



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

A.G.TEACHERS COLLEGE

**M.N. DESAI MARG, NR. COMMERCE SIX ROADS, NAVRANGPURA,
AHMEDABAD
380009**

www.agteacherscollege.ac.in

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

A G Teachers College (AGTC) is an exemplar in the field of teacher education since 1952, the first teacher education institute of Gujarat state established by The Ahmedabad Education Society with an aim of cultivating the best teachers to build a strong nation. College has a rich legacy in fostering a culture of excellence in teaching and learning. AGTC was started in June 1952 out of a munificent donation from the Acharatlal Girdharlal Charities.

The Ahmedabad Education Society (AES) came into being for a compelling reason of a national urgency to institute an educational organisation that would foster positive national aspirations in the young generation during 1930s. By the indefatigable efforts of these five great patriots, Ahmedabad Education Society came to be established with the specific objective of promoting higher learning devoted to the cause of national service with the blessings of Sardar Vallabhbhai Patel and Anandshankar Dhruv. The Ahmedabad Education Society was registered as a public trust on the 15th May 1935.

A.G. Teachers College has a rich legacy of preservice and inservice teachers training with having extension centre functioning in early years. In 1989, AGTC was awarded an upgraded status of College of Teacher Education (CTE) which serves as a platform for inservice teacher training. College is proactive in its leadership role by organizing various pedagogical activities through “Centre for Pedagogical Innovation” and NEP taskforce promotes penetration of NEP among stakeholders. Research Cell is committed to make research process more rigorous and quality sustained.

AGTC has attained a distinguished status in teacher education through its distinctive features like discipline, rigorous training, proactive role of leadership in contemporary trends, academic integrity, inclusive ecosystem and sustainable efforts for the holistic development of future teachers. AGTC was accredited by NAAC in 2007 with “A” grade, score 86.10 and “A” grade in 2016 with CGPA 3.30 in second cycle. College has been rated 4 star ranking in GSIRF in 2020-2021 & 2021-2022. A.G. Teachers College remains the most sought college for teachers training program in Gujarat among students.

Vision

“Qualitative contribution through teaching-learning process for the empowerment of nation”

Founding fathers of the institution were committed with the specific objective of promoting higher learning devoted to the cause of national service. Thus, the vision captured by institution is not just to prepare teachers but prepare teachers who serve as changemakers and lead the nation to empowerment. Institution's vision is an ambitious goal and no compromise with quality is the base. In this spirit, college design its strategic plan keeping “think globally, act locally” approach. The focus on qualitative contribution signifies a commitment towards driving of nation to a sustainable and equitable knowledge society.

Mission

“To contribute highly professional, highly challengeable, highly ethical teachers through rigorous training for comprehensive development of the nation”

Our core mission is to nurture a facilitator who can lead the future generation

To do this, we focus on:

- Preparing not traditional teacher but education leaders, researchers, and innovators to make a transformative contribution.
- Providing adequate professional training for effective teaching.
- Engaging students through powerful collaborations, actionable knowledge-sharing events, and meaningful cocurricular activities.
- Upscaling digital literacy, communication skills and life skills.

Our institution is managed by prestigious management Ahmedabad Education Society, an organisation with rich cultural and social heritage having academic excellence, established in 1935. Dynamic leadership and mentoring extended by management has helped institution gain a tall standing in the field of teacher education.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- 1. Prestigious reputation:** 71 years old, A.G. Teachers College is widely regarded and is attracting top-notch students from the state located in the heart of the city. Follows CBCS system.
- 2. Supportive management:** Management is rooted in its philosophy of transparency, participatory approach and growth with non-interference approach.
- 3. Strong academics:** Equity, excellence and inclusion is the philosophy adopted by qualified and experienced teaching faculty.
- 4. Competent admin team:** Harmonious working of teaching and admin makes daily functioning smooth and flawless. Transparent administration and academics is the policy
- 5. Excellent resources:** Impressive 7316.31 sq.mts land with thick green cover is dedicated for teachers training. State of the art infrastructure and ecofriendly maintenance is exemplary.
- 6. Expanding opportunities for learners:** Students are motivated to participate in intercollege, state , national and International level events be it academics, cultural or sports..
- 7. Admission to Alumni:** College has a rich culture of MIS which takes care of data coalition by committed nonteaching team. Dedicated alumni portal is started to setup community network.
- 8. Placement:** Placement officer broadcast the requirements sent by schools regarding teachers in student’s groups and interested are mentored by the placement officer.
- 9. Academic leadership ecosystem:** College has a work culture to address contemporary trends and issues

and spread awareness by organising various offline and online seminar/webinar/workshop. College is well known in building community of practitioners.

10. Centre of Pedagogical Innovation (CPI) and NEP task force: These well functioned centers are the need of an hour after NEP2020.

11. Research cell: Faculty have MRP funding from UGC, ICSSR, University. Publication in Scopus indexed journal is also registered.

12. From books to bytes: Value added course to enhance digital skills is designed and implemented. All the submission work, CCE, practical submissions are collected in digital mode which are prepared by the students. MS teams, Google classroom is in regular use by learners.

13. Hostel Facilities: offers safe and secure hostel facility at a walkable distance from the college to female students.

14. Functional MoU: Various practices are carried by having MoU with firms related to e-waste management and education innovation and research.

Institutional Weakness

1. Restricted Government funding: Despite of grant-in-aid status, government policies are becoming hindrance in providing adequate funds for the development of college and due to restricted funding from government, deficit increases which has to be borne by management.

2. Obsolete Curriculum: College being affiliated to state university, contemporary trends are unable to be incorporated in syllabus.

3. Limited resources in practice teaching schools: Due to lack of resources in practice teaching schools, innovative methods are limited in practice.

4. Research activity: Faculty has limited research activity due to hectic schedule of training. Publication is limited.

5. Post graduate programs: PG program (M.Ed) is discontinued.

Institutional Opportunity

- Go for academic autonomy
- Provision of building expansion open avenues for starting various level teachers training programs.
- **Value added course:** More VAC are planned to be designed.
- **Online FDP programs:** FDP for college teachers and school teachers are rolled out. More needbase program to be designed to serve academic leadership. These programs can be a source of fund generation.
- **Centre of Pedagogical Innovation (CPI):** various training program and module preparation for innovative pedagogy prepared will serve as rich resource.

- **Geographical advantage:** High end CBSE, ICSE, IB board schools can be considered as practice teaching school for competency centric practice teaching.
- Management having science, commerce and humanities graduate colleges, ITEP and cluster university setup is easy.
- Respected reputation of college attracts various linkages, collaboration and internship activity.
- Increase in number of value-added courses
- Module courses for competitive examination
- Strengthen community of practitioners subjectwise and be the changemakers. Establish academic collaborations.
- Develop online repository resources
- Collaboration with RCI to develop inclusive education certificate course.
- Design certificate courses in innovative pedagogy, healthy classroom interaction, ICT skills, effective online teaching, mental health of students, cyber security innovative TLR, understand CWSN etc.
- Expand outreach activities
- Organise faculty and student exchange program.

Start English medium self finance teachers training program

Institutional Challenge

1. Setting up ITEP is complex due to lack of clarity by state government.
2. Intense competition from malfunctioned teacher education colleges due to entrant mindset.
3. Fund generation from CSR activity
4. Complex process of approval for certificate courses from affiliating university
5. Incorporation of advanced global trends are time consuming due to many students being first generation learners.
6. Participation in international activities hinders due to major students from vernacular medium.
7. Syllabus completion under CBCS becomes stressful due to late admissions and delay in semester examinations by affiliating university

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

A.G.Teachers College is an affiliated college to Gujarat University (1952-2020) and then to IITE, Gandhinagar from 2020-2023. So a stipulated curriculum designed by the university is adopted and delivered. For effective

curriculum delivery, the college has an in-house practice of distributing the credits of the course among faculty members and prepares an academic calendar which is aligned with University academic calendar. Academic calendar comprises allotment and submission dates of theory, practical, practice teaching and examination dates. The academic calendar is explained to students during the induction program. PLOs are explained to students during the induction program and CLOs are explained by course faculty incharge.

Academic flexibility is at pinnacle in curriculum delivery. Each faculty is free to decide their curriculum transaction design suitable to CLOs. Divyangjan students are facilitated by a learning repository. To adopt and adapt curriculum in the local context, the college has designed a value added course which is compulsory for all students.

College offers a teachers training program under CBCS. Seven pedagogical subjects are regularly practiced and elective papers are explained to the students. They are free to select elective papers as per University norms. Online courses, offline programs, various workshops, educational visits are a part of curriculum enrichment tasks. Faculty acts as facilitator when students are enrolled in online courses. To establish interconnectedness of various learning engagements apart from guided and mentored practice teaching and practical work, various workshops, seminars like art integrated education, NEP2020 and school education, visit to science City, visit to commerce chamber, hands on experience of STEM education, visit to Sardar Patel Smarak are organized.

After the end of each semester, students feedback regarding the curriculum and teaching learning process is obtained. These feedbacks are analyzed and discussed during appraisal meetings in IQAC meetings, frequent alumni meetings and brainstorming with practice teaching school principals are also noted by faculty which is feedback to the system. Teaching faculty serving as Board of Studies members at university level give the feedback regarding curriculum design.

Teaching-learning and Evaluation

College being affiliated to a state university gets admitted students through a central admission cell following government and university norms. Reservation norms are honored during the admission. College receives representation of the student community from different geographical areas, socio-economic, cultural and educational backgrounds. To honor student diversity, the college has adopted various strategies like assessment at entry level, academic counseling, mentor-mentee program, collaborative task, peer feedback, multilingual (Gujarati and English) instructions and learning materials and Braille books to blind students. By combining experiential learning, brainstorming, focussed group discussion, seminar presentation like active pedagogy, our educational approach strives to create a dynamic and enriching environment that leads towards quality education. Virtual platforms used during pandemic have been an integral part of teaching plans. Students are motivated to use digital tools and apps during their submissions, creation of digital lesson plans, assessment and report submissions. Special care is taken into consideration to impart recent developments in the field of education and development of 21st century skill sets. Value added course developed by the college are offered to each batch which satisfies the national mission of "Digital India". Continuous and Comprehensive Evaluation (CCE) is planned in such a way that students get exposed to activities like written, oral, presentation, hands-on-activity etc. Game based teaching-drill-assessment is the unique feature practiced in pedagogical subjects. Ultimate transparency in the internal evaluation is maintained. Exhaustive internship program is well designed with a standardized list of instructions to maintain the reliability and validity. School

counselors play a very responsible role as mentors and students submit reports with geotagged photos of activities. Comprehensive appraisal of interns performance takes place at school and students submits its data to the group incharge faculty. Thus the comprehensive manner of functioning leads towards holistic development of students through its teaching-learning and evaluation process.

Infrastructure and Learning Resources

College exceeds in infrastructure than prescribed in NCTE norms.College boasts a robust infrastructure with a blend of green campus and techno equipped classrooms. Ample open space facilitates hands-on experimentation and is a boon to practice experiential learning in all pedagogical subjects which reflects our commitment to academic excellence. Very efficient infrastructure maintenance policies are helpful in maintaining the infrastructure. All the records regarding soft and hard infrastructure are well maintained by the admin office. Generous management offers funds as and when needed for the development and maintenance of infrastructure. Regular internal audits play a key role in maintaining transparency. College uplifted its ICT facility from the DEDF grant received. College has a Digital Education Learning Lab (DELL) which has computers for students. Internet connectivity is accessed through a wifi system. College is planning to develop a studio for the creation of e-content. A very strategic location of college has a very easy and nearby access to all modes of public transport available in the city. The recreational area and sports facilities provide a dynamic balance ensuring holistic development of our students. With a focus on sustainability, our green initiatives enhance the overall eco friendly ambiance of the campus, creating a conducive environment for learning. The library stands as a knowledge resource center complemented by collaborative study spaces which is a boon for our first generation graduates. Magazines and extra reading books become the center of attraction to students. Proper maintained records of the library is a treasure to college.

Student Support and Progression

College is committed to the holistic development of students. College ecosystem is very supportive and facilitating for students. Our students actively engage in a diverse spectrum of both curricular and co-curricular activities, fostering a well-rounded educational experience. Beyond the classroom, they participate in several webinars, seminars, workshops, winter schools at state, national or international level. Students are involved in organizing events inhouse under the direct supervision of the faculty. Special sessions and short term programs for guidance and practice are offered to prepare students forTAT/TET/HTAT. Thus developed managerial and leadership skills are efficiently exhibited during their internship tenure in different schools.Recognizing the multifaceted needs of our students, we prioritize comprehensive support services. Our mentor-mentee program provides a safe space for students to discuss personal or academic challenges, ensuring their well-being. Dean of student welfare is appointed. College has a “Poor boys fund” through which financially needy students are helped. Additionally, skill enhancement programs are seamlessly woven into the academic fabric, empowering students with practical abilities and preparing them for a competitive world. College has an active registered alumni association and a dedicated alumni portal is in operation from the current year. Alumni activities are a part of activity plan and support from notable alumni is extended during practice teaching and as expert lectures. Active placement cell is a benefit for students for job seeking. Placement officer post the recruitment of schools to various alumni groups. SoPs of admin makes swift paperwork for progress during student progression to higher education. Together, these initiatives create an enriching environment that nurtures not just academic success but personal growth as well.

Governance, Leadership and Management

Ahmedabad Education Society is characterized by a proactive governance and management approach, committed to strategic development. Management leadership is dedicated to staying ahead of the educational curve, shaping innovative strategies that align with evolving education trends and academic advancements. Advisory body of the college comprises stalwarts in education who guide faculty members with great precision to incorporate professionalism in activities. IQAC is the driving force for dynamism of college functioning. The essence of quality is reflected in each and every parameter of functioning. College has a vision encircled around quality education and academic strategies are so designed and deployed which takes care of students from enrollment to employability. Faculty empowerment is a cornerstone of college ethos. College governance invests in professional development, creating a conducive environment for continuous learning. Year end appraisal practice for teaching and admin staff sets higher benchmarks every year for quality enrichment. Research cell organises need based workshops and guidance sessions through which faculty has been successful in renowned publication and receive funding for research projects. Variety of professional development programs are organized which ensures that our educators are equipped with the latest pedagogical tools and knowledge, ultimately enhancing the quality of education imparted. In financial management, a meticulous approach is taken to allocate resources effectively. This ensures the sustainability of the institution, enabling ongoing improvements in infrastructure, technology, and student-centric initiatives. Together, these elements form a robust framework that propels the institute toward excellence.

