



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

DISTRICT INSTITUTE OF EDUCATION AND TRAINING

**VIDYABHAVAN, OPPOSIT UDYOG BHAVAN, SECTOR-12, GANDHINAGAR
382016**

www.dietgandhinagar.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Under the guidance of Gujarat Council of Educational Research and Training (GCERT), DIET along with its seven branches work in the area of Teacher Education and School Education. It functions in the area of programme and activities, research and extension activities.

Vision

Our vision is to work for perfection with quality education and to nurture teachers of tomorrow with the transformative knowledge of Indian tradition and new era of teacher education, focusing upon the integral development of teachers.

Mission

Our mission is to impart quality education as well as make comprehensive development of the students and teachers by providing guidance about latest trends, policies and technological help in Teacher Education, marked and defined by value-education, global outlook, innovation and interdisciplinary education.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Strength :

Location of Institute

Well equipped infrastructure

Qualified full time faculty

Experienced faculty

Exposure Grant for Students, so students without any expense can get so many exposures.

Institutional Weakness

Weakness

Due to workload of both Pre-service and In-service Programmes, sometimes, it becomes tough to allot proper quality time and attendance to B.Ed. Programme.

Institutional Opportunity

Opportunity

PSTE Branch is the lab of DIET to try out the prevailing as well as upcoming educational training programmes.

DIET is full-fledged with latest infrastructural facilities, academic labs, method rooms, resource rooms, library that enables B.Ed. students to get benefitted with them.

As the institute is located in GCERT campus, B.Ed. students as well as teachers of the district get the maximum benefits of the experts of state and national level.

Institutional Challenge

To give justice to both Pre-service and In-service Programmes in terms of planning and management and to balance both of them with respect to quality education.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The Institution ensures effective curriculum delivery through a well planned and documented process. We ensures child centric, Activitybase Teaching - Learning process which creates Higher order thinking skills, Valueable & skillfull persons.

Our Institute got a big benefit of GCERT planning of Methodwise Exposure at various special places, Institutions of Gujarat. When State level Experts coming for training programme Students can got more benefit of experts knowledge.

We planned each & every activity based on learning outcome. Each students know and apply the knowledge of learning outcomes during their lesson planning, activities, assesment, evaluation and Action Research.

Students were appreciated to attend seminars, online courses on DIKSHA, Projects, competitions and all over

development of students.

To promote academic excellence in the areas of student choice
To provide adequate flexibility in the choice of subjects to the students
To make the system more self-reliant by introducing at least partially
the internal assessment process

m.

Consulted all stakeholders in developing the curriculum in different specializations,
like students, alumni, parents, social organizations and other relevant experts.

Introduced student feedback mechanism for the course and the transactional
methodologies to improve the quality of curriculum and curriculum
transaction.

A school Committee consisting of teachers from all departments was formed

To optimize the resources and talents

To prepare the curriculum content, and model question papers for each course

To determine the assessment procedure

To determine the eligibility criteria for admission to CBCS.

To coordinate the programme effectively

To prepare the common time table

Teaching staff who are committed and knowledgeable about the process.

Separate budget allocation for each of the department offering the CBCS
programme.

Additional learning resources.

Administrative and academic reforms to facilitate change.

Modular type curricula along with teaching-learning tools for modern methods
like audio-visual preparations, group discussions, Student seminars and
internships.

many Sensitization programmes held by institutions.

Teaching-learning and Evaluation

We plan our teaching learning plan as per Diversity of Learners in respect of their background, We planned peer learning, project, activity, quizzis etc. The learner-centered education through appropriate methodologies facilitates effective learning. Teachers provide a variety of learning experiences, including individual and collaborative learning. The teachers employ interactive and participatory approach creating a feeling of responsibility in learning and makes learning a process of construction of knowledge.

Innovative evaluation process is to gauge the knowledge and skills acquired at various levels of the programmes

Infrastructure and Learning Resources

The ICT facilities and other learning resources are adequately available in the institution for academic and administrative purposes. The staff and students have access to technology and information retrieval on current

and relevant issues. The institution deploys and employs ICTs for a range of activities. The institution has sufficient resources allocated for regular upkeep of the infrastructure. There are effective mechanisms for the upkeep of the infrastructure facilities and promote the optimum use of the same.

