



# **SELF STUDY REPORT**

**FOR**

**3<sup>rd</sup> CYCLE OF ACCREDITATION**

**N.H. PATEL COLLEGE OF EDUCATION, ANAND**

**N S PATEL CIRCLE, BHALEJ ROAD, ANAND-GUJARAT**

**388001**

**nhpateledu.org**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**August 2024**

# **1. EXECUTIVE SUMMARY**

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## **1.1 INTRODUCTION**

N. H. Patel College of Education was established in 1971, with a handsome donation given by Shri Motibhai Naranbhai Patel. In loving memory of his father this college was given the name Naranbhai H. Patel College of Education. i.e. N. H. Patel College of Education.

This college has made significant contribution in about four decades of its existence & it has earned a name for its academic & disciplinary standard. It is an institution dedicated to education, training & research. Over the years, institute has established the tradition of excellence in the area of teacher education through constant innovation in curriculum development, frequent, up gradation of its physical and human resources, responsive environment created by participatory management practices, vibrant student life with a range of co-curricular activities and goal oriented, value based programmes.

The faculty of the institute has participated in and contributed to a wide range of seminars, workshops and courses sponsored by UGC, NAAC, ICSSR etc.

Our major objective is to help prospective teachers to develop competence to teach subjects of their specialization. For overall development of the student-teachers the college follows a system of Saptdhara which include Ghyandhara, Khelkud dhara, Kala Kaushlya dhara, Sarjanatmak Abhivyakti dhara , Sangeet and Nritya dhara, Natya dhara and Samudyik Seva Dhara. In undertaking all these activities our attention is constantly directed to the aspirations of Gujarat in particular and to the national aspiration in general. At this juncture, we reframe our faith in the universal human values and pledge our commitment to development of these values by preparing teachers and teacher educators who can offer globally relevant education.

NHPCE 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. NHPCE was accredited by NAAC in 2008 with “B” grade with CGPA 2.66 and “B” grade in 2014 with CGPA 2.38 in second cycle. College has been accredited by AAA in 2016 with “B” grade with 2.75 CGPA.

### **Vision**

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

### **Mission**

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

## **1.2 Strength, Weakness, Opportunity and Challenges(SWOC)**

## **Institutional Strength**

- 53 years old, N. H Patel College of Education is widely regarded and is attracting students from the state located in center of city and nearest to the bus station and railway station Follows CBCS system.
- Management is rooted in its philosophy of transparency, participatory approach and growth with non-interference approach.
- Equity, excellence and inclusion is the philosophy adopted by qualified and experienced teaching faculty.
- Harmonious working of teaching and admin makes daily functioning smooth and flawless. Transparent administration and academics is the policy.
- Students are motivated to participate in intercollege, state and national level events be it academics, cultural or sports..
- Placement officer broadcast the requirements sent by schools regarding teachers in student's groups and interested are mentored by the placement officer.
- Computer facilities are presently in the ratio of 1:3 i.e. one Computer to three students.
- Co-curricular activities in the college are effectively performed under Saptdhara which enhances the overall development of the students in terms of creativity, leadership quality and managerial skills.
- The faculty members, administrative staff and support staff are devoted to the institutions
- The college gets guidance and financial support from the management as and when needed
- Our allfaculty members are Ph.D.
- Out of seven, three faculty members are Ph.D. guide also. Three faculty members got minor research projects funding by UGC.
- The college has organized four national seminar sponsored by ICSSR, IITE & Gujarat Sahitya Academy during last five years.

## **Institutional Weakness**

- 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.

- College being affiliated to state university, contemporary trends are unable to be incorporated in syllabus.
- Due to lack of resources in practice teaching schools, innovative methods are limited in practice.
- We have no separate college building. Our campus is on sharing base.
- Faculty has limited research activity due to hectic schedule of training. Publication is limited.

### **Institutional Opportunity**

- The faculty is encouraged to apply for major and minor research projects.
- The faculty is motivated for upgrading his/her academic qualification.
- Since our college is a part of trust (Sardar Patel Education Trust) that gives us an opportunity to call experts from various fields as and when needs arise.
- Management having science, commerce and humanities and paramedical graduate colleges so that ITEP and cluster university setup is easy.
- Respected reputation of college attracts various linkages, collaboration and internship activity.

### **Institutional Challenge**

- The major challenges faced by N.H. Patel College of Education is that of space constraint.
- Contract system of appointment of teachers still prevails.
- To apply for interdisciplinary major and minor research projects from various funding agencies.
- Setting up ITEP is complex due to lack of clarity by state government.
- Intense competition from malfunctioned teacher education colleges due to entrant mindset.
- Complex process of approval for certificate courses from affiliating university
- Syllabus completion under CBCS becomes stressful due to late admissions and delay in semester examinations by affiliating university.
- Participation in international activities hinders due to major students from vernacular medium.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

N. H. Patel College of Education, Anand is an affiliated college to Sardar Patel University (1971 - 2020) and then affiliated to IITE, Gandhinagar from 2020 to 2023. So stipulated curriculum designed by an affiliating university is offered to trainees. Work distribution was prepared under leadership of Principal. The papers in the syllabus were distributed among the staff. Each paper was given to two Teaching Faculties 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 orientation program. PLOs are explained to students during the induction program and CLOs are explained by course faculty in - charge. Academic flexibility is at pinnacle in curriculum delivery. Each faculty is free to decide their curriculum transaction design suitable to CLOs.

College offers a teacher's 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. College has very rigorous practice teaching system. Practice Teaching was planned and conducted to provide by Micro-teaching, Stray lessons, Block teaching and Internship under the guidance of faculties along with different submissions based on practical work in schools. Internships are arranged at primary, secondary and higher secondary level. Students undergo practice teaching and experience different levels of schools during practice teaching.

Everyday activities were also decided and implemented. The institution has Saptdhara (seven streams) program, where seven Dhara of the program were allotted to each faculty from seven Dharas. Students were given choice to select anyone dhara to plan and organized specific activities.

After the end of each semester, students feedback regarding the curriculum and teaching learning process is obtained. 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 introduction, assessment at entry level, academic counseling, mentor-mentee program, peer feedback, multilingual (Gujarati and English) instructions and learning materials. By combining focused group discussion, workshop, symposia, seminar presentation like active pedagogy, our educational approach strives to create a dynamic and enriching environment that leads towards quality education. We organize two national seminars in which students have given platform to show their potential. 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. 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. Comprehensive appraisal of interns performance takes place at school and students submits its data to the group in-charge faculty. Thus the comprehensive manner of functioning leads towards holistic development of students through its teaching-learning and evaluation process.

Teachers kept themselves updated through various activities like Seminar participation, Workshops, IQAC Meetings and in-house discussion with Principal. The IQAC meetings were organized in every three months. In which polices and regulations related with teaching-learning process and for the holistic development of institutions and students were discussed.

The Institute's mechanism to deal with examination related grievances is transparent, timebound, and efficient. Institution has appointed Examination in-charge and well planned examination system implemented. All student teachers have different aptitudes. According to their learning needs various assessment tasks were given to the student-teachers in which they reflected their potentials and identify their learning needs.

### **Infrastructure and Learning Resources**

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

Institution has 2 seminar halls having smart board with LCD projector, 1 multipurpose hall with audio system, 1 computer lab with 25 computers, 4 computers in office and staffroom with internet facility. One sharing base sports field and fitness center and health care center. We have RO system with water cooler for the student teachers in our institute.