Institutional Values and Best Practices

The institution upholds a set of core values that guide its every endeavor. Rooted in a commitment to integrity, excellence, and inclusivity, the college's value system promotes a culture of respect and collaboration among students, faculty, and staff. Embracing eco-friendly practices, the institution strides towards sustainability. By our e-waste reduction programs, we are dedicated to minimizing our environmental footprint. Installation of solar panels as a means of alternative source of energy is the upcoming project. College has a well set up eco-club and a stated policy for waste management and eco friendly practices. Green welcome and green initiatives are the committed efforts of the eco-club. Organic bins received from alumni are an exemplary green initiative and waste management College has been privileged by leveraging academic activities with IIM, Ahmedabad, Gujarat Vidyapith, Blind People Association etc in the form of serving as a resource person, student activity, benefits of availing resources etc. Prestige of the college helps in setting the platform for various community services by students. Best practices like "upskilling digital skills" and "Podcast Channel" have become the culture of yearly functioning. Being teachers training college, it is very essential to convert the theory component into actionable insights and practice. Our college stands out for its innovative pedagogy, a distinctive feature that propels us beyond conventional educational norms. The integration of cutting-edge teaching methods, experiential learning, and technology-enhanced classrooms ensures an engaging and dynamic academic environment. In alignment with the National Education Policy 2020 (NEP 2020) and Sustainable Development Goals (SDGs), our institution embraces transformative changes aimed at fostering creativity, critical thinking, and a multidisciplinary approach. This holistic approach reflects our commitment to not only academic excellence but also ethical and responsible citizenship.

Research and Outreach Activities

Dedicated research cell functions in motivating faculty and students to conduct scientific research. College has taken the initiative to organize seminars and small group discussions for inhouse faculty regarding selection of

research topic, quality research writing. College plays a lead role of academic leader and was successful in organizing national level webinar “International and national funding agency” which had pan-India participation. As an outcome of the webinar guidance three faculty successfully submitted research projects and received funding from ICSSR and university. Every year the college organizes a national event preferably funded for paper presentation. College was successful in collaborating with CTE (Gujarat Chapter) and organize national webinar “Education for Better Tomorrow”. Faculty are motivated to conduct research and publication of papers. Faculty have submissions in Scopus, Web of science and UGC peer reviewed journals. College extends support to faculty members who have scheduled research work.

Community engagement is a great learning source for students. College plans various outreach activities like performing streetplays as awareness campaigns, e-waste collection drive, eco-friendly Ganesha making, literacy mission, corona awareness programs, Swatch Barat mission through cycle rally, gender sensitizing programs, breast cancer awareness etc. These outreach activities are planned and guided by faculty members. College has started its podcast channel with an objective of spreading awareness and knowledge in contemporary trends like NEP 2020, Astronomy, science stories to develop scientific temper etc. It also serves as a platform to develop communication skills of students. Podcast platform was used to give voice to the actions of primary teachers who won awards as innovative teachers. College has functional MoU with ECS company for e-waste management, Foundation of Augmenting Innovation in Research and Education (FAIR-E) and Tanmay’s Amazing Space. Collaborative events with universities are hosted by college and through MoUs.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	A.G.TEACHERS COLLEGE
Address	M.N. Desai Marg, Nr. Commerce Six Roads, Navrangpura, Ahmedabad
City	Ahmedabad
State	Gujarat
Pin	380009
Website	www.agteacherscollege.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Kaushal H. Yadav	091-9377333302	9377333302	-	agteachers1952@gmail.com
IQAC / CIQA coordinator	Ganpatsinh S. Patel	091-8238038696	8238038696	-	drgpspatel@agteacherscollege.ac.in

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Day

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Gujarat	Gujarat University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	31-05-2008	View Document
12B of UGC	31-05-2008	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE, NCTE, MCI, DCI, PCI, RCI etc (other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day, Month and year (dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	27-03-2018	60	Permanent

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence (CPE)?	No
Is the College recognized for its performance by any other governmental agency?	Yes
If yes, name of the agency	GSIRF
Date of recognition	28-02-2023

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	M.N. Desai Marg, Nr. Commerce Six Roads, Navrangpura, Ahmedabad	Urban	1.31	1842.72

2.2 ACADEMIC INFORMATION

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

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				7			
Recruited	0	0	0	0	0	0	0	0	4	3	0	7
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				1			
Recruited	0	0	0	0	0	0	0	0	0	1	0	1
Yet to Recruit	0				0				0			

Non-Teaching Staff						
	Male		Female		Others	Total
Sanctioned by the UGC /University State Government						12
Recruited	1		1		0	2
Yet to Recruit						10
Sanctioned by the Management/Society or Other Authorized Bodies						3
Recruited	3		0		0	3
Yet to Recruit						0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	4	3	0	7
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	1	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	13	0	0	0	13
	Female	37	1	0	0	38
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	2	1	3	1
	Female	4	0	0	2
	Others	0	0	0	0
ST	Male	0	2	0	2
	Female	7	0	4	2
	Others	0	0	0	0
OBC	Male	3	6	8	5
	Female	12	9	12	9
	Others	0	0	0	0
General	Male	4	9	2	6
	Female	14	20	17	19
	Others	0	0	0	0
Others	Male	2	1	3	2
	Female	3	3	2	3
	Others	0	0	0	0
Total		51	51	51	51

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Curriculum & syllabus is very much in line of NEP-2020. Humanities, science & commerce stream students take admission as prospective teachers. Practical work & practice teaching work conducted
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	<p>round the year has multidisciplinary and interdisciplinary approach. Participation was sought in winter school programme which was multidisciplinary. Round the year, the College conducts various seminars and webinars for holistic development of prospective teacher which has interdisciplinary & multidisciplinary essence in it.</p>
2. Academic bank of credits (ABC):	<p>It is compulsory for all the trainees to generate Academic Bank of Credit account & each trainee has ABC ID linked to their University ERP. College organized non-teaching staff training in context of creation of ABC ID on DigiLocker platform dated 10/11/2022.</p>
3. Skill development:	<p>To promote digital teaching skills, college has designed value-added course which is compulsory for each trainee. To develop communication skills for English & Sanskrit language, special effort are put by faculty members. Innovation club & DIY kit training was helpful in skill development. Teaching skills are rigorously practiced, students participated in state-level and secured third position, in national-level teaching skill competition secured first position. Centre for Pedagogical Innovation organized pedagogical competition at inter-college level. Moreover, college organised state-level non-teaching staff development program in which 53 participants from all over the state participated in which digital skills were developed. College participates in STEM workshop in collaboration with Science center.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>Sanskrit as a language is taught to the students and Sanskrit Sambhashan online sessions are arranged. Educational visits are planned keeping in mind integration of Indian Knowledge System. Educational places are such identified from where students gain knowledge of cultural heritage, national values etc. Yoga in Education is offered as an elective subject. Visit to Yoga university and Yoga day celebration is a regular practice. Online sessions and evaluation for development of communication skill in English and Sanskrit is practiced.</p>
5. Focus on Outcome based education (OBE):	<p>Program outcomes (PO) are identified by University and Course Learning Outcomes (CLOs) are referred by faculty members during their planning of teaching. CLOs are communicated to students during induction program. Practice teaching is purely</p>

	outcome-based. Rubrics are created to see the outcome trajectory path.
6. Distance education/online education:	Information of online courses is given to trainees by the faculty members. Students have participated in online courses like one-week online winter school, various online training programs organized by FIRKI (Teach For India). SWAYAM coordinator informs students regarding online courses. Value-added course is hosted on college LMS platform which students have to complete successfully. Students completed international online winter school.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes. Electoral Literacy Club has been set up in the college.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes. Student co-ordinator and co-ordinating faculty is appointed in the college. ELC conducts various activities for electoral literacy.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	College appoints two election ambassadors as per Government norms. These election ambassadors participate in voter registration of students, voter awareness campaigns, and for promotion of ethical voting.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	College students prepared street plays exhibiting importance of voting and ethical voting awareness. These street plays are performed by students as and when they visit practicing schools. During internship, students take part in literacy campaign where they emphasize on voting awareness. Voting awareness posters were prepared by students which are exhibited in different schools when they visit for practice teaching.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by	College announces for correction in election card as issuing fresh election card to the students. College

ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.

offers new registration form no.6 to students who are not registered in voter list.

Extended Profile

1 Students

1.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
99	100	100	101	95
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
55	55	55	55	50
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		

1.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
26	26	26	26	26
File Description		Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
51	47	49	50	50
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

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

2022-23	2021-22	2020-21	2019-20	2018-19
51	46	49	50	50
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

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

2022-23	2021-22	2020-21	2019-20	2018-19
51	51	51	51	46
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

2 Teachers**2.1****Number of full time teachers year wise during the last five years..**

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

File Description	Document
Institutional data in prescribed format	View Document
Copy of the appointment orders issued to the tea	View Document

2.2

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

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

File Description	Document
University letter with respect to sanction of p	View Document

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
1370300.7	1435999.49	1120360.11	1332341.92	1426997.67

File Description	Document
Audited Income Expenditure statement year wise d	View Document

3.2

Number of Computers in the institution for academic purposes..

Response: 23

File Description	Document
Invoice bills of purchase of computers	View Document
Copy of recent stock registers	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1

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

Response:

There is an institutional process of planning of curriculum in context of teaching learning activities, practical work and co-curricular activities. In the beginning of the year syllabus is distributed as per the credit of the course and credit distribution table is prepared and circulated among faculty members. Meeting minutes are maintained. For practice teaching and practical work, trainee groups are framed and faculty members act as group in charge. While planning of practice teaching work, schools principals are involved. School principals are helpful in providing details like school calendar, examination dates and identification of suitable dates for practice teaching. For each semester, practical work is defined in terms of date of allotment and submission to the students. These dates are decided in staff meeting.

College academic calendar is prepared as per the guidelines of University academic calendar. Academic calendar comprises of allotment and submission dates of practical dates, examination dates, practice teaching dates and vacation dates. IQAC coordinator minutely observes the academic calendar and gives necessary suggestions in the staff meetings. Mid-year review of academic calendar is carried out and adherence report of academic calendar is prepared. Entire curriculum planning is conveyed to students during the induction program. Faculty discussions are held for planning innovative themes of practical work. Faculty members proactively plan for outreach programmes, subject related education visits, course CCE and TLM preparation.

A. G. Teachers College is an affiliated college to Gujarat university (1952- 2020) and then affiliated to IITE, Gandhinagar from 2020 to 2023. So stipulated curriculum designed by an affiliating university is offered to trainees. Delivery of the curriculum is matched with the CLO defined by the college and proper measures are taken to justify inclusivity and diversity of the class. A repository of resources is generated for Divyangjan trainees.

Two of the faculty members are board of study (BoS) members at University level. They had sent few suggestions to the university regarding revising of curriculum.(LPC course paper was converted to 1 credit from 3 credits after the suggestions.) At the university level, Dr. K.H.Yadav is a committee member for the examination committee. Faculty members play key role in reviewing and revising curriculum.

To adopt the curriculum to the local context college designed value-added courses to make trainees skilled in digital education. Various LSWR programmes make students competent in communication and hands-on experience in Maths and Science prepares students for experimental learning. Colleges serving as knowledge hub in teacher education host events which lead towards curricular enrichment.

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

1.1.2

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

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

- 1. Faculty of the institution**
- 2. Head/Principal of the institution**
- 3. Schools including Practice teaching schools**
- 4. Employers**
- 5. Experts**
- 6. Students**
- 7. Alumni**

Response: C. Any 3 of the above

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

1.1.3

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

- 1. Website of the Institution**
- 2. Prospectus**
- 3. Student induction programme**
- 4. Orientation programme for teachers**

Response: A. All of the above

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

1.2 Academic Flexibility

1.2.1

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
19	19	38	51	51

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

2022-23	2021-22	2020-21	2019-20	2018-19
19	19	38	51	51

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

1.2.2

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

Response: 0.4

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

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

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

1.2.3

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

Response: 19.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
49	48	0	0	0

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

1.2.4

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

- 1.Provision in the Time Table**
- 2.Facilities in the Library**

3.Computer lab facilities
4.Academic Advice/Guidance

Response: A. All of the above

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

1.2.5

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

Response: 27.47

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	5	95	30	0

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

College organised following activities for inculcation of knowledge and gave opportunity to exhibit various attributes by following efforts.

Procedural knowledge

- College has very rigorous practice teaching system. Students undergo practice teaching and experience different levels of schools during practice teaching.
- Alumni association organises sessions in the college. This makes trainees aware regarding classroom interaction patterns needed for a teacher at grassroots.
- College has a well function Eco club and Science club which takes care of developing scientific attitude and sensitizes students towards SDG goals. Students' participation in different projects like elocution competition, essay writing competition, workshops, etc. organised in house and at other institutes are very helpful for skill building in trainees.
- Internships are arranged at primary , secondary and higher secondary level. These different levels of schools give exposure to work at different levels in their own chosen specialisation subject.

Capability to extrapolate

- Reflective journals prepared by each student are a tool to extrapolate about what one has learnt.
- During COVID for each method new normal teaching trends were introduced by experts through various ways these practices were incorporated by training during their teaching sessions.
- Value added course give them an opportunity to become digital competent and apply acquired competencies in the living teaching learning process.
- Micro teaching skill competition is an excellent opportunity to extrapolate and apply their skill at fullest.
- College organised art integrated education workshops these activities ignited reflective thinking related to their own subjects.
- Trainees attended "Rachna winter school" organised by TISS, Mumbai and online winter school programs organised by GINTL and Nordic Centre.
- College provides a platform to experiment new classroom practices under the setup of 'Centre for Pedagogical Innovation' .

Skill development

- Various language enrichment and communication skill development activities are organised by the language faculty members.
- Drama workshop is organised every year and street play and subject-oriented drama are played and performed by trainees. These dramas are available on college YouTube channels which serve as good resources for schools and other stakeholders. The dramas are performed during outreach

activity.