Adequate infrastructure facilities are key for effective and efficient conduct of the educational programmes. The growth of the infrastructure thus has to keep pace with the academic developments in the institution. The other supportive facilities on the campus are developed to contribute to the effective ambience for curricular, extra-curricular and administrative activities. 4.2 Library as a Learning Resource The library holdings in terms of books, journals and other learning materials and technology-aided learning mechanisms which enable students to acquire deep knowledge.

Student Support and Progression

Our institute Facilitate mechanisms like guidance cell, placement cell, grievance redressal cell and welfare measures to support students Specially for needy students with learning difficulties. Provision is made for bridge and value added courses in relevant areas. Institution has a well structured, organized guidance and counseling cell. The Institution concern for students' progression to higher studies and/or to employment is dealt with under this Key Aspect. Identify the reasons for poor attainment and plan and implement remedial measures. Sustainable good practices like TET/TAT/CTET Classis, SCOPE, English, ICT & Personality Development programmes which effectively support the students facilitate optimal progression.

Governance, Leadership and Management

Excellent teacher student relationship is maintained, to make teaching learner oriented and we believe in sharing and learning through peer teaching. Teamwork and leadership qualities are promoted by projects, seminars, group discussions, industrial visits, education tours etc. Wide range of extension activities is conducted, involving a large number of students, to sensitize them with societal issues and develop humane qualities.

The college assesses its ability to execute the plan with a resource based approach. These are both human and monetary resources. To execute a plan a realistic time frame is essential and if there are many tasks to be achieved they are prioritized. Our key important goal is to encourage students to develop skills and acquire knowledge to emerge as a successful individual in the competitive world. We also believe in developing them as worthy citizens with a national spirit.

Institutional Values and Best Practices

Value Education, Environmental awareness, Gender sensitization programs, training courses, workshops and orientation ? Curricular: Certain topics based awareness and sensitivity are incorporated in the syllabus. many activities like Group discussions, Screening of Documentaries, Talks and Paper Presentations etc planning during Prayer programme, Day special programme or on other special programmes.

Tree Plantation, Old age shelter home, Jail visit etc programmes also held every year.

Research and Outreach Activities

- EXPOSURE VISIT OF SANOSARA LOKBHARTI VIDHYAPITH

Our institute planned an exposure visit to Sanosara Lokbharti Vidhyapith for 5 days -16/03/2021 to 20/03/2021 related to the heading of " I AM A TEACHER" created by GCERT for the B.Ed. students of DIET Gandhinagar. First of all we visited Lothal Musium. After that we reached to Sanosara. The professors of Sanosara Lokbharti Vidhyapith gave information about the institute. Students were divided into 6 groups for activities. After that group discussions were held. On the second day group discussion about spelling mistakes in language was organised for students. On the third day Bhuj, Banaskantha and Gandhinagar DIET made groups and did different kinds of activities to develop the knowledge of students. On the next day we visited Daxinamurti and Vigyanagri. On the last day of exposure we visited Salangpur Mandir. The visit was completed satisfactorily.

SCOPE TRAINING

By DIET Gandhinagar during this year held scope training and total 47 students participated by the under guidance of HOD B.Ed. Dr. Purnima Trivedi & shree B. K. kansara. out of 47 students 24 students got A-1 grade, 15 students got A-2 grade and 9 students got B-1 grade. like that this scope training was very effective.

TET-TAT-CTET Guidance Class for B.Ed. Students

DIET Gandhinagar planned TET-TAT-CTET Guidance Class for B.Ed. Students for every Saturday & during Summer Vacation 15 days. Students willingly and happily joined the guidance class & most of the students passed the TET/TAT/CTET examination is showing the effectiveness of this class.

Online Courses

During B.Ed. Students have to learn about Action Research & also a practice work during Internship have to do and submit the report of Action Research. On DIKSHA portal Action Research course is available and all students of related semester complete this course and well develop their concept on this topic.

