement of the decided vision, mission and goals.

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

- The management tries it's best to fulfill the requirements, thereby supporting and encouraging the staff for improvement of the effectiveness and efficiency of the institutional processes.
- Frequent visits by the management
- Studying the result reports, college magazine, annual report of the academic year.
- Providing promptly the facilities required for co curricular activities.
- Suggestions are made on part of the management to the principal, staff
- Attending annual function, thereby providing encouragement and motivation.
- College website also reflects such information which is visited by management.

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

- The college principal assigns teaching work to run the curriculum, keeping in view special abilities, interests and qualifications of individual staff members. The same is true for administration, allocation and utilization of resources for the students training. The principal shows best leadership qualities in administration as the institute is very much short of teaching and non-teaching staff.
- Students given birthday wish cards
- Students making special achievements are congratulated and appreciated in the prayer assembly.
- Staff members are also motivated and appreciated for their achievements.



## **6.2 Organizational Arrangements**

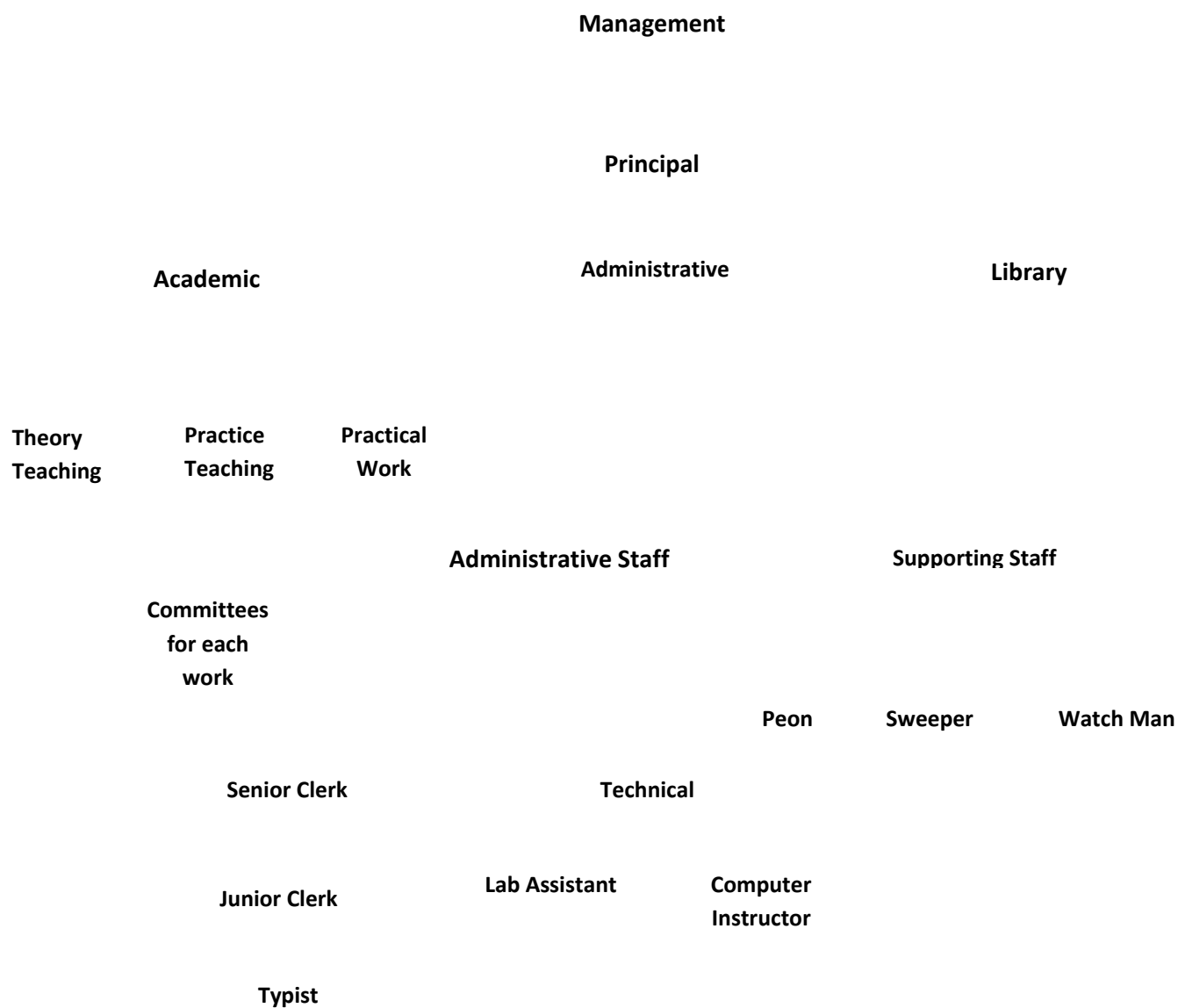
**1. List the different committees constituted by the institution for management of different institutional activities? Give details of the meetings held and the decisions made, regarding academic management, finance, infrastructure, faculty, research, extension and linkages and examinations during the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