- Critical thinking is developed by giving them task of film review and preparation of refractive journal. Moreover innovative teaching learning resources prepared in pedagogical subjects develop critical thinking of trainees.
- Trainees are motivated to participate in various programs like climate change elocution competition. Different group activities are conducted during various celebrations like Science day, National water day Hindi day, Mother Tongue Day etc.

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

1.3.2

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

Response:

To sensitise students towards development of school system in India. Faculty discusses important milestones of progression of Gurukul to Smart school intensely. Moreover different recommendation commissions are discussed to make them aware regarding the progression.

College based NEP taskforce organised various programs to familiarise students regarding norms and standards , assessment system, present school system and how school system is develop in context of NEP 2020:

- NEP 2020 and School Education ” Dt; 10-09-2020
- Glimpses of NEP 2020 cum Felicitation-Festivity-Feast on 09-05-2022
- On 27-08-2022 webinar “ NEP-2020 & Shaley Shikshan”
- On 08-10-2022 webinar “ NEP-2020 & Evaluation”
- Seminar on “NEP 2020-Towards World Guru” dated 03-02-2023

School exposure program organised on 18-01-2021, 11-08-2021, 08-18/08/2022 familiarises students with diversities in the school system.

To familiarise students with international and comparative prospective of school education following efforts put:

- On 04-01-2020 Education system of Tanzania

- On 07-07-2022 Education system of Tanzania
- On 27-01-2023 Education and SDGS context to G20

CTE center of college organised In-service teachers training program which gives exposure to pre-service teachers regarding diversity towards school system.

Podcast “AGian Voice “broadcast stories / trends of different school eco system and role of teacher.

College has rigors practice teaching schedule. Students are divided in to different groups and they explore different schools during their practice teaching. Each trainee has to undergo internship in primary section and high school / higher secondary School. Primary section internship is arranged in “School of Excellence” schools. This action plan helps students to experience the diversity present in schooling system and their functioning. English medium trainees are permitted to select CBSC affiliated schools for wide exposure. Other state students are permitted to schedule internship in their state.

Various educational visits are organised in special education schools to experience the diversity related to inclusive education.

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

1.3.3

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

Response:

College has functional AGian Eco club and Science club which organises various programs to gives opportunities to trainees for understanding and establishing inter connected of learning experiences.

• List of Activities AGian Eco Club

1	01-07-2022 to 15-07-2022	E-Waste Collection Drive
2	06-07-2022	E-Waste Management
3	05-08-2022	Drama Workshop
4	28-09-2022	Climate Change Youth Outreach

	29-09-2022	Fortnight Program
5	21-02-2023	Cycle Rally at Sabarmati Riverfront
6	22-02-2023	Sheri Natak at StreeAdhyapanMandir
7	17-03-2023	Drawing Competition on "Water and Life: Two sides of a coin"
8	18-03-2023	Environmental Sanitation Institute, Sughad
9	22-03-2023	Webinar on "Water as Potent Natural Resource"

• **List of Activities Science Club**

1	16-07-2022	Student Innovation Fest 2022 Seminar on Basics of IPR & Innovation
2	28-02-2023	Seminar on 'Science for Society'
3	02-03-2023	Hands-on approaches in STEM Education
4	22-03-2023	Webinar on "Water as Potent Natural Resource" & announcement of Science Club Elocution Competition

- College organises drama workshop in which street plays and content oriented dramas are prepared and performed by trainees.

1	05-08-2022	Drama Workshop
2	22-02-2023	Sheri Natak at StreeAdhyapanMandir

- On College promote "Art integrated education" which develops the mind set of interconnectedness of learning.

1	20-10-2022	Art in Education - Rangoli Activity
2	09-02-2023	workshop on Art Integrated Education

- Educational visits were organised by faculty members gives clarity about theory and practical aspects are interconnected in any institute eco system.

1	15-03-2023	L.D. Institute of Indology
2	18-03-2023	Environmental Sanitation Institute, Sughad
3	18-03-2023	Visit to School for Deaf-Mutes Society, Navrangpura
4	18-03-2023	Shri Ram Chandra Mission Heartfulness Institute Meditation Center, Adalaj
5	21-03-2023	Visit to SardarDham
6	21-03-2023	Visit to SardarSmarak, Shahibaug

- Practice teaching task and practical work (case study , action research , psychological test, Blue print, art integrated activities etc.) conducted exhibits interconnectedness of learning experiences to make trainees ready for professional fields.

File Description	Document
Documentary evidence in support of the claim	View Document

1.4 Feedback System

1.4.1

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

Structured feedback is obtained from

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

Response: B. Any 4 of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	View Document
Paste link for additional information	View Document

1.4.2

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

Response: C. Feedback collected and analysed

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

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

Response: 92.58

File Description	Document
Document relating to Sanction of intake from University	View Document
Data as per Data Template	View Document
Approved admission list year-wise/ program-wise	View Document
Approval letter of NCTE for intake for all programs	View Document

2.1.2

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

Response: 90

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

2022-23	2021-22	2020-21	2019-20	2018-19
21	25	18	27	26

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

2.1.3

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

Response: 7.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	5	4	5	0

File Description	Document
List of students enrolled from EWS and Divyangjan	View Document
Data as per Data Template	View Document
Certificate of EWS and Divyangjan	View Document

2.2 Honoring Student Diversity

2.2.1

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

Response:

A.G.Teachers College was affiliated to Gujarat University till 2020 and from academic year 2020 to 2023 college was affiliated with Indian Institute of Teacher Education Gandhinagar

- In Gujarat university, centralized merit based admission process was conducted. During central admission process students have freedom to select college. College offers second pedagogical subject as per their identified learning needs.
- Indian Institute of Teacher Education (IITE) conducts entrance test and merit based admission are allotted to college from central admission process. After seeking admission from the university students are interviewed by principal and level of readiness is examine.
- In the academic year 2021-22, Prior to admission, i3T Webinar + i3T mock tests (i3T test is the entrance test conducted by affiliated university) was organized by the college for aspirant prospective teachers. Large participation was sought in the webinar and the mock test. This was very helpful to measure the level of readiness.
- From the academic year 2021-22, apart from university entrance test, college initiated to administer a test of admitted trainees to check their readiness for the program.
- Physically disable trainees are interviewed with their guardians and efforts are made to provide academic support like issuing books in Braille , arranging practice teaching school near their residence and frequent meetings with guardians.
- Induction program has the core theme of assessing readiness to undergo professional education program. Extensive information's and instructions are given by principal to upscale their level of readiness during induction program and same is followed in mentorship program by faculty members.
- During pandemic it became evident that digital skills need to be upskilled. College designed value added course "Digital Competencies for Prospective Teachers" which has been very beneficial in successive year.
- After admission, students fill up Google form and give information regarding their medium of instructions and UG/PG. Google form is analyzed and students diversity is indentified which is supplemented during formation of practice teaching groups, medium of instructions, issuing books from library etc.
- Bilingual teaching learning process is the culture of college to satisfy learning needs of students.
- Notable alumni are invited to deliver lectures in the beginning of the year to upscale level of readiness of trainees to undergo professional education program.

Students expect that college give guidance for competitive exam. College organizes TET/TAT/CTET regiiours guidance programs.

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

2.2.2

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

1. Mentoring / Academic Counselling

2. Peer Feedback / Tutoring
3. Remedial Learning Engagement
4. Learning Enhancement / Enrichment inputs
5. Collaborative tasks
6. Assistive Devices and Adaptive Structures (for the differently abled)
7. Multilingual interactions and inputs

Response: A. Any 5 or more of the above

File Description	Document
Reports with seal and signature of Principal	View Document
Relevant documents highlighting the activities to address the student diversities	View Document
Data as per Data Template	View Document

2.2.3

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

Response: As an institutionalized activity in accordance with learner needs

File Description	Document
Reports with seal and signature of the Principal	View Document
Relevant documents highlighting the activities to address the differential student needs	View Document

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 14.14

2.2.4.1 Number of mentors in the Institution

Response: 7

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

2.3 Teaching- Learning Process

2.3.1

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

Response:

Various modes of teaching are adopted by faculty in their teaching learning for nurturing various skills like creativity, higher order thinking skills, communication skills etc.

Experiential Learning:

- For pedagogy of Mathematics and Pedagogy of Science, hands on activities are carried out. Trainees are exposed to the workshop for STEM education. Various mathematical kits are introduced for better conceptual understanding. Visit to Institute of Plasma Research, Gujarat Vigyan Sammelan and Mathematics Department is organized to enhance student's learning in the subject. Participation of trainees is sought in the research project "Experiential Learning in Teacher Education".
- For EPC course, visit to Heartfulness centre helped students understand and experience Yoga in Education course with a different perspective. Visit to deaf and mute school and blind school sensitized students towards inclusive education. For course paper Environment Education, visit to Environment Sanitation Institute is beneficial as experiential learning.
- For pedagogy of Social Science, visit to Indology department and Sardar Smarak are organized.
- To experience and explore pedagogy of Commerce, method-master organised an exhibition in which students of commerce stream prepare various models like GST, Mode of Transportation , Banking services, Insurance , Post etc.

Participative Learning:

- Group discussions and presentations are carried out for course -Psychology of Learner.
- Academic Poster Presentation is done for course - Inclusive Education.
- In pedagogy of Science, elocution competition and drawing competition are organized for developing analytical skills in the subject of science. Science magazines are prepared by students which is an exemplary task of participative learning.

ICT-based Learning

- In pedagogy of Gujarati, trainees prepare e-book for Std.VIII. Each trainee is assigned a chapter

from the syllabus of Std. –VIII. This e-book contains content, pictorial presentation of the content and video of trainees explaining the content.

- For Course – Advance Pedagogy, trainees prepare mind maps using ICT tools and presented in the class.

Workshop:

- Drama workshop is organized for Course - Art in Education . Students write scripts and perform various street plays.
- In pedagogy of English, workshop on ‘how to use TLM’ is conducted.
- “Art-integrated education” workshop is conducted as suggested in NEP-2020. Students prepare “Rangoli” based on their school subjects. They derive questions to be asked from rangoli.
- Workshop on “Story writing” is conducted in Pedagogy of Gujarati.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	View Document
Any other relevant information	View Document

2.3.2

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

Response: 96.88

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

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

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

2.3.3

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

Response: 100

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

Response: 99

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

2.3.4

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

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

Response: A. Any 4 or more of the above

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

2.3.5

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

Response:

Round the year, college organizes various scholastic and co-scholastic activities for developing professional attributes in students. Each activity is guided by faculty member who is the co-ordinator of the event.

Following efforts are put in the direction of continual mentoring:

Meetings are scheduled in timetable for mentoring.

- **Working in teams**

During the academic year trainees work in different groups during practice teaching, pedagogical activities, drama workshop and EPC course. These groups are frequently changed so that students adopt the quality of team work and team spirit. Group charge meetings are scheduled in timetable for mentoring.

- **Dealing with student diversity**

Round the year trainees are divided into different groups for practice teaching and practical work. Students are taken to different types of schools for practice teaching sessions by their group guide. In this scenario trainees experience diversity in school children and group in-charge mentors trainees to deal with them. Visit to specially abled children are organised to sensitise trainees towards prevailing classroom diversity. College organises school exposure program in which trainees are exposed to various types of schools. School exposure program serves as a torch light for trainees regarding how to deal with students diversity.

- **Conduct of self with colleagues and authorities**

Induction program proves to be beneficial to sensitize students towards their conduct. Orientation program comprises of orienting students with code of conduct and various SOPs which help them to maintain discipline within the institute and outside the institute. Subsequently mentor mentee program students are moulded towards conduct of self with colleagues and authorities.

- **Balancing home and work stress**

During mentorship sessions students are made free to express their concerns and stress. Mentor guides them towards the solution. As majority female trainees are enrolled for the program, CWDC organizes women empowerment and personality development program which deals with home and work balance. Visit to meditation centre with the faculty is an exemplary activity for stress management. Moreover, extension of submission dates are given in special cases for balancing home and work stress.

- **Keeping oneself abreast with recent developments in education and life**

Various events are organized round the year which seeks maximum participation of students in the area of recent developments. Expert talks, awareness programs are organized. College assembly in-charge

mentors students to bring recent readings and reflections on emerging issues in the assembly. NEP Taskforce programs, AGian ECO club activities, AGian Science club activities are conducted with continual mentoring. Every year, various visits to different institutes are organized which exposes students towards emerging trends. Students are mentored and motivated for inter college participation by the faculty members to expose them towards outer world and completion.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document

2.3.6

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

1. **Special lectures by experts**
2. **'Book reading' & discussion on it**
3. **Discussion on recent policies & regulations**
4. **Teacher presented seminars for benefit of teachers & students**
5. **Use of media for various aspects of education**
6. **Discussions showcasing the linkages of various contexts of education- from local to regional to national to global**

Response: A. Any 5 or more of the above

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

2.3.7

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

Response:

Case 1

In pedagogy of Gujarati, it was decided to prepare e-module for Std. - VIII Gujarati content. Students were explained the process of preparing module. Module preparation was a part of preparation of teaching learning material in Gujarati teaching. Students had to prepare video with content and pictorial presentation of content displayed in the background. It was compulsory for all method students to participate in this activity and do the submission. Students prepared e-module on their own and method-master guided them for the same. Module was prepared for each chapter containing video of content analysis, pictorial presentation and assessment techniques for that chapter or poem. After submission of each module, these modules were compiled in the form of e-book.

This activity was very much innovative in its own perspective. It was observed that students never came across such experience and were confused how to proceed. After repeated discussion by the method-master, they understood the procedure. It was found that trainees were very creative in preparing videos. Lot of brainstorming and peer learning happened while preparing modules. This activity developed content analysis skill and increased their language ability. Communication skills and ICT skills were sharpened by this activity. Trainees prepared presentation through their mobile device using various apps. During internship students used e-book in their teaching learning process in various schools.

Case 2

Experiential learning mode of teaching was adopted in pedagogy of Mathematics. During teaching it was found that students have very narrow understanding regarding the basic concepts of mathematics. So, it was decided that experiential learning mode will be adopted for the course Pedagogy of Mathematics. Students were given exposure to various techniques involved in experiential learning. Visualization, drama, experiment and games were identified to be practised for experiential learning. Various activities for each technique were discussed during the discussion of pedagogy of mathematics. Various mathematical kits were used for hands on try out. Practical geometry was experienced by the students through experiments and models. Trainees explored models to explain practical proof of theorems. Drama script were prepared and performed by students for few concepts of mathematics. Art integrated approach in teaching-learning was discussed and combination of shapes were presented in the form of rangoli. Questions were listed from rangoli design to sharpen visualisation of trainees. Different games like Housie, Bingo and Treasure hunt were constructed by trainees and played. Each activity of the technique was followed by reflection of trainees.