Classrooms are airy. They are equipped with proper natural as well as artificial lights and fans. College offers Nine pedagogical subjects and there are sufficient method-rooms.

Institution has adopted automation of library using soul software, the institution purchased inflibnet facility through government scheme in which thousands of books, references and journals can be accessed by faculties and students. Regional journals are available in library.

We have BSNL broadband and NAMO WIFI connection which provide internet in office, staffroom and classroom as well. Students used WIFI connection which is available in classroom and they use this classroom for online competition, for educational and presentation purpose and other online program. We regularly update our internet connection as required in the institution. CCTV is installed and their software are upgraded timely. Staff has the facility of wifi printer. Computer lab is updated timely. All our infrastructure is maintaining by our support system

College has the building which is on sharing base. Teaching classrooms are separately allotted to the colleges. As the college has a big playfield which is also on sharing base, students enjoy outdoor games. College provides needed sports equipment to students.

### **Student Support and Progression**

College is committed to the holistic development of students. College ecosystem is very supportive and facilitating for students. The students' council is an essential part of the Institute functioning. Student council was active in institution and played a proactive role in the institutional function. Every month a meeting with principal and concern faculties was organized with the student council. In meeting issues related with student welfare were discussed and wetry to solve the issued related with Student teachers. There was a suggestion box in which student teachers can give their suggestions, if feasible then it's accepted by institution.

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. The student council is formatted by election and selection method. Student council is framed by following university norms.

Different Committees like Anti ragging cell, innovation club, WDC etc. are framed. Moreover, college frames different committees under the SAPTDHARA Program

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 at national or international level. Students are involved in organizing events inhouse under the direct supervision of the faculty. We publish our yearly magazine TADRUSHYA which is made with the help of students.

Alumni association is registered on 29/06/2019 It contributed for the development of institution. Every year one meeting with alumni association was organized, in which new committee was formulated.

### **Governance, Leadership and Management**

Management leadership is dedicated to staying ahead of the educational curve, shaping innovative strategies that align with evolving education trends and academic advancements. IQAC is the driving force for dynamism of college functioning. In reference to Vision and Mission of our college, all planning and decision making process were carried out. Academic calendar prepared well in advance, in which teachers, students and non-teaching staff were involved. IQAC and Student Council meetings were conducted and decisions taken democratically. College have a suggestion box, in which students (excluding Student Council) can give their suggestions. In this way, participative management practiced in the institution. Transparency in academic aspects was maintained by giving opportunity to every student throughout the year without biasness or partiality. Annual Calendar was prepared taking care of practicing school Annual Quality Assurance Report of N.H. PATEL COLLEGE OF EDUCATION, ANAND yearly schedules and planning. College activities were planned accordingly for future deed in relation to students' progress. Institution has provided computer with Internet facility in staff room. Institution grants permission to Teaching Faculty for participation in Seminars and Workshops. IQAC gave proper mechanism for the quality assurance. College calendar, student council, day celebration, competitions, seminars, guest lectures, workshops, and the activities related with saptdhara were organized under IQAC guidance. IQAC promoted faculties to prepared funded proposal for state level national and international seminars. Institute published yearly magazine "Tadrushya" as a result of incremental improvement. In year 2022-23 college organized two national seminar sponsored by Gujarat sahitya academy and ICSSR. college has published two books with ISBN Number. college has published a book in collaboration with DIET, Vadodara entitled population 'Education : Perspective and Implementation'.

### **Institutional Values and Best Practices**

Institution has pollution free healthy environment. Institution is committed to maintain cleanliness and sanitation with the help of sweepers, servants and students. There are green plants and tress which makes environment pollution free. Institute has RO plant and water cooler for clean and pure water. 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. Institute has airy classroom which minimize the use of electricity. We conduct awareness program to sustain local environment, we promote students to grow tree at their domestic surrounding. Every Saturday our student-teachers reviewed books. Our student teachers prepared prayer collection, prayer talks and bulletin board matter which are prepared by themselves. In assembly student teachers are motivated to give answers of MSQ based test which is useful to prepare for TAT and TAT exam. College has organize two sponsored national seminar within a month. Our institute distinctiveness is reflected in its assembly program. Our 'Sarvdharm Pararthna' reflect our vision, priority and thrust with context to our nation needs. Our nation is a secular country and it is reflected in our 'Sarvdharm Pararthna'. Every Saturday our student-teachers revived books. These activities reflect our vision and priority. In assembly student teachers are motivated to give answers of MSQ based test which is useful to

prepare for TAT and TAT exam.

### **Research and Outreach Activities**

Institute organized Outreach activities like awareness program, world population day awareness program, guest lecturers related with social issues, literacy campaign. Our institute organize national seminar on “Indianness in Indian literature” These activities influence and sensitize students to social issues. Faculty are motivated to conduct research and publication of papers. Faculty have submitted paper in UGC peer reviewed journals.

Students contributed to community development through various awareness programs. We also organize different competition like essay, poster, debate etc. related with social issues.

College has ‘Panchprakalp’ program under which students organized different activities. Trainees are trained to conduct outreach programmes during their internships. Various programs like spreading message of ‘Save Environment’. Cleanliness drive & performing drama on cleanliness mission.

As directed by Election Commission, college has identified student ambassadors to perform duty of spreading awareness regarding to ‘importance of voting’ in community. College scheduled ‘organ donation awareness campaign’ and prepared street play on the same. Street play was performed in practice-teaching school.

Under the banner of WDC college organized ‘Heath Awareness Campaign’. Gynecologist Doctor was the resource person and family members of staff; were benefitted. Attendees were offered free Medical and Thalassemia check-up by the doctor.



## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	N.H. PATEL COLLEGE OF EDUCATION, ANAND
Address	N S PATEL CIRCLE, BHALEJ ROAD, ANAND- GUJARAT
City	ANAND
State	Gujarat
Pin	388001
Website	<a href="http://nhpateledu.org">nhpateledu.org</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	JAYSHRIBE N J DIXIT	02692-250837	9429668331	-	jayshridixit@gmail.com
Associate Professor	JAYKARBH AI S MECWAN	02692-251231	9925203384	-	mecjay2@yahoo.co.in

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minority institution	No

**Establishment Details**

State	University name	Document
Gujarat	Sardar Patel University	<a href="#">View Document</a>

**Details of UGC recognition**

Under Section	Date	View Document
2f of UGC	02-11-2004	<a href="#">View Document</a>
12B of UGC	14-03-2014	<a href="#">View Document</a>

**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	<a href="#">View Document</a>	31-05-2015	96	Permanent

**Recognitions**

Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	Yes
If yes, date of recognition?	27-05-2016
Is the College recognized for its performance by any other governmental agency?	No

**Location and Area of Campus**

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	N S PATEL CIRCLE, BHALEJ ROAD, ANAND- GUJARAT	Urban	1.3	5139.57

**2.2 ACADEMIC INFORMATION**

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BEd,N H Patel College Of Education Anand,Teacher Education	24	Bachelor	Gujarati	55	55

**Position Details of Faculty & Staff in the College**

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	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	3	4	0	7
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				9
Recruited	0	1	0	1
Yet to Recruit				8
Sanctioned by the Management/Society or Other Authorized Bodies				3
Recruited	2	1	0	3
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
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**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	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	3	4	0	7
M.Phil.	0	0	0	0	0	0	0	3	0	3
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	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

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	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