- Meetings – union, exams, practical work, other work distribution
- Regular meetings are held whenever needed and decisions are taken with regard to the formation of college union, holding examinations, practical work distribution, time table etc. List of this is given in **Appendix-6.1. (Page No-356-357)**





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



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

➤ Principal      Sr. Clerk      Asst. Clerk      AES supported peon +  
AES supported sweeper

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

- Organize extra curricular activities, lectures by school principals
- Verbal feedback from schools, principals and teachers
- Institution invites principals of different schools and has formal discussion with college principals and staff.
- Teachers take part in faculty exchange programs and occasionally give guidance for new trends to other.
- CTE programs cater for school sector.
- IQAC- collaboration with renowned academicians.

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

Yes- improvising academic processes base on feedback.

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

- Communicating sharing and discussing new information, ideas, strategies among the principal and the teaching staff.

- All the professors attended the IQAC brain storming session held in our college.
- All the professors work as a team in the theory classes of practice teaching i.e. micro and stray lessons, block teaching. They share their skills for effective transaction.

### **6.3 Strategy Development and Deployment**

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

Yes, details various databases

1. Alumni
2. Information about individual students such as phone, mobile numbers, email addresses, birthdays
3. Result
4. Participation in activities
5. Achievements in competitions, extra curricular activities, teaching aids, teaching learning material in ppt form
6. Attendance
7. Reports and photos of activities
8. Magazine
9. CTE- participant teachers.

As and when any program is organized in the college, MIS of the invitees is prepared.

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

- As per the POA ( plan of action) human and financial resources are allocated.
- Workload is justified during the allocation of human resources and expertise of the personal.
- Coordination is set up between POA and grant received. Each function of POA is allocated finances from the grant received as per individual financial need.

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

- Through AES management
- Through regular grants
- Planning for the human and financial resources is done for the next academic year at the end of the current year. The needs are distributed as per the availability from management, govt. and UGC.

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

- There is no direct role of school teachers or any other bodies from schools in the institutions academic planning, but the practice teaching and internship schedule is arranged in consultation with the school principals and school teachers.

- The principal and staff hold meetings at the end of the academic year for the planning of academic calendar of the next academic year. This is based on the feedback from various stake holders as well as the strong and weak points faced during the year. The final second round of discussion is held in the beginning of the term. As semester system is in practice since the year 2012, academic plan is finalized in this meetings for the 1<sup>st</sup> semester, and a provisional plan is prepared for the 2<sup>nd</sup> semester.
- Vasarika- publishing academic plan for the year

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

- Vasarika- is given to all the students and the staff to inform the academic activities to be carried out during the year.
- Through meetings held for various functions and activities.
- Occasionally through circulars received from GU, AES managements, difference governing bodies.

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

- Monitoring academic planning, evaluating, revised- academic planning is almost strictly followed.
- Individual staff member holding charge of particular activity discusses about the implementation/ working out phase for smooth running.
- Progress is discussed during the performance to evaluate, if there are any short comings, they are rectified during the process.