It was observed that trainees had no experience of activities in mathematics. Exposure gained by experiential learning nurtured their procedural skill and mathematical investigations, verification or validation process of mathematical statements and role of critical thinking, creative thinking in mathematics. This teaching learning process created concrete operational ecosystem and it enhanced trainees' professional attributes. The impact was evident during block teaching sessions.

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

2.4 Competency and Skill Development

2.4.1

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

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

Response: A. Any 8 or more of the above

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

2.4.2

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

skills and competencies such as

1. Formulating learning objectives
2. Content mapping
3. Lesson planning/ Individualized Education Plans (IEP)
4. Identifying varied student abilities
5. Dealing with student diversity in classrooms
6. Visualising differential learning activities according to student needs
7. Addressing inclusiveness
8. Assessing student learning
9. Mobilizing relevant and varied learning resources
10. Evolving ICT based learning situations
11. Exposure to Braille /Indian languages /Community engagement

Response: A. Any 8 or more of the above

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

2.4.3

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

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

Response: A. All of the above

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

2.4.4

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

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

Response: B. Any 3 or 4 of the above

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

2.4.5

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

- 1. Preparation of lesson plans**
- 2. Developing assessment tools for both online and offline learning**
- 3. Effective use of social media/learning apps/adaptive devices for learning**
- 4. Identifying and selecting/ developing online learning resources**
- 5. Evolving learning sequences (learning activities) for online as well as face to face situations**

Response: B. Any 4 of the above

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

2.4.6

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

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

Response: A. All of the above

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

2.4.7

A variety of assignments given and assessed for theory courses through

- 1.Library work**
- 2.Field exploration**
- 3.Hands-on activity**
- 4.Preparation of term paper**
- 5.Identifying and using the different sources for study**

Response: A. Any 4 or more of the above

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

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

College was affiliated to Gujarat university till 2020 and there after it was affiliated to Indian Institute of Teacher Education (IITE), Gandhinagar from 2020 to 2023. So college followed the guidelines given by the affiliating university.

1. Selection/identification of schools for internship: participative/on request

In Gujarat University B.Ed program, internship program was of two phases: semester 3 and semester:4. Trainees were free to select the schools keeping in mind the proximity, the abilities of trainees, the standard of schools, medium of instruction, distance from homes to schools, teacher requirements in the schools, etc.

In IITE B.Ed program, trainees have to select "School of Excellence" School through university ERP. The entire ERP system is managed by an affiliating University. The semester -3 internship is for 12 weeks and trainees have to gain experience in primary school. Semester-4 internship duration is of ----- weeks. For semester-4, trainees were free to select high school for the internship.

1. Orientation to school principal/teachers

College has prepared stipulated guidelines as suggested by affiliating university and the guidelines are communicated to school authority while seeking the permission.

1. Orientation to students going for internship

Practice teaching incharge will form groups of internships. Each group will have assigned internship group incharge. Practice teaching incharge will conduct internship orientation and instruct trainees. Group incharge will form a whatsapp group for internship instruction and communication. Trainees are instructed to post geotagged photos in the internship whatsapp group.

1. Defining role of teachers of the institution

Group incharge gives permission seeking letters to trainees. Consent letter duly signed by the school principal is submitted to the group incharge by the trainees. Faculty members arrange online meetings with their respective interns and mentor them. Group incharge visits the trainees who have selected local schools. Telephonic talk is done with the school principal. Group incharge are kept informed regarding internship progress by trainees through whatsapp group. Internship performance is evaluated by group incharge on the basis of detailed report submitted by trainees and marks are assigned. Relevant internship document record keeping is maintained by group incharge.

1. Streamlining mode/s of assessment of student performance

Internship performance is evaluated by the group incharge on the basis of a detailed report submitted by trainees and marks are assigned. In the IITE B.Ed program, trainees teaching performance was assessed by school authority. After completion of the internship, trainees hand over the sealed cover of the assessment sheets to the group incharge. College developed a rating scale to assess trainees overall performance during internship which has to be filled by the school principal.

1. Exposure to a variety of school setups

Exposure to a variety of school set-ups is taken care of by allowing schools like Schools of Excellence, Higher Secondary Schools, Primary Schools, Self-finance Schools, and English Medium Schools.

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

2.4.9

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

Response: 1.06

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

Response: 48

File Description	Document
Plan of teacher engagement in school internship	View Document
Internship certificates for students from different host schools	View Document
Data as per Data Template	View Document

2.4.10

Nature of internee engagement during internship consists of

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

Response: A. Any 8 or more of the above

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

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

Practice teaching incharge forms groups for internship and orientation session for internship is carried out.

Teacher educator

Each teacher educator plays an important role of group incharge during internship program. After the general orientation program, the group incharge conducts a meeting with the internship group and instructs them in detail. Group incharge explains about the role of interns in school, documentation during internship, attendance sheet and google form for leave note. group incharge are in constant touch with the internship group through whatsapp group. Trainees are instructed to post geotagged photos in the group after joining school and as and when they conduct any activity in the school. Group incharge are in touch with school counselor or school principal regarding trainees' performance. Trainees have to inform the group incharge and school principal if they are on leave and fill google form regarding the same. Trainees are instructed to submit an internship report on a monthly basis to the group incharge. Group incharge visits local internship schools.

After completion of internship, trainees submit an internship report, attendance report duly signed and stamped by school principal, internship completion certificate signed and stamped by school principal, duly signed index of teaching sessions conducted in the school, logbook and other documents studied by them in the school. Trainees have to submit a marksheet of assessed lessons in a sealed envelope to the group incharge. Group incharge compares the marks based on the documents received from trainee and records marks in internal book and university ERP.

School principal/teacher

School principals give permission to the trainee for internship and monitor trainees' performance. School teachers are appointed as counselors for the interns. The School Counsellor guides interns related to academic as well as co-curricular activities during the internship. School principals/Counsellors observe interns' activities and they are entitled to give marks to the interns which the college has to accept. School principal has to fill a feedback form about the professional attributes of a trainee.

File Description	Document
Documentary evidence in support of the response	View Document

2.4.12

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

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

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

Response: D. Any 1 of the above

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

2.4.13

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

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

Response: A. All of the above

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	View Document
Five filled in formats for each of the aspects claimed	View Document

2.5 Teacher Profile and Quality**2.5.1**

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

Response: 91.43

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.5.2

Percentage of fulltime teachers with Ph. D. degree during the last five years**Response:** 93.75**2.5.2.1 Number of full time teachers in the institution with Ph.D. degree during last five years**

Response: 6

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

2.5.3**Average teaching experience of full time teachers for the last completed academic year.****Response:** 13.29**2.5.3.1 Total number of years of teaching experience of full-time teachers for the last completed academic year**

Response: 93

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

2.5.4**Teachers put-forth efforts to keep themselves updated professionally through**

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

Response:

Teacher quality is the backbone of the institute. Faculty members actively participate in seminars, webinars, workshops, symposiums etc. to keep abreast with the latest developments and trends. Faculty member's teaching reflects their professional development in the form of positive teaching feedback obtained by the students. During lockdown faculty members were asked to put maximum efforts to upscale ICT skills and MS teams platform. Faculties practice innovative pedagogies and teaching learning activities round the year. New ideas and trends are incorporated in the form of college activity

which is coordinated by faculty.

- Inhouse discussion on current developments and trends:
- College organises national event on yearly basis. This is an excellent opportunity for faculty to update professionally.
- FDP organised within the college and in other institutes are attended by the faculty members.
- College has CTE centre, in which faculty members serve as program coordinator and resource person.
- College has NEP taskforce which has organised various programs to abreast faculty members with the developments suggested in NEP2020.
- Research committee is cautious enough to organise research base activities in the form of FDP, national seminar, inhouse discussion and mentorship to seek research grant. Outcome of the efforts is seen in the form of research paper publications, paper presentations, approval of research grants from funding agencies to the faculties.
- Faculties regularly attend SWAYAM courses, MOOCs, HRDC courses etc.
- Institutional visits are designed for exposure to the current trends in which faculty members participate actively.

1. Share information with colleagues and other institutions regarding policy and regulations:

- The college has a culture to share all the brochures and invitations received with the faculty members for equal opportunity of participation.
- Inhouse staff discussion is carried by the faculty member who has attended program.
- Faculty serve as coordinator, resource person, participant in various teacher training programs, judge etc.
- CTE center programs and NEP taskforce programs are the opportunity taken by faculty to deliberate discussions for regulations and policy matters.
- Faculty members serve as speaker in college podcast channel through which they actively reflect on current trends and policies.
- College hosts various seminars, conferences, workshops and webinars which serves as a platform to learn, share and network the information regarding policies and regulations.

File Description	Document
Documentary evidence to support the claims	View Document
Any other relevant information	View Document

2.6 Evaluation Process

2.6.1

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

Response:

As a part of the internal marking system, 30 marks are allotted for each theory course as per the university-guided structure followed for internal evaluation marks. The classification of 30 marks follows as 5+5+5+15, interpreted as Assignment, Presence, Overall Impression/CCE, and Preliminary Examination Marks converted into 15 marks. Continuous Comprehensive evaluation (CCE) is conducted which comprises of two kinds of evaluation. Assignments are given to focus on deriving thinking, problem-solving, and self-reflection. Workshops and Seminars are a part of CCE which are the learning activities that nurture efficacy in teamwork, compilation, presentation skills, analyzing and showcasing. Attendance and preliminary examination are considered for the same. Faculty members are given the flexibility to choose evaluation activities for internals.

For practice teaching, each lesson is evaluated through attendance, lesson planning, guidance, and execution of the lesson. Marks are assigned separately for each lesson and put in college register. The record of CCE is maintained in the internal ledger and uploaded to the university ERP. Weightage for theory and practical are validated. Emphasis on higher-order thinking and problem-solving capabilities in designing question papers in practice. With the implementation of outcome-based education, questions are framed in alignment with the course learning outcomes. E-portfolio is prepared by each Trainee and is showcased during viva which is conducted at the end of the course. Trainees work under different group guide for different scholastic activity. This practice adds neutrality in marking. The internal marks are displayed on bulletin board prior to submission to university. This is exemplary approach for transparency.

File Description	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View Document

2.6.2

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

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

Response: A. Any 4 or more of the above

File Description	Document
Details of provisions for improvement and bi-lingual answering	View Document
Copy of university regulation on internal evaluation for teacher education	View Document
Any other relevant information	View Document

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

The Institute's mechanism to deal with examination-related grievances is transparent, time-bound, and efficient. The trainees can approach the Principal, Teacher-Educator, and to exam in charge to redress their examination-related grievances as per the requirement of and jurisdiction of grievances. The views of each grievant and respondent are respected. An examination committee addresses oral and written grievances received are discussed in the committee meeting and resolved.

Due to the pandemic situation, online and work-from-home patterns, online exams were conducted for students through Google Forms. Trainees who had difficulty during online exams were allowed to communicate with examination in charge and resolve the issues. As and when the University communicates regarding change in examination, the Institute authority serves as a liaison and communicates with trainees.

2.6.4

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

Response:

At the commencement of the academic year, the university publishes an academic calendar based on which the institution prepares academic calendar comprising the relevant information regarding various events of college to be organized, practical work details, and dates of the semester end internal examination. The academic calendar is prepared by following the norms of NCTE and is circulated to trainees well in advance for the smooth functioning of the college. During pandemic, situational changes were required often and accordingly college had to make changes in the academic calendar. During lockdown, the internal assessment was conducted through online mode which was directed by the government of Gujarat.

Freedom is accorded to the faculty members to arrange internal evaluation within the framework of the Academic Calendar. For practice teaching sessions, the Academic Calendar is prepared in consultation with practicing schools. Minor changes are made in the scheduled dates based on requirements from the

practice teaching schools. Internship programs are scheduled at different levels to continuously assess the trainee-teachers' progress and improvement in teaching skills. Practical work is conducted as the Academic Calendar has allotment and submission dates for applicable tasks. Internal marks are to be uploaded in the University ERP at a given period. Comprehensive participation in various activities organized by the college is considered.

File Description	Document
Academic calendar of the Institution with seal and signature of the Principal	View Document

2.7 Student Performance and Learning Outcomes

2.7.1

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

Response:

There are three main components in a teacher education program: Theory, Practical tasks and Practice teaching. Practical tasks like case study, action research, book review, TLM preparation, test construction are the application part of theory courses. PLOs are defined keeping all three components and CLOs are defined to satisfy PLOs.

During the induction program PLOs are communicated by the principal. PLOs are closely aligned with the graduate attributes identified by UGC. CLOs are communicated by relevant course teachers during their sessions. PLOs and CLOs are displayed on the website. Faculty members identify mode of teaching-learning as per the CLO mentioned. Mapping of CLO with PLO is done and it serves as a guideline for faculty while identifying teaching-learning process, activity to be assigned and assessment. Faculty members prepare a teaching portfolio in which learning resources, activities and assessment techniques are mentioned. CLOs are as per Bloom's taxonomy and so faculty members design the teaching-learning process keeping Bloom's taxonomy in mind. Teaching- learning process initiates from knowledge and gradually moves towards creation. Faculty members provide diverse learning experiences to align with CLO.

Faculty members design practical hands-on training, workshops, group discussions, communication skill development workshop etc teaching learning process for course like Enhancing professional Competency (EPC) and Language Proficiency course (LPC).

Various seminars, workshops, webinars are hosted by the college in which trainees participate. These activities have a trajectory path from knowledge to creation. These events have predefined objectives which are very much aligned with the CLOs. These predefined objectives of the events are communicated to trainees through brochure and introductory session.

Practice teaching program is conducted with great precision as its learning outcomes are very much deeply rooted with the PLO. Each lesson is evaluated on a predefined assessment scale based on CLO.