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

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

<b>Programme</b>		<b>From the State Where College is Located</b>	<b>From Other States of India</b>	<b>NRI Students</b>	<b>Foreign Students</b>	<b>Total</b>
UG	Male	19	0	0	0	19
	Female	24	1	0	0	25
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Category</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	0	1	5	2
	Female	2	2	1	1
	Others	0	0	0	0
ST	Male	4	4	5	5
	Female	7	3	5	2
	Others	0	0	0	0
OBC	Male	9	9	11	14
	Female	13	5	11	6
	Others	0	0	0	0
General	Male	4	12	3	9
	Female	9	11	13	5
	Others	0	0	0	0
Others	Male	1	0	0	0
	Female	1	2	0	0
	Others	0	0	0	0
<b>Total</b>		<b>50</b>	<b>49</b>	<b>54</b>	<b>44</b>

### **Institutional preparedness for NEP**

1. Multidisciplinary/interdisciplinary:	Curriculum & syllabus is according to NEP-2020. Humanities, science & commerce stream students take admission as prospective teachers. Practical work & practice teaching work conducted. Curriculum & syllabus is very much in line of NEP-2020. Humanities, science & commerce stream students take admission. Practical work & practice teaching work conducted round the year. The College conducts various seminars for holistic development of prospective teachers.
2. Academic bank of credits (ABC):	It is compulsory for all the trainees to generate Academic Bank of Credit account & each trainee has ABC ID linked to their University ERP

3. Skill development:	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 teaching skill competition.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	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 day celebration is a regular practice
5. Focus on Outcome based education (OBE):	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 outcome-based.
6. Distance education/online education:	Information of online courses is given to trainees by the faculty members.

### Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	No
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?	No
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.	No



<p>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.</p>	<p>No</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>No</p>

## Extended Profile

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### 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
88	94	99	103	103
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
55	55	55	55	55
File Description		Document		
Letter from the authority (NCTE / University / R		<a href="#">View Document</a>		

#### 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
31	31	31	31	31
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Central / State Govt. reservation policy for adm		<a href="#">View Document</a>		

#### 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
44	40	50	53	49
File Description		Document		
List of final year students with seal and signat		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

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

2022-23	2021-22	2020-21	2019-20	2018-19
44	40	50	53	49
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Consolidated result sheet of graduating students		<a href="#">View Document</a>		

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

2022-23	2021-22	2020-21	2019-20	2018-19
44	54	49	50	54
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Enrollment details submitted to the state / univ		<a href="#">View Document</a>		

**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	5

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Copy of the appointment orders issued to the tea	<a href="#">View Document</a>

## 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	<a href="#">View Document</a>

## 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
3.6	3.0	4.1	4.0	2.7

File Description	Document
Audited Income Expenditure statement year wise d	<a href="#">View Document</a>

### 3.2

#### Number of Computers in the institution for academic purposes..

#### Response: 31

File Description	Document
Invoice bills of purchase of computers	<a href="#">View Document</a>
Copy of recent stock registers	<a href="#">View Document</a>

## 4. Quality Indicator Framework(QIF)

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### Criterion 1 - Curricular Aspects

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#### 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:**

N. H. Patel College of Education, Anand is an affiliated college to Sardar Patel University (1971- 2020) and then affiliated to IITE, Gandhinagar from 2020 to 2023. So stipulated curriculum designed by an affiliating university is offered to trainees. Work distribution was prepared under leadership of Principal. The papers in the syllabus were distributed among the staff. Each paper was given to two Teaching Faculty.

Activities other than the syllabus were also distributed to the Teaching Faculties. Practice teaching responsibilities were also distributed among the faculties. Annual calendar was prepared for implementation of the activities. The institution has conducted orientation programmes for newcomers. Flexible timetable was prepared for carrying out Curricular and co-curricular activities.

Planning of the curricular activities were involved teaching in classrooms. The theory papers were planned to teach and carried out the teaching task with utilization of different teaching methods like-symposium, group discussion, seminar and assignment. Curricular and co-curricular activities and assignments were planned to undertaken by respective Teaching Faculty. 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.

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. J.J.Dixit is a committee member, board of study (BoS) members at I.I.T.E. University. 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 LSRW 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	<a href="#">View Document</a>
Plan developed for the last completed academic year	<a href="#">View Document</a>
Details of a. the procedure adopted including periodicity, kinds of activities, b. Communication of decisions to all concerned c. Kinds of issues discussed	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**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:** D. Any 2 of the above

<b>File Description</b>	<b>Document</b>
Meeting notice and minutes of the meeting for in-house curriculum planning	<a href="#">View Document</a>
List of persons who participated in the process of in-house curriculum planning	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
A copy of the Programme of Action for in-house curriculum planned and adopted during the last completed academic year	<a href="#">View Document</a>

### 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

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

## 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
38	38	36	43	43

**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
38	38	36	43	43

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

## **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	<a href="#">View Document</a>
Brochure and course content along with CLOs of value-added courses	<a href="#">View Document</a>

**1.2.3**

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

**Response:** 27.52

**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
44	40	50	00	00

File Description	Document
List of the students enrolled in the value-added course as defined in 1.2.2	<a href="#">View Document</a>
Course completion certificates	<a href="#">View Document</a>

**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:** E. None of the above

File Description	Document
Data as per Data Template	<a href="#">View Document</a>

**1.2.5**

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

**Response:** 0

**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
0	0	0	0	0

**File Description****Document**

Data as per Data Template

[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 has very rigorous practice teaching system. Students under go practice teaching and experience different levels of schools during practice teaching.

Alumni association organise annual meet in the college. This makes trainees aware regarding classroom interaction patterns needed for a teacher at grassroot level.

Everyday activities were also decided and implemented i.e. Prayer Assembly and lectures. Assembly included participation of students for personality development by All religion Prayer, Prayer Talk, Birthday wishes, appreciation for achievement, Day celebration etc.

The institution has Saptdhara (seven streams) programme, where seven Dhara of the programme were allotted to each faculty from seven Dharas. Students were given choice to select anyone dhara to plan and organised specific activities. Various activities were planned under Saptdhara like- Community services, awareness programmes, medical camps, sports day, cultural programmes, poster making, drawing, educational tour, field visit, film show, guest lectures, day celebrations etc.

Practice Teaching was planned and conducted to provide by Micro-teaching, Stray lessons, Block teaching and Internship under the guidance of faculties along with different submissions based on practical work in schools. Internship was arranged at primary, secondary and higher secondary level.

These different levels of schools give exposure to work at different levels in their own chosen specialization subject. Reflective Diary prepared by each student is a tool to explore about what one has learnt in Internship Program.

Students are motivated to give their best performance based on classroom teaching. Activities and educational responsibilities are distributed to the faculties on rotation. Students' participation in different projects like elocution competition, essay writing competition, workshops, etc. organized in house and at other institutes are very helpful for skill building in trainees.

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.

Various language enrichment and communication skill development activities are organised by the language faculty members.

Drama, Mono-acting, Mime are organised every year and subject-oriented drama are played and performed by trainees.

Critical thinking is developed by giving them task of film review and preparation of reflective journal. Moreover innovative teaching learning resources prepared in pedagogical subjects develop critical thinking of trainees.

Trainees are motivated to participate in various programs like Drama for climate change. Different group activities are conducted during various celebrations like Science day, Mathematics day, Hindi day, Mother Tongue Day etc.