- The activity is also evaluated after the completion to know the exact outcome-qualitative measure- strengths and weaknesses are identified- strengths are emphasized more in next activities- weaknesses are rectified so that they do not occur again.
- Reports written for all the academic and extra curricular activities and photographs are taken-one academic year's reports form base for further elevation of standard of excellence.
- This whole process is put into practice as and when required.

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

- Each staff member constantly make efforts for the use of new technology for teaching and the students are also motivated to use technology in their practice teaching and practical work.
- Administration (office, website, emails)
- Classroom teaching
- Evaluation(students feed back, practical work submission)
- Workshops and seminars (guest speakers)

## **6.4 Human Resource Management**

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

- Staff members are encouraged to take part in career development activities such as attending seminars, work shops, presenting research papers, teaching or guiding dissertations at PG level.

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

- Self appraisal through introspection by each staff member.
- Comprehensive evaluation through feed back from students-an online system of providing feed back by students at the end of the academic year.
- Yes, results are used for further development/progress-improvising on short comings.
- Faculty is encouraged to take up research by availing small research grants provided by UGC and CTE.

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

- No, credit society was planned by the institution. It could not be formed as the institute is very much short of staff- could not fulfill bank rules and regulations for the formation of credit society.

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

- One day seminar on best practices was organized for staff of grant in aid colleges by the institution in which all staff members actively participated.
- Teaching and non teaching staff attends staff development programs periodically
- Whenever needed informal activities are held for the staff development- eg AGTC website launch
- Computer literacy program was attended by staff members
- IQAC

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

NA

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

- The AES finances for recruitment of the fixed salaried employees on a temporary base, A faculty for account commerce, office , library and sweeper no part time staff.
- Only the salary structure is different, work load remains the same as regular teachers.

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

- Budget allocation – no specific budget but grants received for small research projects which are availed by desiring staff members.
- Advance study is not sponsored but study leave would be granted if and when required.
- Seminar, conference, workshop registration fees are reimbursed





- Grants received from UGC, CTE, IQAC, CWDC are utilized judiciously for the professional development of faculty members.
- College has a policy to provide equal opportunity to the entire staff.
- Necessary paper work is done from the administrative side by the college.
- University of Riverside- California-our staff member Dr. G.S. Patel participated on 14<sup>th</sup> to 16<sup>th</sup> November, 2014 in a International Conference.

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

- Each staff member is allotted a place ( table-cup board) with personal computer with internet connection, class room for method periods, library.

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

- College magazine, website, vasarika- Information is available through- college magazine, vasarika, website, Inquiry at the office counter
- Complaint box and suggestion box-taken care by principal- for complaints, we have put up a complaint box and suggestion box.

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

- As the institute does not have the full strength of staff teaching and nonteaching due to government policies, individual staff member is given wide range of teaching and administrative duties. They are mentioned wherever applicable in this report.
- The college strictly follows the workload policy as per UGS rules.
- Equal opportunity- as the practice equal opportunity is given to encourage faculty to get engaged in wide range of professional and administrative activities.

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

No

**6.5 Financial Management and Resource Mobilization**

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

- The institution gets financial support from state government of Gujarat and CTE from GCERT and Gujarat State Aid Control society and grant from UGC.

**(a) State government of Gujarat**

Grant	2011-12	2012-13	2013-14
Maintenance Grant	48,530.00	1,72,282.00	72,800.00
Salary Grant	72,89,753.00	82,59,165.00	1,02,59,050.00
Leave Encashment Grant	1,16,495.00	--	--
Swarnim Gujarat Grant	20000.00	--	--

**(b) CTE Grant from GCERT**

Grant	2011-12	2012-13	2013-14
GCERT	3,00,000.00	2,00,000.00	3,00,000.00

**(c) Gujarat state aids control society**

Grant	2011-12	2012-13	2013-14
Grant release programme for : Red Ribbon Club	--	5,000.00	4,000.00

**(d)UGC Grant**

Grant	2011-12	2012-13	2013-14
UGC 12 <sup>th</sup> plan IQAC Grant	--	--	3,00,000.00

**2. What is the quantum of resources mobilized through donations?**

**Give information for the last three years.**

No.