Practical tasks are explained and trainees perform and note their reflection on pre listed points.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.7.2

Average pass percentage of students during the last five years

Response: 99.19

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	46	49	50	50

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

2.7.3

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

Response:

Trainee's performance is mainly measured in terms of marks. Performance of trainees during classroom teaching is measured by questioning and interaction put by them in the classroom discussion. Faculty members mainly adopt student centric pedagogy and so performance is visible. Trainees are evaluated through CCE and prelim exams. Assessment is as per the defined CLO. Eg.for Enhance Professional

Capabilities (EPC) course, assessment is in the form of practical work as said in CLO. For Language proficiency course (LPC) trainees are assessed orally to monitor their progression in language proficiency. As per CLO of Enhance Professional Capabilities (EPC) course “Drama in Education” trainees have to attend drama workshop, do the script writing assignment and perform the drama

During practice teaching, trainees are instructed to prepare lesson plan in a book prior to their performance. This lesson plan is checked and due corrections are incorporated by trainees. Afterwards trainees demonstrate their lesson which is observed by group in charge faculty and necessary observations are noted and communicated. During microteaching, the said comments are to be incorporated for reteach lesson. This process is followed to observe progressive performance. After explaining the skill, online MCQ test is administered to observe students understanding. Peer observation and feedback is another mode opted to monitor the performance of the trainees during practice teaching.

Practical tasks are identified as per the CLOs of the course paper. Discussion of the practical task like case study, action research, psychological testing, TLM preparation, EPC assignments etc.is carried out in general class with a structured format. Trainees are then divided into groups and faculty members act as group guides. Trainees are given predefined points to perform the task and prepare the report. Submission date is mentioned in the academic calendar and trainees will submit the task report to their group guide. This process helps faculty members to maintain trajectory path of student’s performance. Each practical task is assessed and marks are entered in internal marks ledger.

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

2.7.4

Performance of outgoing students in internal assessment

Response: 98.04

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

Response: 50

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

2.7.5

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

Response:

For LPC course in sem-4, trainees have to study Sanskrit language. CLO of the course is mainly language proficiency and speaking skills. College organizes “Sanskrit Sambhashan” sessions. Assessment task like Letter writing on post card is assigned. Trainees could satisfactorily perform.

Digital skills of trainees need to be upscale. College designed value added course “Digital Competencies for prospective teachers”. Trainees get enrolled, go through the prerecorded videos, submit assignments and take the test. They receive completion certificate only after satisfactory performance in the course.

During regular classroom interaction and practice teaching it was felt that presentation skills of students have to be enhanced. So during CCE and classroom teaching group discussion method, symposium, seminar presentation were implied by faculty.

File Description	Document
Documentary evidence in respect to claim	View Document
Any additional information	View Document

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response:

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0.4

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

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

File Description

Document

Sanction letter from the funding agency

[View Document](#)

Data as per Data Template

[View Document](#)

3.1.2

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
5.18	0	0	0	0

File Description

Document

Sanction letter from the funding agency

[View Document](#)

3.1.3

In-house support is provided by the institution to teachers for research purposes during the last

five years in the form of:

- 1. Seed money for doctoral studies / research projects**
- 2. Granting study leave for research field work**
- 3. Undertaking appraisals of institutional functioning and documentation**
- 4. Facilitating research by providing organizational supports**
- 5. Organizing research circle / internal seminar / interactive session on research**

Response: C. Any 2 of the above

File Description	Document
Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View Document
Documentary proof for each of the claims	View Document
Data as per Data Template	View Document

3.1.4

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

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

Response: B. Any 3 of the above

File Description	Document
Reports of innovations tried out and ideas incubated	View Document
Any additional information	View Document

3.2 Research Publications

3.2.1

Average number of research papers / articles per teacher published in Journals notified on UGC

website during the last five years**Response:** 3.59**3.2.1.1 Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
6	3	1	4	9

File Description	Document
First page of the article/journals with seal and signature of the Principal	View Document
E-copies of outer jacket/content page of the journals in which articles are published	View Document
Data as per Data Template	View Document

3.2.2**Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years****Response:** 2.19**3.2.2.1 Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
1	3	2	6	2

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

3.3 Outreach Activities

3.3.1

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

Response: 1.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	1	2	3	0

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

3.3.2

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

Response: 80.81

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

2022-23	2021-22	2020-21	2019-20	2018-19
99	100	100	101	0

File Description	Document
Report of each outreach activity with seal and signature of the Principal	View Document
Any additional information	View Document

3.3.3

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
99	100	100	101	95

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

3.3.4

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

Response:

College plays proactive role in community services. As a TEI, Trainees are trained to conduct outreach programmes during their internships. Various programs like:

- Making eco-friendly Ganesha & spreading message of 'Save Environment'.
- Cleanliness drive & performing drama on cleanliness mission.
- Spreading awareness of e-waste management & organizing e-waste collection drive.
- Performing street plays to spread awareness regarding to social issues.

During pandemic, College prepared Corona Awareness Magazine which was uploaded on social media to give information about Corona. College distributed masks as a safety measure. College organized "Corona SatheJivanSangeet" online webinar and invited doctor to give scientific information regarding corona virus and measures to balance lifestyle. 127 participants from all over Gujarat were benefitted from the webinar.

Trainees volunteered to Gujarati medium school and put effort to make school students proficient in English communication.

College has launched podcast channel 'AGian Voice' which serves as a platform to spread the stories of unsung heroes in the field of education and inspire other teachers.

College has structured NEP-taskforce and various webinars, seminars are organized to spread the awareness of NEP-2020 among school sector & other TEIs. Podcast channel broadcasted seven episodes on NEP-2020.

As directed by Election Commission, college has identified student ambassadors to perform duty of spreading awareness regarding to 'importance of voting' in community.

College has 'Panchprakalp' programme under which students organized activities like spreading awareness of organic farming, save soil, importance of yoga education, eradication of social evils etc.

Cycle rally was organized to spread message of 'Save Environment'.

College has a functional MoU with E-waste management company & college motivates trainees to collect E-waste from their neighborhood for scientific disposal and contribute in E-Waste Collection Driveheld at college.

Under the banner of CWDC, college organized 'Breast Cancer Awareness Campaign'. Breast cancer surgeon was the resource person and family members of staff; faculty members of various colleges & parents were benefitted. Attendees were offered free breast check-up by the doctor.

College scheduled 'organ donation awareness campaign' and prepared street play on the same. Street play was performed in practice-teaching school.

File Description	Document
Report of each outreach activity signed by the Principal	View Document
Any other relevant information	View Document

3.3.5

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

Response: 1

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

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

File Description	Document
Data as per Data Template	View Document
Appropriate certificates from the awarding agency	View Document

3.4 Collaboration and Linkages

3.4.1

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

Response: 0

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

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

File Description	Document
Data as per Data Template	View Document

3.4.2

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

Response: 3

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

Response: 3

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

3.4.3

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

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

Response: C. Any 3 or 4 of the above

File Description	Document
Report of each activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Any additional information	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

Infrastructure of the college satisfies infrastructural norms prescribed by statutory body, NCTE. NCTE has prescribed 1500sq.mt built up area and college has **1842.72 Sq.Mts** area exclusively for the use of college. College is situated in the heart of the city which is well-connected with public transport from all parts of the city. College has ample green flora and fauna. College has adequate facilities for Teaching-Learning with each classroom facilitated by ICT support. Every classroom has an amplifier system, LCD projector and sufficient soft boards to display teaching-learning resources. Classrooms are airy. They are equipped with proper natural as well as artificial lights and fans. For two-year B.Ed. course, College has two classrooms with seating capacity of hundred (100). College offers seven pedagogical subjects and there are sufficient method-rooms with storage space for TLM. College has a well- equipped Science Lab which trains Science students to perform experiments in schools. College has a Digital Education Learning lab (DEL Lab) equipped with computers. Students are allowed to do their digitization work in this lab. Each faculty member is facilitated by computers to perform their tasks.

There is a big playground for students which is used for sports activities. The college has a separate Badminton court & volleyball play area.

Rich Library serves as a knowledge resource centre for stakeholders. College has sufficient books and subscribes to various magazines through which students are benefited. Library facilities are utilized for exchange of books as well as reading room. Hygienic sanitation and pure drinking water facilities are offered to students and faculty.

File Description	Document
List of physical facilities available for teaching learning	View Document
Geo tagged photographs	View Document
Any additional information	View Document
Link for additional information	View Document

4.1.2

Percentage of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom,

LMS, video and sound systems etc. during the last completed academic year.

Response: 77.78

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

Response: 7

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

Response: 9

File Description	Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document

4.1.3

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
1.59	4.47	4.17	2.36	3.62

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View Document
Data as per Data Template	View Document

4.2 Library as a Learning Resource

4.2.1

Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software

Response:

The institution has purchased SOUL 2.0 software from UGC 10th Plan Grant. Library functioning is automated with the help of the software.

File Description	Document
Bill for augmentation of library signed by the Principal	View Document

4.2.2**Institution has remote access to library resources which students and teachers use frequently****Response:**

Library of the college acts as a knowledge resource center. Library has various books, reference books, journals, e-books, magazines, education reports etc. College library has SOUL software in working.

Teaching faculty has access to various learning resources through n-list. College every year renews the n-list subscription for faculty.

A list of the books available in the library is uploaded on the college website. Students are instructed regarding the use and mode of the library during the library induction session. Students have the facility to search the book availability and the identified book has to be issued physically from the library. E-books and e-learning resources are suggested by faculty.

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

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

Response: D. Any 1 of the above

File Description	Document
Receipts of subscription /membership to e-resources	View Document
E-copy of the letter of subscription /member ship in the name of institution	View Document
Data as per Data template	View Document
Any additional information	View Document
Link for additional information	View Document

4.2.4

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

Response: 0.19

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.33	0.25	0.01	0.21	0.16

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

4.2.5

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

Response: 3.06

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

Response: 106

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

Response: 54

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

Response: 57

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

Response: 53

4.2.5.5 Number of teachers and students using library for Month 5 (not less than 20 working days) during the last completed academic year.

Response: 54

File Description	Document
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the last completed academic year with seal and signature of both the librarian and principal	View Document
Any other relevant information	View Document

4.2.6

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

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

Response: D. Any 1 of the above

File Description	Document
Data as per Data Template	View Document
Any additional information	View Document

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

The Institution earlier had a BSNL Internet connection given by the Government of Gujarat. During the pandemic, online teaching was at its pinnacle. So, BSNL connectivity became an issue. On request by the Principal, the Management of the College procured a better Internet connection from BeeKayITNetSec Solution Pvt. Ltd. Internet connection was procured on 22/03/2021.

Teaching staff and admin staff avails the facility of wifi connection. Regular updates are installed in ICT facilities. Tally software is updated to tally prime and now entire accounting is hosted on a cloud base system. Antivirus softwares installed in ICT devices are updated and renewed regularly. For the admin office, RAM in desktops were upgraded due to the need for increased speed and space. Biometric machine and CCTV are installed and their softwares are upgraded timely. SOUL software in the library is updated for the ease of automation in the library. Staff has the facility of wifiprinter. Computer lab is updated timely.

File Description	Document
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	View Document

4.3.2

Student – Computer ratio for last completed academic year

Response: 4.3

File Description	Document
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View Document
Data as per Data Template	View Document

4.3.3

Internet bandwidth available in the institution

Response: 50

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

Response: 50

File Description	Document
Receipt for connection indicating bandwidth	View Document

4.3.4

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

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

Response: C. Any 2 or 3 of the above

File Description	Document
Data as per Data Template	View Document

4.4 Maintenance of Campus and Infrastructure**4.4.1**

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
9.6	10.97	8.11	9.72	9.64

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

4.4.2

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

Response:

College has an infrastructural development committee which takes care of maintenance and refurbishment of physical, academic and support facilities. SoP for the infrastructural development committee is prepared. In the beginning of the academic year, college prepares a budget in which estimated needs and budget for maintenance, refurbishment of infrastructure is put. Once the budget is passed by the governing body, college can send their needs as per the requirement. If a need arises to any staff member, they have to approach the infrastructure development committee and the need can be justified. College has the building in sharing usage with the D.El.Ed course running in the noon shift. Teaching classrooms are separately allotted to both the colleges. The college campus has wi-fi facilities. College has sufficient sanitation facilities with a sanitary napkin vending machine installed in the girls washroom and clean drinking water facility. Outdoor area has green cover with good flora and fauna. Green cover is cut and maintained regularly. Leveling of pathways is done during monsoon to avoid water logging. Ample parking space for students and staff is available. As the college has a big playfield, students enjoy outdoor games. College provides needed sports equipment to students.

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

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

Response: B. Any 4 or 5 of the above

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

5.1.2

Available student support facilities in the institution are:

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

Response: D. Any 5 of the above

File Description	Document
Upload any additional information	View Document
Geo-tagged photographs	View Document
Paste link for additional information	View Document

5.1.3

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

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

Response: B. Any 5 of the above

File Description	Document
Data as per Data Template for the applicable options	View Document
Composition of the student grievance redressal committee including sexual harassment and ragging	View Document

5.1.4

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

- 1. Monetary help from external sources such as banks**
- 2. Outside accommodation on reasonable rent on shared or individual basis**
- 3. Dean student welfare is appointed and takes care of student welfare**
- 4. Placement Officer is appointed and takes care of the Placement Cell**
- 5. Concession in tuition fees/hostel fees**

6. Group insurance (Health/Accident)**Response:** A. Any 5 or more of the above

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

5.2 Student Progression**5.2.1****Percentage of placement of students as teachers/teacher educators****Response:** 15.45**5.2.1.1 Number of students of the institution placed as teachers/teacher educators during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
15	10	08	01	04

File Description	Document
Data as per Data Template	View Document
Appointment letters of 10% graduates for each year	View Document
Annual reports of Placement Cell for five years	View Document

5.2.2**Percentage of student progression to higher education during the last completed academic year****Response:** 15.69**5.2.2.1 Number of outgoing students progressing from Bachelor to PG.**

Response: 7

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

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

Response: 1

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

5.2.3

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

Response: 10.57

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	5	1	1	4

File Description	Document
Data as per Data Template	View Document
Copy of certificates for qualifying in the state/national examination	View Document

5.3 Student Participation and Activities

5.3.1

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

Response:

The students' council/Union is an essential part of the Institute functioning. Various committees are framed for the smooth functioning of the institutional work. The purpose of the student council is to give students an opportunity to develop leadership by organizing and carrying out responsible activities. General Secretary (GS) and Ladies Representative (LR) appointed as per the University guidelines. The Student Union Incharge Professor prepares a list of the students from different pedagogical subjects and after interviewing students they are selected for the students union, Students union members are further distributed in portfolios as per their interest and competency. Student council is framed following university norms.