File Description	Document
Photographs indicating the participation of students, if any	<a href="#">View Document</a>
List of activities conducted in support of the above	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>

### 1.3.2

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

**Response:**

College has rigorous 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.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Action plan indicating the way students are familiarized with the diversities in Indian school systems	<a href="#">View Document</a>

### 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:

Student-teachers of semester-1 were sent to schools under 'School Exposure' and they were guided to observe academic and administrative aspects of school. Due to school exposure they were prepared for practice teaching. They got rapport with school teachers and students as well during one week school exposure programme. They communicated with administrative staff to be familiar with school registers and records. They prepared Reflective Dairy and School calendar. They observe teaching of school teachers and note down in observation diary.

Student-teachers were sent to Internship programme in Sem- 3 & 4 for acquiring real experiences of schools, which developed their professional acumen. They prepared submissions of assignments i.e. Book Review, Action Research, Case Study, blue-print of question paper, Psychological test and field visit, and prepared a Report on School Administration and Management. They participated in co-curricular activities of school. They delivered ten practice teaching lessons in school subject with respect to their relevant method.

##### Activity of Saptdhara

1	11-07-2022 to 30-07-2022	Awareness of World Population Day Essay Writing Competition Poster Competition
2	13-07-2022	Celebration of Guru purnima
3	26-07-2022	Guest Lecture on TLM (Teaching Learning Material) manufacturing and use
4	30-07-2022	Guest Lecture on Rishi Scientists in India
5	05-08-2022	Importance and significance of

		Moharram- Students Dictation
6	08-08-2022	Celebration of Rakhi
7	15-08-2022	Celebration of Independence Day
8	20-08-2022	Celebration of Janamashtami
9	05-09-2022	Celebration of Teacher's Day
10	21-06-2022	International Yoga Day
11	11-01-2023	Sports Day
12	04-07-2022	Welcoming of new Trainees
13	22-07-2022	Thalassemia screening and General Medical Check-up Camp
14	28-09-2022	Organ Donation pledge
15	02-02-2023	G-20 Awareness
16	02-02-2023	Cleanliness Awareness
17	03-02-2023	Milet Carnival
18	14-07-2022	Rain Songs
19	15-08-2022	Celebration of Independence Day
20	23-07-2022	Parents-Teacher Association
21	14-09-2022	Celebration of Hindi Day
22	16-11-2022	Workshop Gujarati Language
23	26-01-2023	Celebration of Republic Day
24	21-02-2023	Guajrati Sahitya Academy National Seminar Bhartiya Sahitya ma Bhartiya
25	28-02-2023	Celebration of National Science Day
26	08-03-2023	Celebration of Women's Day
27	17-03-2023	ICSSR sponsored National Seminar Strengthen India: Gaze Notion(Sign)

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>

## 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:** E. Any 1 or none of the above

<b>File Description</b>	<b>Document</b>
Sample filled-in feedback forms of the stake holders	<a href="#">View Document</a>

**1.4.2**

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

**Response:** E. Feedback not collected

<b>File Description</b>	<b>Document</b>
Action taken report of the institution with seal and signature of the Principal	<a href="#">View Document</a>

## 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:** 91.27

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

#### 2.1.2

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

**Response:** 110.32

**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
30	38	24	35	44

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

### 2.1.3

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

**Response:** 2.39

#### 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
3	0	1	2	0

File Description	Document
List of students enrolled from EWS and Divyangjan	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Certificate of EWS and Divyangjan	<a href="#">View Document</a>

## 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:**

N. H Patel College of Education was affiliated to Sardar Patel University till 2020 and from academic year 2020 to 2023 college was affiliated with Indian Institute of Teacher Education Gandhinagar.



The admissions are allotted according to the merit system of university. IITE organized entrance test, so there was no provision to identify learning needs of students at entry level. From the academic year 2021-22, apart from university entrance test, college initiated to organize the centre given by university. Students got admission on merit-based system. At the counselling centre we tried to identify the learning needs and motivated them to get admission to their preferred college. After getting admission in our institution, our academic staff gave academic support to student-teachers as per their requirement of learning needs. We identified the students' background in their introduction in induction program. We accept the students' diversity and let them to sustain in our institution. Our institute provide support to all newly entered students in our institute.

Orientation program has the core theme of assessing readiness to undergo professional education program. Extensive information 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. Alumni are invited to deliver lectures in the beginning of the year to upscale level of readiness of trainees to undergo professional education program.

### 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:** C. Any 3 of the above

<b>File Description</b>	<b>Document</b>
Reports with seal and signature of Principal	<a href="#">View Document</a>
Relevant documents highlighting the activities to address the student diversities	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

### 2.2.3

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

**Response:** Whenever need arises due to student diversity

File Description	Document
Reports with seal and signature of the Principal	<a href="#">View Document</a>

## 2.2.4

**Student-Mentor ratio for the last completed academic year**

**Response:** 12.57

### 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	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

## 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:**

Teaching learning process is the most important process in the institution. We adopted multiple mode approach which is feasible at the institution. We frequently use symposium, group discussion to make teaching and learning process effective. We also conduct workshop and seminar to remove stage fear and groom their personality. We gave platform to the student-teachers to show their potential through group discussion and symposium in general paper. We organize two national seminars in which students have given platform to show their potential. Elocution competition poster competition, essay competition and drawing competition are organized for developing analytical skills of the students. College magazines are prepared with involvement of students which is an exemplary task of participative learning. Trainees prepare mind maps using ICT tools and presented in the class.

<b>File Description</b>	<b>Document</b>
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**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: 0**

**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
0	0	0	0	0

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**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: 0**

**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: 00**

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

### 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:** C. Any 2 of the above

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

### 2.3.5

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

**Response:**

We managed mentoring process as a part of internship program. As a part of internship program we made our trainees familiar with mentoring and they have given a submission of mentoring too. We maintain mentor-mentee ratio in peer group during practice teaching session. we gave feedback to our trainees. In this way we provided mentoring to our students.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 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:** B. Any 4 of the above

File Description	Document
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	<a href="#">View Document</a>
Documentary evidence in support of the selected response/s	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

### 2.3.7

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

**Response:**

We organize different activities like essay writing, poster making, to develop creativity among students. By organizing quiz competition, thinking skill were developed. By teaching inclusive education as a theory paper students-teachers cultivate empathy and life skill in themselves.

<b>File Description</b>	<b>Document</b>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 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:** D. Any 2 or 3 of the above

<b>File Description</b>	<b>Document</b>
Reports of activities with video graphic support wherever possible	<a href="#">View Document</a>
Documentary evidence in support of the selected response/s	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 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:** C. Any 4 or 5 of the above

<b>File Description</b>	<b>Document</b>
Reports and photographs / videos of the activities	<a href="#">View Document</a>
Documentary evidence in support of each selected activity	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Attendance sheets of the workshops/activities with seal and signature of the Principal	<a href="#">View Document</a>

**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

<b>File Description</b>	<b>Document</b>
Details of the activities carried out during last completed academic year in respect of each response indicated	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**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

<b>File Description</b>	<b>Document</b>
Samples prepared by students for each indicated assessment tool	<a href="#">View Document</a>
Documents showing the different activities for evolving indicated assessment tools	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**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:** C. Any 3 of the above

<b>File Description</b>	<b>Document</b>
Sample evidence showing the tasks carried out for each of the selected response	<a href="#">View Document</a>
Documentary evidence in respect of each response selected	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>



**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:** D. Any 1 or 2 of the above

<b>File Description</b>	<b>Document</b>
Report of the events organized	<a href="#">View Document</a>
Photographs with caption and date wherever possible	<a href="#">View Document</a>
Documentary evidence showing the activities carried out for each of the selected response	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**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

<b>File Description</b>	<b>Document</b>
Samples of assessed assignments for theory courses of different programmes	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**2.4.8**

**Internship programme is systematically planned with necessary preparedness..**

**Response:**

College was affiliated to Sardar patel 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.