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

- The operational Budget of the institution is not adequate to cover the day-to-day expenses. The deficit is met by management.

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

- There is not any special budgetary provision made to fulfill the mission but it is implied to fulfill the same from the grant received by the government. Instead, of producing budget of last five years: accounts of the grants are submitted as in annexure.

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

- Yes, the accounts are audited regularly. The internal audit is done by the Gaurav Sheth & co. by checking cash receipt and bank reconciliation. The external audit is done by the Sorab S. Engg. & Co. Check cash receipt, cash payment, bank payment, bank receipt, journal voucher and ledger verifying and finalize the account.

During the audit there is no such kind of objection or dropped raised during the year.

**6. Has the institution computerized its finance management systems?**

**If yes, give details.**

- Yes. Institution's finance management is computerized. Cash book, Bank book, general voucher etc. is maintained computerized by private customized software.

**6. 6 Best practices in Governance and Leadership**

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

- Entire finance management system is computerized which leads to e-governance.
- Principle of participation of all resources and transparency is at par.
- Internal audit mechanism is very strong. Accounts are audited by AES and government.
- Online feedback by students
- Method wise whats app groups are formed for fast communication of instruction and events.
- College web site is launched for giving different information and latest academic activities and events are uploaded.
- A face book page is maintained to display extra curricular activities.

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

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

**Observation**

- 1. The college may apply to the UGC for more funds other than the plan grants**

**Compliance:**

- The college has applied for RUSA grant in the year 2014.
- Dr. G.S.Patel has availed a UGC minor research project grant.
- Dr. G.S.Patel received travel grant from the UGC to present research paper in U.S.
- Dr. K.H.Yadav has received a minor research project grant from the UGC.

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

- Preparing students for TAT, TET and HTAT exams
- Writing reports and digitalizing with photos of each activity.
- College web site, magazine
- Students practical work submission made more meaningful by providing more guidance.
- Accounts are quarterly audited.

## Criterion VII: Innovative Practices

### 7.1 Internal Quality Assurance System

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

- Yes, college has established IQAC.
- Year of establishment: 2008

Composition:

Post	Nos.
Chair person (Head of the institution)	1
Administrative officer	1
Senior teachers	2
Member from the management	1
Nominees from local society	1
Nominees from alumni	1
Nominees from students	2
Coordinator of IQAC	1

- Major activities:
- As education is in turbulent stage, rapid reforms are experienced. IQAC focuses on framing necessary policies at administration, teaching and functioning level to cope up with the reforms.
- Uniform pattern of functioning is the key to quality. As in B.Ed. syllabus, most of the teaching has to be practiced in groups. IQAC puts streamer line efforts for uniform functioning of all groups. To maintain quality benchmarks, core theme of practices is discussed

in general class and then method master further discusses in context of specific subject methods for further clarity.

- IQAC was very cautious related to fostering ICT independency among faculty members. In this direction various training programs were organized and attended by the faculty and ultimate objective was achieved.
- IQAC directed for maximum use of ICT by all stake holders. At the same time IQAC motivated all in house stake holders to become eco friendly and drive towards “paperless office”. Timetable, circular, manuals, groups were not printed but e-mailed to faculty members.
- Effort for better record maintenance and photographs maintenance was a continuous effort.
- Research activities were promoted, under CTE and UGC grants.
- IQAC was directly linked with the grants utilization committee for better flow of finance.
- A workshop for “Best practices of teacher education colleges of Gujarat University” was conducted and document of the same is to be published in second phase of workshop.
- IQAC was also focused on effective functioning of various parameters of CTE. Programs of CTE were linked with pre service program and so trainees were also benefited by CTE centre.

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

- Various activities are organized in the institution. Activities are very much objective based. Objective behind each activity is identified.