Different Committees like Prayer and Assembly Committee, Sports Committee, Bulletin Board Committee, CWDC, Educational Committee etc. are framed. Moreover college frames different committees under the SAPTDHARA Program like Gyandhara, Sarjanatmak Dhara, Rang Kal Kaushalya, Natya, Geet Sangit Nrutya, Yog Spors and Samajik Dhara. Our college has a tradition to appoint two student leaders under each committee under the guidance of one faculty member.

Members of the Student Union serve as a bridge between the students and the administration. Not only do they ensure that the grievances of student population reach the authorities, but also act as the students' representatives in the process of making important decisions.

The Students' Union also assists in-charge faculty in conducting and organizing various co-curricular and extra-curricular activities. College organizes and celebrates different days and activities with the consultation of these committees. So all these committees plays a key role in college functioning.

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

5.3.2

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

Response: 7.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
9	11	1	9	8

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

5.4 Alumni Engagement

5.4.1

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

Response:

Alumni associations provide valuable resources and networking opportunities. The most visible involvement of the alumni is by contributing their time to participate in activities of the college, mentoring students, leveraging their contacts to support placements and internships and inviting college students at their workplace to upskill during the B.Ed program.

Alumni Association of the college was established in the year 2005-06. College has registered Alumni Association " **A.G.Teachers College Bhutpurva Vidhrathi Mandal** (A.G.Teachers College Alumni Association) from Date 9/03/2016 Reg. No-A-4388. The membership fee was revised in December-2022. Alumni membership fees was 500 till December 2022 and it is revised to Rs.200 from December-2022 onwards. The Alumni Association has its bank account and PAN card.

Alumni association plays a key role in Institutional development. Regular meetings of the Alumni association are held in either offline or online mode. Post covid, online meetings have been accepted as a trend and becomes more convenient to alumni for joining. Prof. In charge of Alumni Association takes care of the activities of the Association and maintains MoM. Alumni Association office bearers are appointed and they help in alumni activities.

Alumni association members Database is prepared. Alumni are engaged in various roles and responsibility for institutional development. Alumni are invited as judges, panelists, guest speakers, mentors during practice teaching, curriculum delivery experts for online sessions, job placements etc. The college seeks the participation of alumni as and when national and state-level programs are organized.

The college receives sponsorship from the alumni for organizing programs and helping the economically weaker section students.

The college has a green alumni garden. The maintenance of the college garden is carried from the alumni fund and partially from the management fund.

File Description	Document
Details of office bearers and members of alumni association	View Document
Certificate of registration of Alumni Association, if registered	View Document
Paste link for additional information	View Document

5.4.2

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

1. **Motivating the freshly enrolled students**
2. **Involvement in the in-house curriculum development**
3. **Organization of various activities other than class room activities**
4. **Support to curriculum delivery**
5. **Student mentoring**
6. **Financial contribution**
7. **Placement advice and support**

Response: B. Any 4 or 5 of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	View Document
Income Expenditure statement highlighting the alumni contribution	View Document
Documentary evidence for the selected claim	View Document

5.4.3

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

Response: 4

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

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

File Description	Document
Data as per Data Template	View Document
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View Document

5.4.4

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

Response:

Alumni association serves as a vital bridge between College past present and future playing a multifaceted role in shaping newly enrolled students. college has registered alumini association. College alumni who are principal in different schools are invited to the college to deliver lecture on effective functioning of school, role and duties of teacher in the school, government responsibilities as a teacher in the school etc.

Alumni are invited for interaction with newly enrolled students. College invite alumni as expert speakers in webinars , judges in the events. guest speaker in the event. College is fortunate to get the financial help from alumni for the needy students in the form of donations. Alumnus informs placement officer regarding job opportunities in their school which is posted in whats app group by placement officer. College receives overwhelming response in the practice teaching when college alumni is one of the stakeholder of the school.

Meetings of alumni association are very objective to take college to new heights. Online meetings are held yearly and innovative ideas are shared by the alumni. College highlights success stories of alumni in the field of academic, cocurricular or professional field by showcasing the story in college students group. This not only boosts the self esteem of recipient but encourages others too. At its core, alumni association fosters a sense of community and belonging with current students.

Following are the activities conducted in last five years by alumni association:

1. Alumni Sponsored National level Elocution Competition-Past-Present and Future of Science
2. Alumni Garden Maintenance

3. Alumni Lecture Series
4. TET-TAT Training Program
5. Online Webinar
6. School Exposure-Alumni Lecture Series
7. Sneh Milan
8. Overview of School of Excellence
9. Film Review Lecture
10. Financial Awareness Lecture

To make alumni association more proactive and progressive alumni portal is design and functioning.

File Description	Document
Documentary evidence in support of the claim	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Institution's vision statement reflects on qualitative aspect. To make quality the defining element of college through a combination of quality promotion and sustenance initiatives, various bodies are framed like academic council, advisory body, IQAC. These committees witness the presence of member of Governing body, college principal, academic advisor, director of management, alumni members, IQAC coordinator, admin staff and senior faculty. So, the representation of stakeholder is well balanced. Measures like annual planning, budget allocation, quality measures etc. are taken up by the Quality sustenance committees. Regular academic council and advisory committee meetings are held with an objective of quality sustenance. Annual activity plan is prepared by individual faculty and is compiled by IQAC coordinator, which is then discussed with the principal. The activity plan is presented in IQAC and advisory committee to align it better with mission of the college. Approved activity plan is executed by faculty members. So, bottom-up approach is the culture of governance in the college. Students design activities under the supervision and guidance of faculty member. Principal serves as director of the activity which is the reflection of effective leadership and participatory approach.

The essence in the mission reflects highly professional and competent teacher to be nurtured through rigorous training.

Rigorous training is the culture of the college. Balanced blend between practices and contemporary trends is the core element while designing the activity. Various efforts in the form of webinar, seminar, workshop, guest speakers etc. are put by the coordinator faculty under the guidance of college principal for stakeholders. Faculty development programs are designed with great precision and college serves as a benchmark leader by hosting programs for faculty and students other than college stakeholders. At the end of the year, annual report of college is presented in front of advisory and IQAC committee. Reflection on the annual report is incorporated in coming year plan. To maintain quality of teaching, regular feedback from trainees is taken and faculty appraisal is conducted by academic adviser. Faculty appraisal is very motivating and guiding force for quality enhancement by faculty. Non-teaching staff appraisal is conducted in presence of principal and management secretary. College is aware enough to organize admin staff development program to enhance professionalism among all stakeholders.

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

6.1.2

Institution practices decentralization and participative management

Response:

College has imbibed decentralized and participative management practices as its value system. Decentralization approach is implemented to make each stakeholder responsible for their actions. Representation of various stakeholders like management authority, alumni, principal of the college, teacher educators, students, employers etc. are visible in various committees and councils. Academic Council, Advisory Committee, IQAC body, portfolio in charge, students union members are representatives of various stakeholders.

Academic council

Management director, academic advisor, principals of various management-handled grant-in-aid colleges and deputy secretary are the members of the academic council. Quality aspects of functioning and teaching learning process are discussed during the academic council meetings. Various SOPs are discussed and as a mode of the decentralisation, colleges have liberty to modify the sop as per their functioning.

Advisory body

Advisory body is framed for specific colleges in which management director, academic advisor, governing body member, principal of the college, IQAC coordinator, alumni and deputy secretary are the members. Advisory body mentors regarding admission, attendance, events and activity of the college, placement, activity plan and review of the same. Committee members are free to open up and absorb the inputs given by others.

IQAC

IQAC is constituted as per NAAC guidelines. Thus, IQAC members are representatives from management to students. To respect the decentralisation in participatory process, each faculty member prepares activity plan and submits to IQAC coordinator. Coordinator compiles the activity plan and

submits to the principal of the college. After due changes from college level, this activity plan is put up in the advisory body. Thus, each teacher educator's participation is reflected in advisory body in the form of activity plan. Once the activity plan is approved by advisory committee, IQAC coordinator directs teacher educators to carry on the activities as mentioned by them in activity plan.

In consultation with the advisory committee, IQAC coordinator brain storms the hard spots of the college and designs developing programs to overcome the challenges. Timely AQAR submissions are the classic example of harmonious participatory approach between academic, admin and management functioning.

Portfolio Distribution

In the beginning of the year principal conducts staff meeting and distributes various portfolios which are aligned with the daily functioning of college to teacher educators. Portfolio incharge is responsible to design and implement the relevant activity. Government circulars and University circulars are given attention and implemented by relevant portfolio in charge as and when needed. Portfolio incharge is responsible from designing of activity to writing report of that activity. A common faculty meeting is headed by the Principal, if needed to discuss and distribute responsibility for the task.

Student Union

Student union is constituted of faculty members and students. Various committees are constituted under the umbrella of students union. Student's activities are organised by student union after the due consultation with a respected teacher educator and principal. The activity plan is executed with the support of the students union.

Thus, the functioning of the college is embarked by the escalation matrix from the student union to the academic council.

File Description	Document
Relevant documents to indicate decentralization and participative management	View Document
Link for additional information	View Document

6.1.3

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

Response:

Proper procedures given by Government, UGC, NCTE, State, affiliating University and management are adhered in day to day functioning of the college to maintain transparency.

Financial:

All financial records are digitized and tally software is used for transactions and to maintain the records. Regular internal and external audit is a practice of the college. Audited reports are sent to management.

To maintain transparency in financial matters, the grant utilization committee is proactive when grants are received. As per the need, grants are allocated and disbursed.

Bank accounts of the college are operated with dual signatures, one being that of Principal and other from management. Fees is collected as per university norms and receipt is given for the collected fees. SoP for audit, fees collection, accounts etc. is followed to make the functioning process centric and not person centric.

Scholarship details are messaged to trainees and due procedure is followed from the college Expenditure statements are uploaded in PAR and NCTE annual reports.

Academic:

Academic transparency is obtained by putting the following practices:

- Academic calendar is prepared in the beginning of the year.
- College rules and regulations are printed in the college form and brochure. During induction program, college principal explains rules and regulations regarding discipline, attendance, examination etc to the students for better clarity.
- Teaching feedback is obtained from students for each course paper and faculty members' feedback is analysed and discussed during appraisal meeting with the faculty.
- Academic audit is conducted for academic transparency.
- Teaching feedback, course completion, faculty attendance, student attendance, activity reports etc. are monitored by the process of yearly academic audit.
- Events organised in the college are uploaded on social media with geo tagged photographs.
- College follows prescribed guidelines and regulations identified by NCTE and affiliating University.
- Registers are maintained to record internship performance and feedbacks are obtained from various practicing schools during the internship.
- Practice teaching sessions are conducted in various schools with pre approval of the schools.
- Internal marks are displayed on the notice board before submitting to the affiliating university. Internal marks are noted in internal ledger book by respective faculty members.
- Attendance records of students is maintained in Excel sheet and Biometric attendance of faculty members is maintained.
- SOP for academic functioning is informed to students during induction program.
- Circulars received from affiliating University, Government, UGC, NCTE and other institutions are circulated to staff members for information.
- Credit distribution table for faculty is prepared in the beginning of the year after course distribution to ensure equity in workload.
- Timely authentication of roster is processed in government. Recruitments are processed as per NOC received from the government.

Administrative:

- Regular staff meetings are held and minutes of meeting are maintained.

- During orientation program, students are informed regarding SGRC.
- Biometric attendance of non teaching staff is maintained along with the muster.
- Financial audit and academic audit are conducted regularly.
- AISHE, PAR, NCTE yearly report, AQAR are submitted timely and uploaded on college website.
- SOP for admin are designed and followed.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	View Document
Any additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

Strategic plan is carefully designed with the emergence of NEP 2020. College is well mindful of being proactive as a leader in teacher education. As college has an upgraded status of CTE, teachers training is a part of activity plan. As mentioned in strategic plan, it became essential to setup centres with an objective to give momentum to the policy vision. Research conducted by the faculty revealed that awareness regarding NEP 2020 among school teachers is very essential and mentoring regarding pedagogical transformation is mandatory to fulfil the goals of policy. This urge gave birth to Center for Pedagogical Innovation to incubate and disseminate pedagogical innovations and NEP taskforce committee which was committed to take up leadership to spread the awareness of NEP 2020. College took the leadership for organising programs like webinars, seminar, training program, episodes on college podcast channel to spread the awareness of vision and roadmap of NEP 2020. Center for Pedagogical Innovation (CPI) hosted innovative pedagogical competition for preservice teachers. The competition served the purpose of bringing awareness regarding innovative pedagogies among teacher education colleges. Following activities are hosted by NEP and CPI committee:

- Webinars on the theme: NEP2020 and school education, assessment techniques as per NEP2020,
- Podcast episodes: Mentoring, Equitable education, Inclusive education, National Research foundation, Concept of multidisciplinary education, Academic support in HEI, NEP2020 and Gandhian thoughts, Bagless days
- Street play: Awareness of NEP 2020
- Seminar: NEP 2020 – A step towards *vishwaguru*
- Pedagogical Competition: Teaching Mathematics through Experiment Method, Teaching Commerce through Flashcards.
- Experiment in school: Fishbowl Technique

Research Paper presentation on Fishbowl Technique

File Description	Document
Documentary evidence in support of the claim	View Document
Link to the page leading to Strategic Plan and deployment documents	View Document
Link for additional information	View Document

6.2.2

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

Response:

As per the organogram, teaching and nonteaching staff directly reports to the principal and principal reports to director and academic adviser. Academic advisor, is an eminent personality, former provost guides academic affairs of the college.

Governing body plays key role in the college setup. Director and academic advisor makes the presentation of college's yearly report and seek inputs from governing body. These inputs are incorporated in the next year planning. So, the organogram matrix is effectively functioning.

Advisory body looks into the academic integrity and upscaling the college. College principal and IQAC coordinator present activity plan in the advisory. Inputs are incorporated and college plans its functioning as per the activity plan. Discussion regarding current issues and development are a part of agenda in the advisory. Governing board member is thus acquainted with the college functioning.