In sardar patel University B.Ed program, internship program was of one phase: only in semester 3. 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 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 4 weeks. For semester-4, trainees were free to select high school for the internship.

Internship incharge will conduct internship orientation and instruct trainees.

According to the rules and regulations of IITE we conducted internship program. in 3rd semester IITE provided centre of excellence school to the student teachers while in 4th semester We gave choice to our student-teachers for selecting the schools in their native villages. The internship program was of two months in 3rd semester and one month in 4th semester continuously. So the students lived in their villages and finished the internship program at their home town. We prepared recommendation letter to school principals for allowing students-teachers for internship program in their school. We oriented the students for submissions which they have to complete in internship program.

Group in - charge gives permission seeking letters to trainees. Consent letter duly signed by the school principal is submitted to the group in charge by the trainees. Telephonic talk is done with the school principal. Group in charge are kept informed regarding internship progress by trainees through whatsapp group. Internship performance is evaluated by group in charge on the basis of detailed report submitted by trainees and marks are assigned. Relevant internship document record keeping is maintained by group in-charge.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>

#### 2.4.9

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

**Response:** 1

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

**Response:** 44

<b>File Description</b>	<b>Document</b>
Plan of teacher engagement in school internship	<a href="#">View Document</a>
Internship certificates for students from different host schools	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Copy of the schedule of work of internees in each school	<a href="#">View Document</a>

**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:** B. Any 6 or 7 of the above

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

**2.4.11**

**Institution adopts effective monitoring mechanisms during internship programme.**

**Response:**

We have given responsibility to the concerned School Principal for monitoring Interns. Telephonic

communication was carried out with the principals about monitoring. The interns were informed to come to college on every last Saturday of month for reporting and allotting submission. 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, 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 principals give permission to the trainee for internship and monitor trainees' performance. School teachers are appointed as supervisor for the interns. The School supervisor guides interns related to academic as well as co-curricular activities during the internship. School principals/ supervisor 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	<a href="#">View Document</a>

#### 2.4.12

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

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

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

**Response:** A. All of the above

File Description	Document
Two filled in sample observation formats for each of the claimed assessors	<a href="#">View Document</a>
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	<a href="#">View Document</a>

#### 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:** B. Any 4 of the above

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	<a href="#">View Document</a>
Five filled in formats for each of the aspects claimed	<a href="#">View Document</a>

## 2.5 Teacher Profile and Quality

### 2.5.1

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

**Response:** 94.29

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

### 2.5.2

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

**Response:** 75.76

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

Response: 5

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Certificates of Doctoral Degree (Ph.D) of the faculty	<a href="#">View Document</a>

**2.5.3**

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

**Response:** 18.43

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

Response: 129

<b>File Description</b>	<b>Document</b>
Copy of the appointment letters of the fulltime teachers	<a href="#">View Document</a>

**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:**

Teachers kept themselves updated through various activities like Seminar participation, Workshops, IQAC Meetings and in-house discussion with Principal. The IQAC meetings were organised in every three months. In which polices and regulations related with teaching-learning process and for the holistic development of institutions and students were discussed. Faculties are motivated to attend FDP, seminar, workshop etc. During lockdown faculty members were asked to put maximum efforts to upscale ICT skills and MS teams platform. Faculties practice innovative pedagogies and teaching compiles learning activities round the year. Faculties regularly attend SWAYAM courses, MOOCs, HRDC courses etc. Share information with colleagues and other institutions regarding policy and regulations:

Faculty serve as coordinator, resource person, participant in various teacher training programs, judge etc. 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. School Principals provided feedback about work of Interns.

<b>File Description</b>	<b>Document</b>
Documentary evidence to support the claims	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 2.6 Evaluation Process

### 2.6.1

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

##### **Response:**

The college was affiliated to Indian Institute of Teacher Education, Gandhinagar from the year 2020. The college followed University prescribed syllabus, in which Continuous Internal Evaluation of Student learning was taken in place. In all theory papers CCE-1 and CCE-2 were organised and evaluated by faculties.

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. Continuous Comprehensive evaluation (CCE) is conducted which include assignments, seminar/workshop, attendance and internal theory marks. 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. portfolio is prepared by each Trainee and is showcased during viva which is conducted at the end of the internship. The internal marks are displayed on bulletin board prior to submission to university. This is exemplary approach for transparency.

<b>File Description</b>	<b>Document</b>
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	<a href="#">View Document</a>

### 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:** B. Any 3 of the above

<b>File Description</b>	<b>Document</b>
Documentary evidence for remedial support provided	<a href="#">View Document</a>
Copy of university regulation on internal evaluation for teacher education	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Annual Institutional plan of action for internal evaluation	<a href="#">View Document</a>

### 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. Institution has appointed Examination in-charge and well planned examination system implemented. If any grievance related to examination arise, the Principal and Examination in-charge solve it. Till there was no issue arise for the examination system. So no need for redress of grievances of exam related issues.

<b>File Description</b>	<b>Document</b>
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	<a href="#">View Document</a>

### 2.6.4

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

##### **Response:**

We prepared academic calendar in the beginning of the semester. We indicated the semester end examination in our academic calendar.

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 in which various events of college, day celebration, practical work details, Internship programs, practice teaching programs , dates of the semester and internal examination were mentioned.



File Description	Document
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View Document</a>

## 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.

As stated the PLOs and CLOs by institution they are reflected in our teaching learning process continuously. During the rigorous training of teaching skills PLOs and CLOs are fulfilled and we have given the platform to the trainees for participating in curricular and co-curricular activities in which PLOs and CLOs are reflected.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 2.7.2

**Average pass percentage of students during the last five years**

**Response:** 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
44	40	50	53	49

<b>File Description</b>	<b>Document</b>
Result sheet for each year received from the Affiliating University	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	<a href="#">View Document</a>

### 2.7.3

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

**Response:**

The progressive performance of students were fulfilled through curricular and co-curricular activities and it was also shown in PLO and CLOs and attainment of professional and personal attributes in line with the PLOs and CLOs is monitored and used for further improvements.

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. 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. 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.

<b>File Description</b>	<b>Document</b>
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	<a href="#">View Document</a>

### 2.7.4

**Performance of outgoing students in internal assessment**

**Response:** 100

**2.7.4.1 Number of students achieving on an average 70% or more on internal assessment activities**

**during last completed academic year**

Response: 44

<b>File Description</b>	<b>Document</b>
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	<a href="#">View Document</a>
Data as per Data template	<a href="#">View Document</a>

**2.7.5**

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

**Response:**

All student-teachers have different aptitudes. According to their learning needs various assessment tasks were given to the student-teachers in which they reflected their potentials and identify their learning needs. All trainees have not abilities in all skills, but they have given the opportunity to show their capacity in their interested subjects. College organizes application writing, speaking skill, group discussion method, symposium, seminar, workshop and presentation for the same.