- Feedback plays a vital role in evaluating goals and objectives. Regular feedbacks are obtained from trainees, practice teaching school principals and external examiners.
- CTE programs are evaluated through the feedback of participants.
- Regular interaction with management is very guiding for the evaluation of objectives.
- Students' union members give the first hand evaluation of activities and B.Ed. program which directs us about the achievement of goals and objectives.
- All activities are monitored by staff members, so that to see the achievement of goals and objectives.

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

Institution ensures quality of its academic program by following practices:

- Academic calendar is prepared in the beginning of the academic year, which ensures time management. Proper planning of teaching, practice teaching and practical work can be done, in the hectic schedule. Proper co-ordination with the school schedule is also done while preparing the academic calendar. All sincere efforts are put to execute as per the planning given in academic calendar.
- Continuous and comprehensive evaluation is carried out regarding to practice teaching, practical work and teaching.
- IQAC prepared a common frame for all tasks. After staff meeting, system of process is devised and implemented. This is the biggest key factor leading towards quality.
- Professional development is fostered in the institution in all spheres. Trainees are directly benefited due to this.

- CTE centre shapes the execution of B.Ed. program in a very qualitative manner. Due to various programs and activities organized by CTE centre, pre service trainees are benefited a lot.
- Continuous feedback formally or informally is obtained from various stake holders.

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

- As institution receives various grants like UGC plan, IQAC grant, state govt. grant and GCERT grant, CWDC grant, Udisha grant, Saptadhara grant, it is very essential that financial flow is administrated properly.
- College has a grant utilization committee which distributes the received grant amount as per the need and heads available in bifurcation. This process ensures timely and proper utilization.
- Procurement has a fix SOP: need in the college need analyzed minimum three quotations are collected demo is seen final quotation is sent to management after sanction purchase is done.
- Institution internal audit mechanism is very transparent. We have every quarter financial audit by the management.
- Paper work and filing is very effectively done.
- As and when some huge amount of grant is to be seek, the proposal is being prepared under the guidance of experience experts.
- To maintained the quality of administration process management has recruited one clerical staff.

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

- Since last two years college is organizing IQAC meet with the IQAC coordinators of different colleges, sharing of thoughts is the main motto for organizing the meet. This brain storming helps in identifying good practices of ours and others.
- Invited guest gives us feedback, which also helps us to identify how we are functioning differently.
- Trainees' feedback also helps us in the identification of good practices.
- We share our good practices in meetings and discussions with other faculty members.
- In house sharing of good practices is done through appreciation in general assembly.
- Annual report reading in annual day is also a big event for sharing good practices for the institution.
- Website is a big source for to share good practices with various stake holders.
- College magazine reflects good practices of the institution and magazine is distributed to various stake holders of the society.

## **7.2 Inclusive Practices**

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

- Institution is very much aware regarding to the inclusion and focus given to various policies due to its CTE centre. Regular meetings are held at GCERT and college participates due to its CTE centre. This gives the information about various policies and changes in school curriculum.

- Meetings with school principals also help in the same direction.
- Institution invites various guest speakers to throw light on the same.

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

- Guest speakers are invited to deliver lectures; workshops are arranged based on these topics.
- CWDC (college women development cell) arranges activities addressing gender equity.
- College appreciates female trainees by awarding them prizes in their academic performance.

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

- A three day workshop “Peace education program” was organized to promote self motivation.
- “Literacy mission” program helps trainees to interact in social environment.
- College visited a cancer hospital and its rehabilitation centre to foster positive social interaction.
- To promote sensitivity towards physically challenged citizens, student teaches bought Diwali candles from blind men association.
- Internship, action research and seminar conducted fosters active engagement in learning.

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

- Institution is very vigilant about developing necessary skills among trainees for working with diverse back ground and exceptionalities. Care is taken while forming groups for practice teaching. Trainees are grouped in such a way that they aren't repeated with the group master. This gives them to give lessons in different schools. So they can experience the diversity present in class room.

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

- Writers are provided to visually impair during exams. Certain video lectures are showed so they get different experience. Seating arrangement for physically challenged is arranged on ground floor. Ramp is built for handicapped trainees.