Moreover, various SoPs regarding daily functioning of academic and administrative functioning is prepared and every staff member is acquainted with SoP. SoP are discussed in IQAC meetings. SoP plays a major role in making the functioning efficient and transparent. Documents like Energy usage policy, Ecoclub policy, code of conduct etc. are presented in IQAC and made functional.

Service rules are followed in terms of workload, sanction of leave, CAS, promotion of nonteaching staff, code of conduct, pension scheme, yearly increments etc. Service book of each staff member is maintained and updated timely. College is vigilant enough to get roasters authenticated timely by government. NOC are sought from the GoG and Recruitment procedure is followed as per government directions. Interviews are conducted as per government norms and appointment of the staff is done by management. For adhoc recruitments management strictly follows the minimum qualification prescribed by GoG for the relevant post.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link to Organogram of the Institution website	View Document
Link for additional information	View Document

6.2.3

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

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

Response: A. Any 6 or more of the above

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

6.2.4

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

Response:

Academic Council is a body framed by college management consisting of principals of college and sister concern colleges, academic advisor and director. During pandemic, an online meeting was held on 14/05/2020 in which concerns were raised regarding to online shift in teaching. It was directed to principals of all colleges under the umbrella of management that they need to identify the capacity of teaching staff in terms of ICT Skills. Because of WFH it was decided that colleges will focus on upskilling of online teaching. In this direction, college principal instructed teaching faculty to attend webinars of their interest and upskill related to ICT Skills. In this direction college exercised an online

survey of faculty members to gauge the need of ICT training. College decided to organize webinars on the theme of "new normal of teaching" for various subjects for college faculties as well as for other colleges. Good participation was sought in this direction. Satisfactory report of these activities is reflected in the minutes of Advisory Committee dated 05/10/2020.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	View Document
Action taken report with seal and signature of the Principal	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Faculty empowerment is an important aspect to contribute quality to any institution. Measures adopted for the welfare of the staff and faculty are as mentioned below:

Our institute provided a hostel facility to the newly recruited teaching faculty by receiving very nominal fees as a token.

*Provides academic freedom for staff members, funding faculty development programs, deputed on duty for attending Workshops, Seminars, permission for higher studies.

*Delightful atmosphere in the staffroom. Prayer room for peace and tranquility.

*Spiritual nourishment is provided through assembly and by celebrations meetings.

*Faculty members are appreciated for their academic achievement.

*Staff members are given leave facilities as per the University Grants Commission (UGC) and state level rules.

* Library resources, journals and other required reading materials are made available to staff to enrich their content.

*Faculty is informed about their Career Advancement Scheme (CAS) and the provision to secure them whenever they are eligible.

* The institution organizes seminars, workshops and Faculty Development Programme (FDP) for

improving the competencies of the teacher educators.

* The institution invites experts from different fields to guest lectures, workshops and seminars.

*Staff members are encouraged to participate, present and publish papers in the seminars which are organised in other colleges and Universities for professional mobility.

*The college has well-furnished staff rooms with internet facility,drinking water facility and air coolers.

*Superannuation of staff is celebrated with a sense of gratitude.

*It entertains welfare through paying medi-claim and LIC premium amounts of non-teaching employees appointed by the Ahmedabad Education Society.

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	View Document
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	View Document

6.3.2

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

Response: 6.25

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

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

File Description	Document
Institutional Policy document on providing financial support to teachers	View Document
Income Expenditure statement highlighting the financial support to teachers	View Document
Income Expenditure statement highlighting the financial support to teachers	View Document
Data as per Data Template	View Document
Certificate of participation for the claim	View Document

6.3.3

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

Response: 20

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	2	5	5	6

File Description	Document
List of participants of each programme	View Document
Data as per Data Template	View Document
Brochures / Reports along with Photographs with date and caption	View Document

6.3.4

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

Response: 75

6.3.4.1 Total number of teachers undergoing online/face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term

Course and any other similar programmes during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
6	3	5	6	4

File Description	Document
Data as per Data Template	View Document
Copy of Course completion certificates	View Document

6.3.5**The institution has a performance appraisal system for teaching and non-teaching staff****Response:**

The management of the institution has developed performance appraisal form to assess the teaching and non-teaching staff. Following procedure is adopted for performance appraisal:

Teaching staff: Performance appraisal is a twofold process set in the college. Firstly, students give their feedback on teaching for the faculty and secondly faculty fill their self-performance appraisal. The appraisal form seeks the details for teaching workload, details of research proposal, research project, publications, participation in professional development activities, institutional services, service in external committees etc. undertaken by the faculty round the year. These appraisal forms are submitted to principal and then forwarded to academic advisor. Academic advisor assesses the filled forms and holds an interview with each faculty in presence of principal. In the individual meeting, performance appraisal filled by the staff and teaching feedback obtained for the relevant staff from the student is discussed. Inputs, appreciation and motivation is the essence of the interview. After that, an open meeting is held in which general aspects in the direction of quality are discussed. Management has setup academic council for five of its grant in aid colleges. Students feedback and appraisals are a part of discussion in academic council for quality enrichment.

The above practice is on yearly basis by the management of the institution. Moreover Government demands five years performance data for the Career Advancement Scheme (CAS) of the faculty member. So, to prepare CAS file, faculty compiles five year appraisal forms. Relevant documents as per the rules of government are prepared by admin staff and CAS file is prepared for submission to government office. There is no pending case of CAS in the college.

Admin staff:

The Ahmedabad Education Society tries to maintain the quality among the non-teaching staff concerning administrative aspects through getting filled the API forms. Performance appraisal forms seeks information in context of attributes related to work, discipline, interpersonal skills, punctuality, professional growth etc. of the nonteaching staff. Each nonteaching staff is marked on the rating scale for

their performance by the principal and filled form is submitted to management. Deputy secretary and General manager conduct meeting with the nonteaching staff in the college and appraisal is processed.

Admin staff has to submit their duly signed performance report by principal and management to seek higher pay scale in the government. From the yearly appraisal report of non teaching staff, consolidated report is prepared during the submission of promotion file.

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	View Document
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

The Institute prepares the budget well in the month of December for the next financial year and submits it to the Ahmedabad Education Society based on the present nine months' actual expenses keeping in mind the following three months' estimated expenditures. After assessing the available resources, plan for the next financial year and approved by the Finance Committee. Considering the actual value from the received Income and payment statement, the final budget is prepared and sent for approval to the Governing Body of AES.

The AES monitors funds through two types of audits: internal audits and external audits. The internal and external auditors audit the income and expenditure. The external auditor provides various utilization certificates that are submitted to the authority. Audited statements are reviewed by the management and sent back to the institute. Utilization Certificates (UC) are issued to the relevant Chartered Accountant, an external auditor every year for clarity and transparency of auditor. Bank reconciliation is done monthly. The institute updates the passbook of all banks regularly. Grants compliance is done through NEFT or with the cheque. External Audit and Internal Audit are carried out through the following SOP.

Utilization of Grants:

For the utilization of any kind of grant provided by the Government, the principal of the college discusses it with the committee or the respective coordinator as per the direction of the government and informs for its smooth organization.

Government Audit:

For audit, the institute prepares and sends a Grant statement. A grant calculation memo is then sent to the institution. If there is any query in the report then it is solved. The government audit department determines its convenient date and informs the institute of the audit by letter. After the audit, if there is no query, the file of that year is closed, and the institute is informed about it by letter.

Contributions from external sources such as donations, etc. are maintained in separate accounts for tracking. Whatever amount of tuition fees we take from the students as per the rules of the university, we have to deposit it in State bank of India through challan in the head prescribed by the Government of Gujarat.

File Description	Document
Report of Auditors of last five years signed by the Principal	View Document

6.4.2

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
.0035	0	0	0	0

File Description	Document
Data as per Data Template	View Document
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	View Document
Any additional information	View Document

6.4.3

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

Response:

The institute has set up procedures and processes for planning and allocation of financial resources by constituting a grant utilization committee consisting of three members. The Principal, senior faculty, and admin staff members look after financial matters. The institute frames a purchase committee and a library committee constituted of two members. This committee accepts any kind of requirements by way of receiving at least three different quotations for the purchase of equipment. The low-rated, best quality giver and a good service provider are ordered.

Financial resource mobilization strategy:

- *Identifying potential sources of funds.
- *Acceptance of request .
- *look into request to obtain funds.
- *Deposition of funds.
- *Proceeding the transactions along with limitations on their use.

The SOP for Grant :

The fund utilization is done by following steps as , the college receives a Grant Release order through NEFT to A. G. Teachers College Bank A/C from GoG, the Principal is informed about the Grant, the Grant Utilization Committee is informed to utilize the Grant by following the circular of guidelines, the Grant is utilized in Coordination with the Department Co-ordinator, the College prepares a utilization certificate and submits it to the department from which it is provided by the Government. The college is granted Activity Grants for UDISHA, Saptdhara, Azadi ka Amrit Mahotsav ,Panchprakalp, ECO Club & Innovative Club, etc.

The institute received the Grant of 'Digital Education Development Fund', the UDAYAN project of KCG, Government of Gujarat in the year 2021-22 which reserves the order of permitting through the GeM portal.

Process of purchase from GeM Portal:

- *The institute has to create an account for purchase on Gem Portal.
- *This account is approved by the Government.
- *Receiving of the confirmation of mail in this account.
- * The purchase process is done from the portal as per the instructions of the government.

*The institute meets all kinds of necessities through the recommendations and decisions of various committees.

The Annual Budget is also prepared in advance to mobilize the funds for the optimal utilization of the resources available.

The flow of fund mobilization:

The flow of fund mobilization is done through the following SOP for Accounts. First of all bills for any payments are presented to the Administrative Staff Accounts Section. Then after entering the bank payment in the Tally software, the checks and vouchers are signed by the principal and then placed for the signature of the management. The check is signed by the management and the principal.

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

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies

Response:

For institutionalizing quality assurance strategies advisory committee and IQAC are proactive.

College has an advisory committee consisting principal, governing body member, academic advisor, academic director, director, IQAC co-ordinator and Alumni member. IQAC coordinator is the member of advisory body and thus quality assurance inputs are immediately put into action in the college. Advisory body and IQAC brainstorms regarding current and futuristic challenges and opportunities.

College secured 4-star ranking in Gujarat state institutional ranking framework (GSIRF 2020-21, 2021-22). To align with NEP2020, college has set up NEP Task force to spread awareness and imbibe practices regarding vision and actions. Centre for Pedagogical Innovation is set up in the college to promote and practice innovative pedagogies.

There are mainly three practices institutionalized by IQAC:

- Systematic yearly planning
- Streamlining administration
- Sustaining quality in academics

Systematic yearly planning

Functioning of the college is mainly followed as per the academic calendar and activity plan prepared by the faculty members. It is prepared in the beginning of the year. Activity plan has research, seminars, workshops, student's activity (college/intercollege/state level/international level), publication, innovative practices, outreach activity, collaborative activity etc. parameters. After due discussion with the staff members, individual faculty activity plan is compiled by IQAC coordinator and is presented in advisory. Advisory body finalizes the activity plan with respect to activity and budget. IQAC does the mid-review of activity plan. Non-teaching staff development programs are executed.

Streamlining administration

Principal, IQAC Coordinator and faculty members have designed SOPs for academic & administrative tasks. These SOPs were discussed in IQAC and have been made functional to streamline administration. SOPs have made functioning process-centric and not person-centric. Various policies like Waste Management, energy usage, ECO Club etc. are designed and made functional after due consultation with IQAC. Academic audit is yearly practiced. IQAC members insisted on reporting the attendance for each practice teaching session. Biometric attendance for staff is mandatory.

Sustaining quality in academics

Bridging the gap between theory and practice is the motto of college academics. Innovative practices are encouraged and practiced. Faculty members use LMS, poster presentations, game-based teaching learning and evaluation, student seminar, art-integrated workshops etc. have become a part of daily functioning. IQAC puts vigilant efforts in organizing faculty development programs.

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.5.2

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

Response:

Quality education is the vision of the college through effective means off teaching learning process. Institution reviews its teaching learning process by putting following efforts:

- IQAC has set up a system of collecting students' feedback for each course and faculty members semester wise at the end of the semester. Feedbacks are collected and they are analysed by the coordinator of feedback. Analysis of feedback is informed to the faculty members and they are discussed with the faculty members during the appraisal meet by the academic advisor. Further, feedbacks are obtained from external examiners during practice teaching examination. These feedbacks are informed to staff members by the principal. Feedback from parents are also sought regarding functioning of college and teaching learning process.
- Result is the outcome of teaching learning process which is discussed in advisory meeting during principal's presentation. Advisory members review the result and give their input to the principal which are further communicated to the teaching staff.
- Continuous Comprehensive Evaluation (CCE) is practised by faculty members and result is shared with IQAC coordinator.
- Low achievers are identified. IQAC coordinator and relevant faculty member discuss the matter.

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

6.5.3

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

Response: 7.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
13	09	09	03	04

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

6.5.4

Institution engages in several quality initiatives such as

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

Response: A. Any 4 or more of the above

File Description	Document
Feedback analysis report	View Document
e-Copies of the accreditations and certifications	View Document
Data as per Data Template	View Document
Link to the minutes of the meeting of IQAC	View Document
Link to Annual Quality Assurance Reports (AQAR) of IQAC	View Document

6.5.5

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

Response:

Academic and administration wing work collaboratively to ensure the smooth success of the institute. Academically it focusses on curriculum development, teaching learning process, research and student

activities. Administratively, it handles admission, financial matters, audits and infrastructure handling. After the second cycle accreditation inputs received and observing the contemporary trends, it was very much needed for the institute to function out of its regular orbit. Post reaccreditation, college decided to upscale digital skills of all stakeholders.

Academics:

College emphasized to faculties for upskilling digital skills by attending workshops, seminars etc. For students, value added course was designed and every coming batch has to get enrolled in the value added course on “Digital Competencies for prospective teachers”. During pandemic, college organized various FDP on the theme “New Normal Teaching” which enriched the digital skill of stakeholders. College decided to take all submissions in digital mode from students and CCE using digital platform. During pandemic, college executed assessment in online mode. Upskilling of digital skills is aligned with the national priority ‘Digital India’. Students become very creative in using digital platforms, apps, softwares and content creation. The success is observed during their practice teaching sessions.