<b>File Description</b>	<b>Document</b>
Documentary evidence in respect to claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**2.8 Student Satisfaction Survey****2.8.1**

**Online student satisfaction survey regarding teaching learning process**

Response: 3.47

## Criterion 3 - Research and Outreach Activities

### 3.1 Resource Mobilization for Research

#### 3.1.1

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

**Response:** 0

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

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

#### File Description

#### Document

Data as per Data Template

[View Document](#)

#### 3.1.2

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

**Response:** 0

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

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

#### 3.1.3

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

**1. Seed money for doctoral studies / research projects**

**2. Granting study leave for research field work**

**3. Undertaking appraisals of institutional functioning and documentation****4. Facilitating research by providing organizational supports****5. Organizing research circle / internal seminar / interactive session on research****Response:** E. None of the above

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>

**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:** E. None of the above**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:** 4.7

**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
7	4	4	4	12

<b>File Description</b>	<b>Document</b>
First page of the article/journals with seal and signature of the Principal	<a href="#">View Document</a>
E-copies of outer jacket/content page of the journals in which articles are published	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**3.2.2**

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

**Response:** 3.33

**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
17	1	4	0	0

<b>File Description</b>	<b>Document</b>
First page of the published book/chapter with seal and signature of the Principal	<a href="#">View Document</a>
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	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**3.3 Outreach Activities****3.3.1**

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

**Response:** 1.4

**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	1	1

File Description	Document
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

### 3.3.2

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

**Response:** 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
88	94	99	103	103

File Description	Document
Report of each outreach activity with seal and signature of the Principal	<a href="#">View Document</a>
Event-wise newspaper clippings / videos / photographs with captions and dates	<a href="#">View Document</a>

### 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
88	94	99	103	103

File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

### 3.3.4

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

##### **Response:**

Institute organized Outreach activities like awareness program, world population day awareness program, guest lecturers related with social issues, literacy campaign. Our institute organize national seminar on “Indianness in Indian literature” These activities influence and sensitize students to social issues. Students contributed to community development through various awareness programs. We also organize different competition like essay, poster, debate etc. related with social issues.

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.

Trainees are trained to conduct outreach programmes during their internships. Various programs like spreading message of ‘Save Environment’. Cleanliness drive & performing drama on cleanliness mission.

Under the banner of WDC college organized ‘Heath Awareness Campaign’. Gynecologist was the resource person and female students were benefitted. All students were offered free Medical and Thalassemia check-up by the doctor.

File Description	Document
Report of each outreach activity signed by the Principal	<a href="#">View Document</a>
Relevant documentary evidence for the claim	<a href="#">View Document</a>

### 3.3.5



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

**Response:** 0

**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	0	0	0	0

**File Description**

**Document**

Data as per Data Template

[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:** 0

**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**

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>

### 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:** D. Any 1 or 2 of the above

<b>File Description</b>	<b>Document</b>
Report of each activities with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

## 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:**

The Institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories, sports field (sharing base), equipment, computing facilities etc. for the various programme.

Institution has 2 seminar halls having smart board with LCD projector. 1 multipurpose hall with audio system, 1 computer lab with 25 computers, 4 computers in office and staffroom with internet facility. One sharing base sports field and fitness centre and health care centre. We have RO system with water cooler for the student teachers in our institute.

Classrooms are airy. They are equipped with proper natural as well as artificial lights and fans. College offers Nine pedagogical subjects and there are sufficient method-rooms.

File Description	Document
List of physical facilities available for teaching learning	<a href="#">View Document</a>
Geo tagged photographs	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 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:** 33.33

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

Response: 4

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

Response: 12

File Description	Document
Geo-tagged photographs	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

### 4.1.3

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

**Response:** 12.3

**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
0.12	0.25	0.29	0.85	0.63

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

## 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:**

Institution has adopted automation of library using soul software, the institution purchased inflibnet facility through government scheme in which thousands of books, references and journals can be accessed by faculties and students. Regional journals are available in library.

File Description	Document
Bill for augmentation of library signed by the Principal	<a href="#">View Document</a>

**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, magazines, education reports etc. College library has SOUL software in working in offline mode.

**4.2.3**

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

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

**Response:** E. None of the above

File Description	Document
Data as per Data template	<a href="#">View Document</a>

**4.2.4**

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

**Response:** 0.06

**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
0.08	0.07	0.08	0	0.06

<b>File Description</b>	<b>Document</b>
Income Expenditure statements highlighting the expenditure on books, journals, e- resources with seal and signature of both the Principal and Chartered Accountant	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**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: 1**

**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: 18

**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: 31

**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: 34

**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: 3

**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: 9

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	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 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:** E. None of the above

File Description	Document
Data as per Data Template	<a href="#">View Document</a>

### 4.3 ICT Infrastructure

#### 4.3.1

**Institution updates its ICT facilities including Wi-Fi**

**Response:**

We have BSNL broadband connection in office and staffroom as well. We have one class which has WIFI connection where students can use internet whenever they require. Students used classroom in which WIFI connection is available they use this classroom for online competition and other online program. There is no provision of internet connection in seminar halls. We regularly update our internet connection as required in the institution.

Biometric machine and CCTV are installed. Staff room has the facility of wifi. Computer lab is updated timely.

<b>File Description</b>	<b>Document</b>
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	<a href="#">View Document</a>

**4.3.2****Student – Computer ratio for last completed academic year****Response:** 2.84

<b>File Description</b>	<b>Document</b>
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**4.3.3****Internet bandwidth available in the institution****Response:** 30**4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS**

Response: 30

<b>File Description</b>	<b>Document</b>
Receipt for connection indicating bandwidth	<a href="#">View Document</a>

**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:** E. None of the above

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>



## 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:** 21.49

**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
1.01	0.70	1.33	0.35	0.35

#### 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:**

There was a support system for maintaining and utilizing support facilities in institute. An adhoc lab technician maintains computers as well as laboratories. An adhoc librarian maintains library facilities. Classrooms were maintained by the support system of the institute. A student council in which elected and selected trainees were contributes their support for maintaining and utilizing physical, academic, and support facilities.

College has the building in sharing usage with the Primary and High School (English Medium) running in the Morning shift. Teaching classrooms are separately allotted to both the colleges and School. The college campus has wi-fi facilities. College has clean drinking water facility. Leveling Ample parking space for students and staff is available. As the college has a playfield, students enjoy outdoor games. College provides needed sports equipment to students.

<b>File Description</b>	<b>Document</b>
Appropriate link(s) on the institutional website	<a href="#">View Document</a>

## 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:** C. Any 2 or 3 of the above

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

#### 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

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Geo-tagged photographs	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 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

<b>File Description</b>	<b>Document</b>
Data as per Data Template for the applicable options	<a href="#">View Document</a>
Composition of the student grievance redressal committee including sexual harassment and ragging	<a href="#">View Document</a>

### 5.1.4

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

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

**6. Group insurance (Health/Accident)****Response:** C. Any 2 of the above

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Report of the Placement Cell	<a href="#">View Document</a>
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	<a href="#">View Document</a>
Data as per Data template	<a href="#">View Document</a>

**5.2 Student Progression****5.2.1****Percentage of placement of students as teachers/teacher educators****Response:** 0**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
0	0	0	0	0

**File Description****Document**

Data as per Data Template

[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:** 15.91**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.**

<b>5.2.2.3 Number of outgoing students progressing from PG / M.Phil to Ph.D.</b>	
<b>File Description</b>	<b>Document</b>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Details of graduating students and their progression to higher education with seal and signature of the principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**5.2.3**

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

**Response:** 0.85

**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
1	0	0	1	0

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>
Copy of certificates for qualifying in the state/national examination	<a href="#">View Document</a>

**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 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), prayer secretary, cultural secretary, bulletin board secretary, tour secretary, sports secretary, appointed as per the University guidelines. The student council is formatted by election and selection method. Student council is framed following university norms.