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

- College has well functioning CWDC cell. Various activities like poster making, debate, women empowerment are conducted. A program on women health and hygiene "Owomaniya" was organized reflecting idea about a website throwing light on the same. Soft skill development program was arranged by guest speaker. College participates as and when invited by CWDC cells of other colleges. "Women Empowerment" week was celebrated having different themes everyday in the college.
- "AIDS awareness" inter active session was organized to sensitize student teachers under the banner of Red Ribbon Club.

### **7. 3 Stakeholder Relationships**

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

- Website is the biggest resource of access to information about college to other stake holders. Management members are invited for meetings as well as guests and have access to information. Appreciating news, events are published in newspapers, which also spread the information. Annual magazine and reports published yearly also ensure the access to organizational performance.

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

- Open forum discussion with stakeholders, feedbacks received formally and informally, annual meetings, viva of trainees are the occasions when institution share and use the data for qualitative improvement.

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

- Online feedback of trainees and e-alumni group is obtained. External examiners view in the form of feedback is collected. To obtain very focused feedback, question like “The program I liked the most” and “The program I disliked” were placed.

- In order to utilize this information for quality improvement, feedbacks are analyzed and staff meeting is conducted. Future programs are planned keeping feedback views in mind.
- While planning for in service training program under CTE, feedbacks are kept in mind. Meetings with DEO are held and central theme is decided. In service training programs are also framed keeping in mind current needs of teachers and principals.

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

**How are the core values of NAAC reflected in the various functions of the institution?**

Core values suggested NAAC are to be part and parcel of the teaching program. College is very much conscious about interweaving these core values during its practice. Following are the humble efforts of institute to justify NAAC suggested core values.

**1. Contributing to national development**

Access, equity and quality are the pillars towards contributions in National Development.

- **Access:**
  - All students of Gujarat state and other states of India can apply for the admission as college is a grant-in-aid college and affiliated to Gujarat University which follows all the reservation norms. This promotes caste free, creed free, low cost education to all. Gujarat University publishes the advertisement in major news papers across the state.

- **Equity:**

- Admission is given merit wise by the central admission cell and so there are no gender bias as well as caste bias seen. Equal opportunity is given to all the applied candidates.

- **Quality:**

- College is very much concerned with the quality aspect. Human resource development, capacity building of individuals, quality based teaching, quality based output etc. are at the most priority for the college. More is highlighted in the core value 5-quest for excellence.

- **Human resource development and capacity building:**

- College is very supporting and motivating to the faculty and trainees for their capacity building. Various grants like UGC, IQAC, CTE, CWDC etc. are properly utilized for faculty development as well as for non teaching staff. From these grants and by personal contacts college organizes various cognitive programs which fosters human resource development. As this is a teacher education institute and trainees have to pass out various competitive exams before seeking the job college is very much aware in organizing guidance programs for exams like TAT, TET, HTAT etc.

- **Community services:**

- As college has “saptdhara” program social work is justified. During internship program literacy program is carried out. Apart from that college is linked with blind men association, cancer society, which is a kind effort to sensitize future teachers towards our diverse society. Solid waste management and e waste management awareness is also a part of community service.



## 2. Fostering global competences

- Foremost global competency- high order cognition and skill development is the most concerned aspect of the institute. Teaching faculty is all time conscious to enlighten students in this direction. College had organized a soft skill development program. To give a best teacher to the society college has a very rigorous practice teaching program. Practical work is made innovative every year by a lot of brain storming by teaching faculty. All work is supported by ICT resources which directly satisfies the need of placing the institute at a global platform. Not only giving trainees the exposure of curricular subjects but making them aware of other concerned issues and trends of the school sector, college invites guest speakers.
- To develop entrepreneurship among trainees NGO and firms associated with educational CSR activities are invited.
- Institution is extending its services to Clorement Graduate University, Callifornia in research. College organized an interaction session with a foreign researcher which gave students the exposure of global education.
- As English language is becoming a global language college has implemented the certificate course-SCOPE for improving proficiency in English language.
- College frames students union which is very essential in fostering leadership.
- Practice teaching groups are multidisciplinary. This enhances multidisciplinary approach among trainees.
- The institution has linkage with UGC, GCERT, KCG and BISAG which are managed by central and state government. This linkage helps to carry out quality research, consultancy and extension services.