Administration:

For swift and transparent functioning of admin task it was decided to design standard operating system (SoP). Faculty members and admin staff brainstormed and prepared SoPs for timetable, student union, practice teaching, attendance, orientation program, transfer certificate, transcript etc.

SoPs have made regular work more transparent and direction based. SoPs are explained to students and displayed for them to have focused work culture.

File Description	Document
Relevant documentary evidence in support of the claim	View Document
Any additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response:

College is committed with the motto of "learning to live sustainable". College believes that formal education system should shoulder the responsibility to provide and promote sound environment behaviour and invite values among pre-service teachers. College has well function AGian Eco club and a designated coordinator of Eco club. Objectives of AGian Eco club are well specified and allied with sustainable development goals (SDGs). Students are well oriented regarding objectives of the Eco club in the induction program and various webinars, seminars, workshops, activities etc. are organised around the year.

College has initiated simple yet workable solution like replacing faulty electric wires and switches, replacing LED tube lights, mapping electricity switches ,automatic tripping system ,UPS protection for computers. As the college infrastructure is naturally ventilated with adequate natural light the campus is conducive for energy efficient practices. Switchboards of all the classroom, corridor and washrooms are placed with captions which indicate judicious use of electricity. These caption banners are made by students during the workshop. Regular instructions are given to switch off the fan and light when not in use.

Students organize slogan writing, poster making activities when they function as interns to sensitize school students regarding energy conservation.

File Description	Document
Institution energy policy document	View Document
Any additional information	View Document

7.1.2

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

Response:

Institute has waste management policy which directs and promotes proper disposal of waste . Each classroom has waste bin. College has huge open area with rich flora and fauna. College was gifted organic recycle bin from alumni who was working in “ One Hop Organics Pvt Ltd ” under the CSR scheme.

Garden waste is segregated in wet waste and dry waste before dumping in an organic recycle bin. Wet waste includes kitchen scraps (fruit and vegetable peels, coffee grounds, tea bags), fresh yard waste (grass clippings, weeds, plant trimmings) and Dry waste includes dry leaves, straw, shredded cardboard, newspaper (black-and-white pages), and sawdust. Separating these materials helps maintain the right balance of carbon and nitrogen, essential for the composting process. Dump dry and wet waste in separate compost bin with adequate water and ready compost powder. Composting is a natural process that takes time. Once the compost is fully decomposed it is ready to use. This organic fertilizer is used for college gardening. This process is environmentally friendly and helps to reduce the volume of waste in landfills.

Other waste is collected in black disposal bags and is disposed at municipal corporation garbage sites.

College believes in 3R formula

Significant sign boards are prepared by students under AGian Eco-club activity and are placed at different locations within the campus to sensitize students towards cleanliness. Rigorous cleaning is done at regular basis of college premises. Washrooms are cleaned daily with the use of proper disinfectants.

If any grievance regarding waste management among students or faculty member exists they have to follow the escalation matrix mentioned in the waste management policy.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document

7.1.3

Institution waste management practices include

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

Response: C. Any 2 of the above

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

7.1.4

Institution has water management and conservation initiatives in the form of

- 1. Rain water harvesting**
- 2. Waste water recycling**
- 3. Reservoirs/tanks/ bore wells**
- 4. Economical usage/ reduced wastage**

Response: C. Any 2 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geotagged photographs	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document

7.1.5

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

Response:

Cleanliness

Institution has dedicated sweeper for the maintenance of cleanliness and sanitation. Every day the entire college building is cleaned. To maintain internal cleanliness of each classroom dustbins are placed and students are instructed not to have refreshments inside the class during recess time.

Dustbins are labelled as per segregation of the waste. To maintain the cleanliness of the open area, big dustbins are placed. Dry leaves and food remaining are collected and use to generate bio fertilizer in the college. Peons are vigilant enough to maintain the cleanliness of the premises. During monsoons insecticides are spread to get rid of mosquitoes and other insects. Curtains are washed during vacations for better maintenance and cleanliness.

Sanitation

Institution has sufficient sanitary facility for students and staff members. Washrooms are cleaned and disinfected daily. Dustbins are placed for maintaining cleanliness and hygiene in the washrooms. Sanitary vending machines play a crucial role in enhancing feminine hygiene and convenience. Naphthalene balls are regularly placed in the wash basins to maintain hygienic condition. Institution assures 24/7 water supply to all the washrooms. As a part of Eco club activity, students designed banners which are placed in the washrooms to sensitize students towards sanitation protocols, save water, importance of cleanliness etc.

Green cover

College has huge open area with green cover. College has a beautiful garden which is taken care of from the alumni fund and management fund. To maintain and increase green cover, tree plantation is organised. As college has compost bins donated by an alumnus, required bio fertilizer is produced in house and used in the garden.

Eco club is proactive in providing pollution free healthy environment by encouraging students to use public transport and bicycles during orientation program. E-waste collection drive ignites young minds to be responsible for clean environment. College is situated in the interior side from main road and college's huge parking area creates a very quiet eco-friendly learning environment.

Various activities conducted to promote and imbibe eco-friendly and cleanliness values among stakeholders are listed year wise and is uploaded in the document evidence section.

File Description	Document
Documents and/or photographs in support of the claim	View Document
Any additional information	View Document

7.1.6

Institution is committed to encourage green practices that include:

1. Encouraging use of bicycles / E-vehicles

2. Create pedestrian friendly roads in the campus**3. Develop plastic-free campus****4. Move towards paperless office****5. Green landscaping with trees and plants****Response:** C. Any 3 of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	View Document
Income Expenditure statement highlighting the specific components	View Document
Circulars and relevant policy papers for the claims made	View Document
Any additional information	View Document

7.1.7**Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)****Response:** 0**7.1.7.1 Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0.21	0.05	0.05	0.05	0

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

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

College is a benchmark institution in the field of Teacher Education in Gujarat situated in the heart of Ahmedabad city and managed by a very prestigious management Ahmedabad Education Society. College puts forth efforts in leveraging opportunities for the students and faculty members.

College was fortunate enough to have an opportunity to work with IIM Ahmedabad in evaluating online SAMARTH project for primary teachers of Gujarat, 4 faculty and students of batch 2017-19 participated. College faculty served as resource person in online professional development for primary teachers designed by IIM Ahmedabad. 3 trainees of batch 2021-23 satisfactorily completed volunteer internship at RJMCEI , IIM Ahmedabad.

College organised educational visit at Gujarat Vidyapith, one of the pioneer institute in NaiTalim , Philosophy of Gandhiji. Mathematics-science trainees are benefited by attending STEM workshop organised by Vikram Sarabhai Space Science Centre, Ahmedabad.College being CTE Centre pre-service teachers are directly benefited through the programs organised under CTE.

College is closely associated with blind people association. BPA gifted BRAILLE books to the college which are used by visually impaired students college organises various visits to special education institute. Students take advantage of locational resources by taking part in excursion visits.

Various expert lectures are arranged in areas like inclusive education, gender sensitivity, environment issues, climate change practices, green practices etc.

Students have internship to perform community practices when they go for the visit different schools during their internship tenure. They perform community practices by donating clothes to needy students, distributing stationary material to need students, helping schools in organising subject fair, conducting workshops of making eco-friendly Ganesha during Ganeshotsav, performing dramas to spread the awareness regarding environmental issues, e-waste management ,social evils, organic farming etc.

Organising cycle rally ,poster making, banners ,scheduling essay writing competitions, elocution competitions etc. in context of environment issues, gender sensitivity, global citizenship is yearly practice of the institution.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document

7.1.9

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

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

Response: B. Any 3 of the above

File Description	Document
Web-Link to the Code of Conduct displayed on the institution's website	View Document
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	View Document
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View Document
Link for additional information	View Document

7.2 Best Practices**7.2.1**

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

Response:

Best practice -1

Title of the Practice: Up skilling digital skills

Upskilling the digital skills among trainees will open divergent upcoming avenues for them in the field of education.

Objective of the Practice:

- To design a FDP to develop digital skills among education stakeholders.
- To host webinars on the theme “New Normal Teaching” in different school subjects.
- To design online value-added course for college students.

The Context:

Pandemic made a paradigm shift in education from offline to online teaching. New platforms, digital resources, developing digitized teaching learning resources, AI influenced classrooms had shaken the education ecosystem. Hence college took the opportunity to organize webinars, design FDP and develop course which can upskill preservice teachers and inservice teachers.

The Practice:

Following are the various practices have adopted for upskilling the digital skills during pandemic and post pandemic:

- New normal webinars
- Faculty Development Program
- Value Added Course

Evidence of success:

- College efforts are in the direction of national mission "Digital India".
- 67 participants were registered and positive feedback was received
- Participation for “New normal trends in Commerce” was of 263.
- Total participants in “New Normal Teaching of Mathematics and Science” were 91.
- Value Added Course made students digital friendly and able to create engaging learning experiences.
- This practice is continuous till date by realizing its potential and success.

Problems encountered and resources required:

- Due to pandemic casualties, participants found difficult to join at times and network connectivity became an issue.
- Few trainees were not comfortable in operating Moodle platform.

Best practice-2

Title: Podcast Channel – AGian Voice

Education Podcast is very good medium to exchange thoughts. It is one of the highly used social media inter face by the viewers.

Objectives:

- To give voice to the contribution of unsung heroes of education.
- To motivate pre-service teachers to sharpen their oratory skills.
- To motivate in-service teacher and teacher educators to dive into different aspects of education for better tomorrow.

The context:

During pandemic, it became essential to put efforts to stay tune with different perspectives of education and transformations in education. Digital devices became a part of learning ecosystem. Thus, podcast channel of college-AGian Voice was started on 24-07-2021 and is functioning till date.

The Practice:

AGian Voice podcast channel was launched through Sportify platform. MoU with FAIR-E (Foundation of Augmenting Innovation and Research in Education) IIM, Ahmedabad and Tanmaye's amazing space were signed.

Evidence of Success

- 82+episodes till date and 50+speakers have served for AGian Voice.
- Gradually audience for podcast is increased.
- Pre-service teachers are motivated through innovative work done by in-service teachers.
- Oratory skills of participating students escalated and they were selected for community radio service at university level.
- Podcast channel gave a unique identity to the college.
- Podcast channel is managed by the college faculty.

Problems Encountered and resources required:

- Timely submission from the speakers is a big challenge.
- Quality of recording from pre –service teachers remain a question.
- Proper audio recording devices are needed
- In-house technology enabled coordinator is to be trained.

File Description	Document
Photos related to two best practices of the Institution	View Document
Any additional information	View Document
Link for additional information	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Qualitative Education for nation building is the core vision of the college which is reflected continuously in the college ecosystem. To prepare competent teacher, it is essential to bridge the gap between theory and practice and at the same time take the leadership to build community of practitioners.

We at A G Teachers College believe that our Institutional Distinctiveness lies in our endeavour to bring out the competent teacher by providing them with a platform to engage in a number of activities. Through a rich suite of co-curricular experiences and dedicated mentorship college moulds individual to make a difference in education today. What distinguishes us from other educational institutes is not only the fine blend of activities we offer, but also the manner in which we propound them and inculcate the values of integrity, resiliency, competitive edge, team spirit and leadership among our students. To experience, explore and sensitize the cultural pluralities present in the classrooms we have around 35 diverse and high-quality school partnerships to maximise growth of students.

Following initiatives make A. G. Teachers College distinct in the state:

- **Bridging practical and classroom learning:** While traditional classrooms often prioritize rote learning and abstract ideas, college emphasizes to practice experiential learning. Game based assessment, poster presentations, group discussions, art integrated workshops, drama workshops, outreach activity, functional MoUs, exposure through field visits, etc are the classic events organized by the college. Trainees participate in events at intercollege ,state, national, international level and are continuously mentored by faculty.
- **Actionable Insights:** Academic resilience was inspired by launching FDPs, value added courses, Orientation to new format of NAAC manual, webinars on “new normal” themes, webinars and intercollege activities. These efforts are to establish synergy and motivation to the stakeholders. College shares critical insights and strategies that assist academic resilience to thrive in the time of adversity. In-house faculty development programs based on actionable insights have been boon in bringing change in classroom interaction. Funded research taken up by faculty are very close to classroom practices which leads towards quality teaching.
- **Quality benchmarks:** College has a rich legacy to establish quality benchmarks by scoring highest grades in previous two cycles of NAAC. College stands tall in Gujarat State Ranking Framework (GSIRF). The outcome of quality sustenance leads in functional AGian Eco-club, AGian Science club, NEP taskforce and Centre for Pedagogical Innovation through which advancement and transformations are dealt with stakeholders. College of Teacher Education (CTE) upgraded status is the banner under which college conducts in-service teachers training programs for three districts of Gujarat. College podcast channel (AGian Voice) is a platform to share inspiring stories of unsung heroes in education and reflections on current trends by experts.

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

5. CONCLUSION

Additional Information :

College has been awarded “A” grade by NAAC in first two cycles and secures 4 star ranking in GSIRF which exhibits quality sustenance. College is the first choice sought by students during central admission process may be at state level or university level. CBCS is followed. College is located in the heart of Ahmedabad city, providing students with very nearby connectivity to public transport may be corporation bus, metro train, BRTS. College management is generous in providing capital expenditure is the strength of college in maintaining its quality. Academic excellence drives talented - passionate individuals to become not only teachers but transformative leaders in education. Moving from traditional paper pen test, college practices oral, activity, presentation, seminar, mindmap, online etc techniques for assessing students is the unique feature of the college. Hostel students are mentored by appointing a dedicated faculty. College has a diverse and inclusive community, with students and faculty from a wide range of backgrounds and perspectives. It is the only college in Gujarat University to provide teaching-learning process in Gujarati and English medium. College is well known by designing need base programs which are very helpful in building community of practitioners.

Concluding Remarks :

College is deep rooted with the philosophy of quality sustenance and enrichment. Academic excellence is at pinnacle. To foster holistic development, college organizes various activities for students and faculty. College has a blend of functioning in traditional as well as global orbit which creates a vibrant ecosystem. These initiatives contribute to a well-rounded education and ensure balanced approach promoting both intellectual and personal growth.