Different Committees like Anti ragging cell, innovation club, WDC etc are framed. Moreover college frames different committees under the SAPTDHARA Program like Gyandhara , Sarjanatmak Dhara, Kala Kaushalya, Natya dhara, Geet Sangit Nrutya dhara, Yog, vyayam and khelkud dhara Samudayik seva Dhara.

Student council was active in institution and played a proactive role in the institutional function. Every month a meeting with principal and concern faculties was organized with the student council. In meeting issues related with student welfare were discussed and our institution try to solve the issued related with Student teachers. Student teachers also suggested the improvement related with teaching learning process. If they were acceptable, they were implemented. Grievance redressed committee was also formulated in the institute. If any grievance arise student council solve the grievances. There was a suggestion box in which student teachers can give their suggestions, if they were feasible then it's accepted by institution.

<b>File Description</b>	<b>Document</b>
List of students represented on different bodies of the Institution signed by the Principal	<a href="#">View Document</a>
Documentary evidence for alumni role in institution functioning and for student welfare	<a href="#">View Document</a>
Copy of constitution of student council signed by the Principal	<a href="#">View Document</a>

### 5.3.2

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

**Response:** 6.8

**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
6	6	4	10	8

<b>File Description</b>	<b>Document</b>
Reports of the events along with the photographs with captions and dates	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Copy of circular / brochure indicating such kind of events	<a href="#">View Document</a>

## 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 association is registered on 29/06/2019 It contributed for the development of institution. Every year one meeting with alumni association was organized, in which new committee was formulated. During the meeting work allotted to the members of alumni association. If needed, institute organized more meeting with alumni association. We got feedback from alumni members for the upliftment of the institution.

File Description	Document
Details of office bearers and members of alumni association	<a href="#">View Document</a>
Certificate of registration of Alumni Association, if registered	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 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:** C. Any 2 or 3 of the above



<b>File Description</b>	<b>Document</b>
Report of alumni participation in institutional functioning for last completed academic year	<a href="#">View Document</a>

**5.4.3****Number of meetings of Alumni Association held during the last five years****Response: 2****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
0	0	0	1	1

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	<a href="#">View Document</a>

**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.

Yearly meeting was organized but due to pandemic situation we can not able to organize alumni meeting frequently.

<b>File Description</b>	<b>Document</b>
Documentary evidence in support of the claim	<a href="#">View Document</a>



## 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:**

**In reference to Vision and Mission of our college, all planning and decision making process were carried out. Academic calendar prepared well in advance, in which teachers, students and non-teaching staff were involved. For qualitative teaching-learning process and for training of comprehensive development of nation, rigorous practice teaching system was planned. In which student council was involved and played major role in decision making process of the institution.**

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 staff meeting IQAC committee meetings are held with an objective of quality sustenance. Annual college calendar plan is prepared by incharge faculty and is compiled by IQAC coordinator, which is then discussed with the principal. Students design activities under the supervision and guidance of faculty member.

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

#### 6.1.2

**Institution practices decentralization and participative management**

**Response:**

**IQAC and Student Council meetings were conducted and decisions taken democratically. We have a suggestion box, in which students (excluding Student Council) can give their suggestions. In this way, participative management practiced in the institution.**

#### Student Council

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

File Description	Document
Relevant documents to indicate decentralization and participative management	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 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.

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.

**Transparency in academic aspects was maintained by giving opportunity to every student throughout the year without biasness or partiality. We also showing assessed answer sheets of students to review and verify their answers and marks. Institution is providing fee receipt to students with justification and heads. Decisions were taken by Principal in meeting with Teaching and Non- teaching staff in democratic way.**

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.

Strategic plan is carefully designed with the emergence of NEP 2020. College took the leadership for organising programs like seminar, training program of vision and roadmap of NEP 2020. The competition served the purpose of bringing awareness regarding innovative pedagogies among teacher education colleges. Following activities are hosted by NEP.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 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.

Our college is a Grant-in-Aid institute getting grants from the Gujarat state Government. The managing Trust provides scarcity amount. The resources are allocated in line with the accepted norms. Annual Calendar was prepared taking care of practicing school Annual Quality Assurance Report of N.H. PATEL COLLEGE OF EDUCATION, ANAND yearly schedules and planning. Different day celebrations were also planned on that specific day. Stray lesson seminar was organized as part of strategic plan. Each component of stray lesson was discussed with students sequentially. It followed by demonstration lesson of faculty. Then the students prepare their lesson plans in guidance of Method master. Then students were sent to schools for stray lesson with incharge faculty. College took the leadership for organising programs like seminar, training program,

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Link to the page leading to Strategic Plan and deployment documents	<a href="#">View Document</a>

### 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:**

The institute is managed by its Board of Governance. The key position in Board of Governance is the Managing Trustee and Secretary. The principal is responsible for implementation of all policy decisions. This is done with help of the faculty members and the teachers' in-charge of various committees.

IQAC looks into the academic integrity and upscaling the college. College principal and IQAC coordinator present activity plan in the IQAC meetings. 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 IQAC meetings.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**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:** B. Any 5 of the above

File Description	Document
Screen shots of user interfaces of each module	<a href="#">View Document</a>
Geo-tagged photographs	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**6.2.4**

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

**Response:**

College staff meeting is frequently according to resolutions of issues related with teaching learning

process.

In trust meeting college put their demand which is on priority. the demands were discussed in trust meeting and whichever feasible was sanctioned by management.

<b>File Description</b>	<b>Document</b>
Minutes of the meeting with seal and signature of the Principal	<a href="#">View Document</a>
Action taken report with seal and signature of the Principal	<a href="#">View Document</a>

### 6.3 Faculty Empowerment Strategies

#### 6.3.1

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

#### **Response:**

Institution has provided computer with Internet facility in staff room. Institution grants permission to Teaching Faculty for participation in Seminars and Workshops.

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:

Provides academic freedom for staff members, deputed on duty for attending Workshops, Seminars, permission for higher studies. Prayer room for peace and tranquility. 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. 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.

<b>File Description</b>	<b>Document</b>
List of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View Document</a>
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	<a href="#">View Document</a>

**6.3.2**

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

**Response:** 0

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

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

**File Description****Document**

Data as per Data Template

[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:** 4

**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	0	1	1	0

**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:** 33.33

**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
7	1	1	1	1

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Copy of Course completion certificates	<a href="#">View Document</a>

**6.3.5**

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

**Response:**

The Institution has developed performance appraisal form to assess the 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.

The above practice is on yearly basis by 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.

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	<a href="#">View Document</a>
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

#### **Institution conducts internal or/and external financial audit regularly**

#### **Response:**

Regular Internal & External Audit was carried out and audited by Chartered Accountant. No objection or complain received in this year.