### **3. Inculcating value system among trainees**

- “saptdhara” program addresses major social and cultural pluralities. Under the umbrella of saptdhara college organizes activities like cultural program, art and craft activities, community development, drama, creative writing, peace education program, independence day celebration which helps in inculcating moral, social, aesthetic and national values.
- Woman empowerment week is celebrated by organizing various activities.
- To respect our national language, Hindi divas is celebrated.
- Environment is a global concern. College has put very sincere efforts towards clean environment. College requested trainees not to use plastic bags.
- E-waste management program was organized.
- Environment day was celebrated having activities like, slogan writing, speech in assembly, drawing activities, tree plantation (Swatch Bharat Abhiyaan).
- “Guru purnima” celebration is conducted by student teachers.
- “Shatayu” foundation organized “organ donation awareness” presentation session in the college.

### **4. Promoting use of technology**

- Teaching learning and governance of the institute is fully technology based.
- ICT literacy to the campus community is fully achieved.
- College has well developed regularly updating website.
- Interactive teaching learning process with the help of digital tools is a regular practice. All teaching faculty have separate PC

with internet connection to explore ICT resources. Teaching faculty is given personal user id of INFLIBNET to enrich.

- Teaching staff regularly updates on NCTE teacher educator portals.
- College library and general lecture room has internet connection which is used to show live websites during teaching.
- During method periods teacher educator takes help of lap tops as the group is small.
- College has well equipped functioning digital education learning laboratory-DELL where students are free for open access.
- Trainees have to opt for “basic computer education” as a part of curriculum.
- E-governance is promoted by keeping all accounts using software, MIS is ICT enabled.
- Data of CTE centre is also computerized.
- Use of ICT is promoted by online feedback mechanism.
- As Gujarati is a state language and maximum students in the college opt for Gujarati as medium of instruction institution organizes an Inter active sessions to use “Gujarati Lexicon” website. During the inter active session itself student teaches having smart phones downloaded the app of the same.

## 5. Quest for excellence

- **Formation of IQAC and committees:** IQAC is the key towards quest for excellence. Planning, implementation and reflection of over all practices of the college are well analyzed by IQAC. For proper distribution of work and time various committees are framed. Program list is prepared by each and

semester wise monthly mapping of the activities is done which is the key to success for smooth administration in the college.

- **Personal and professional development of human resource:** college provides an over all conducive environment to all its human resources to grow and develop. This helps in creating a healthy peaceful environment in the college and all can perform at their best.
- **Research:** teacher educators take the advantages of UGC schemes, CTE fund in conducting research.
- **Publication:** college motivates teacher educators to write research articles, research papers which are published in reputed journals and e-journals. Major teacher educators are authors of curriculum books under the banner of CTE. College becomes a resource centre for school sector by publishing study material. College publishes annual educational magazine “Agian Akshar”.
- **Teaching learning resources:** College has created a digital repository for development of teaching skills which is helpful to school sector and other institutes. Trainees, alumni, practice teaching school staff etc. are permitted to use the library resources. CTE centre organizes various in service teaching programs and act as a resource centre.
- **Consultancy and collaboration:** college has linkages with UGC, GCERT, KCG, BISAG which promotes quest for excellence in the area of cognition, teaching, research and informally consultancy. Teacher educators visit practicing school during practice teaching and provide consultancy as and when needed. Visit to IASE and inter state CTE centres is the major path way for consultancy. Consultancy was provided to



IL&FS co. which was undertaking education as major CSR activity.

- **SWOC analysis:** institution is pro active in the direction of SWOC analysis. Teacher educators do their own SWOC analysis and put efforts to overcome the weaknesses and turn the challenges into opportunities.