#### 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. For audit, the institute prepares and sends a Grant statement. 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. 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	<a href="#">View Document</a>

### 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
0	0	0	0	0

File Description	Document
Data as per Data Template	<a href="#">View Document</a>

### 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 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

#### **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 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	<a href="#">View Document</a>

## 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:**

IQAC has contributed for the quality assurance strategy in teaching learning process. In the beginning of the academic year IQAC organize meeting with the members. During the meeting IQAC has planned for entire academic year. IQAC gave proper mechanism for the quality assurance. College calendar, student council, day celebration, competitions, seminars, guest lectures, workshops, and the activities related with saptdhara were organized under IQAC guidance. IQAC promoted faculties to prepared funded proposal for state level national and international seminars. This year we organize two national seminar sponsored by Gujarat sahitya academy and ICSSR.

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.5.2

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

**Response:**

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 obtained during practice teaching in in schools by principals. 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 IQAC Meeting.

Continuous Comprehensive Evaluation (CCE) is practised by faculty members and Low achievers are identified.

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

### 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: 4**

**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
5	6	3	4	2

File Description	Document
Report of the work done by IQAC or other quality mechanisms	<a href="#">View Document</a>
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

### 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:** C. Any 2 of the above

<b>File Description</b>	<b>Document</b>
Feedback analysis report	<a href="#">View Document</a>
e-Copies of the accreditations and certifications	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Link to the minutes of the meeting of IQAC	<a href="#">View Document</a>
Link to Annual Quality Assurance Reports (AQAR) of IQAC	<a href="#">View Document</a>

**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 second cycle of NAAC, institution kept incremental improvements in academic and administrative work. Institute has organize two state level workshop and two national level seminar after second cycle of NAAC. Institute got CPE grant of 1.5 crore. Institute published yearly magazine “Tadrushya” as a result of incremental improvement.

<b>File Description</b>	<b>Document</b>
Relevant documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 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 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
Any additional information	<a href="#">View Document</a>

#### 7.1.2

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

**Response:**

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

File Description	Document
Any additional information	<a href="#">View Document</a>

#### 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:** E. None of the above

**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:** E. None of the above

**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. 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. 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.

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	<a href="#">View Document</a>

**7.1.6**

**Institution is committed to encourage green practices that include:**

- 1. Encouraging use of bicycles / E-vehicles**
- 2. Create pedestrian friendly roads in the campus**
- 3. Develop plastic-free campus**
- 4. Move towards paperless office**
- 5. Green landscaping with trees and plants**

**Response:** D. Any 1 or 2 of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	<a href="#">View Document</a>

**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	0	0	0	0

File Description	Document
Data as per Data Template	<a href="#">View Document</a>

**7.1.8**

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

**Response:**

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 needy students, performing dramas to spread the awareness regarding environmental issues, 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](#)**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:** C. Any 2 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](#)

Details of the Monitoring Committee, Professional ethics programmes, if any

[View Document](#)

Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University

[View Document](#)

## 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**

**Our ‘sarvdharm prarthna’ reflect our vision, priority and thrust with context to our nation needs. Our nation is a secular country and it is reflected in our ‘sarvdharm prarthna’.**

**Best practice -2**

**Our sanstha geet "Shikshanvit" reflex our vision and moto of our insititute. It inspire the student teachers to be a good teacher. This song is wrritten by our faculty member and sung by all faculty members.**

<b>File Description</b>	<b>Document</b>
Photos related to two best practices of the Institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 7.3 Institutional Distinctiveness

### 7.3.1

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

**Response:**

Our institute distinctiveness is reflected in its assembly program. Our ‘sarvdharm prarthna’ reflect our vision, priority and thrust with context to our nation needs. Our nation is a secular country and it is reflected in our ‘sarvdharm prarthna’. Every Saturday our student-teachers reviwed books. These activities reflect our vision and priority. In assembly student teachers are motivated to give answers of MSQ based test which is useful to prepare for TAT and TAT exam

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.

<b>File Description</b>	<b>Document</b>
Photo and /or video of institutional performance related to the one area of its distinctiveness	<a href="#">View Document</a>

## 5. CONCLUSION

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### **Additional Information :**

- NHPCE 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. NHPCE was accredited by NAAC in 2008 with “B” grade with CGPA 2.66 and “B” grade in 2014 with CGPA 2.38 in second cycle. College has been accredited by AAA in 2016 with “B” grade with 2.75 CGPA. N. H Patel College of Education is widely regarded and is attracting students from the state located in center of city and nearest to the bus station and railway station Follows CBCS system.

### **Concluding Remarks :**

College is deep rooted with the philosophy of quality sustenance and enrichment. Academic excellence is Asset of the college., college organizes various activities for students and faculty to foster holistic development. College contribute to a well-rounded education and ensure balanced approach promoting both intellectual and personal growth.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.1.2	<p><b>At the institution level, the curriculum planning and adoption are a collaborative effort;</b></p> <p><b>Indicate the persons involved in the curriculum planning process during the last completed academic year</b></p> <ol style="list-style-type: none"> <li>1. Faculty of the institution</li> <li>2. Head/Principal of the institution</li> <li>3. Schools including Practice teaching schools</li> <li>4. Employers</li> <li>5. Experts</li> <li>6. Students</li> <li>7. Alumni</li> </ol> <p>Answer before DVV Verification : C. Any 3 of the above            Answer After DVV Verification: D. Any 2 of the above            Remark : DVV has made the changes as per shared clarification.</p>
1.4.1	<p><b>Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders.</b></p> <p><b>Structured feedback is obtained from</b></p> <ol style="list-style-type: none"> <li>1. Students</li> <li>2. Teachers</li> <li>3. Employers</li> <li>4. Alumni</li> <li>5. Practice teaching schools/TEI</li> </ol> <p>Answer before DVV Verification : B. Any 4 of the above            Answer After DVV Verification: E. Any 1 or none of the above            Remark : Shared feedback report are in regional language.</p>
2.3.2	<p><b>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</b></p> <p>2.3.2.1. <b>Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..</b></p>

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : DVV has not consider shared unverified/ unstamped reports.

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

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

Answer before DVV Verification : 88

Answer after DVV Verification: 00

Remark : DVV has made the changes as per shared clarification.

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**

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: C. Any 2 of the above

Remark : DVV has made the changes as per shared clarification.

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**

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

Answer After DVV Verification: B. Any 6 or 7 of the above

Remark : DVV has made the changes as per shared clarification.

**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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. Any 4 of the above

Remark : DVV has made the changes as per shared clarification.

**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**

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: B. Any 3 of the above

Remark : DVV has made the changes as per shared clarification.

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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



Remark : DVV has not consider shared excel sheet.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
3.65	3.04	4.15	1.04	2.70

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.12	0.25	0.29	0.85	0.63

Remark : DVV has made the changes as per shared report.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
8550	7850	8380	0	6740

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.08	0.07	0.08	0	0.06

Remark : DVV has made the changes as per shared report.

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

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

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

Answer After DVV Verification: B. Any 5 of the above  
Remark : DVV has made the changes as per shared clarification.

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**

Answer before DVV Verification : A. All of the above  
Answer After DVV Verification: C. Any 2 of the above  
Remark : Shared reports are in regional language and DVV has also checked with SSR.

## 2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p><b>Total expenditure excluding salary year wise during the last five years (INR in lakhs)..</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>365306</td> <td>304157</td> <td>419261</td> <td>404779</td> <td>270046</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>3.6</td> <td>3.0</td> <td>4.1</td> <td>4.0</td> <td>2.7</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	365306	304157	419261	404779	270046	2022-23	2021-22	2020-21	2019-20	2018-19	3.6	3.0	4.1	4.0	2.7
2022-23	2021-22	2020-21	2019-20	2018-19																	
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