MyGov Quiz

Many online quiz on My Gov.in portal is available. Students participate in this quiz and got certificates from the portal.

and many other activities and programme held during B.Ed. 2 Years programme.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	DISTRICT INSTITUTE OF EDUCATION AND TRAINING
Address	Vidyabhavan, Opposit Udyog bhavan, Sector-12, Gandhinagar
City	Gandhinagar
State	Gujarat
Pin	382016
Website	www.dietgandhinagar.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Hitesh Natvarlal Dave	079-23256815	7567865471	079-23256815	dietgandhinagar@gmail.com
IQAC / CIQA coordinator	Urmilaben M. Panchal	-	9879605792	-	principal_108@iite.ac.in

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Day

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
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State	University name	Document
Gujarat	Indian Institute of Teacher Education	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC		
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	02-05-2016	60	

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Vidyabhavan, Opposit Udyog bhavan, Sector-12, Gandhinagar	Urban	8000	5300

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,Education	12	Graduation	Gujarati	50	50

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				21				0			
Recruited	0	0	0	0	7	9	0	16	0	0	0	0
Yet to Recruit	0				5				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				14
Recruited	6	2	0	8
Yet to Recruit				6
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	3	0	0	0	0	3
M.Phil.	0	0	0	0	1	0	0	0	0	1
PG	0	0	0	7	5	0	0	0	0	12

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	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

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	12	0	0	0	12
	Female	28	0	0	0	28
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	1	11
	Female	10	5	1	0
	Others	0	0	0	0
ST	Male	1	0	2	1
	Female	1	3	3	0
	Others	0	0	0	0
OBC	Male	8	5	4	9
	Female	7	7	5	3
	Others	0	0	0	0
General	Male	5	3	10	13
	Female	10	17	23	6
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		42	40	49	43

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Multi-disciplinary: In the B.Ed. course under Pre-Service Teacher Education (PSTE), trainees receive simultaneous training in other related subjects, for example, Science with Mathematics and Social Science with Language. Trainees receive one language training in each semester in a two-year pre-service study in which they learn Gujarati, English, Hindi and Sanskrit as compulsory subjects.</p> <p>Interdisciplinary: In B.Ed. Curriculum, along with main subjects, the trainees receive training of art education, yoga education, physical education, skills development and are engaged in cultural activities, special day celebrations, prayer program, health & hygiene, work experience etc. In-service programs</p>
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	organized by DIET involve trainees in subjects like latest educational trends and latest curriculum etc.
2. Academic bank of credits (ABC):	The Institution is looking forward to guideline from the Statutory Body. The Institution has already joined in the task of development of SCF process in guidance of GCERT as per NEP-2020. We Are waiting for further Instructions from our higher authorities Institutions. We Are ready for implimentation of NEP on Every aspects
3. Skill development:	falk Dance Dlan and theatre Debate Essay writing Poetry recital. Photography Painting ? Celebration of cultural festivals. => Celebration of days. Celebration of National festivals ? Micho Teaching - Competition skills is a technique Micro teaching used in teacher training that gives the opportunity for teachers to review their own performance and receive feedback. on their ability and development skills as a teacher. Microteaching skills. 1. Skill of probing questioning 2. skill of Reinforcement 3. Skill of stimulus variation 4. skill of Explaining 5, skill of illustrating with Examples 6. Co. Curricular Activities These Co-Curricular activities are those activities that undertaken along with academic studies and help in learning by doing. These activities help students to develop problem-solving skill seasoning, critical thinking, creative thinking communication, and collaborative (abilities. every year participating in sports meet and youth festival. Sport meet
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	teaching in Indian Language, culture, using online course): Under 'Indian Knowledge Tradition' stream, IITE already developed courses Sanskrit Language and also Art, Craft, Indian knowledge system are the part of curriculum. Our students join various online courses on DIKSHA, one of it is 'Vaibhave Ubharati Gujarati', which is a Gujarati Language Course & also Includes various aspects of Gujarati Culture.
5. Focus on Outcome based education (OBE):	Outcome - based education is education in which an emphasis is placed on a clearly articulated idea of what students are expected to know and be able to do. that is, what skills and knowledge they need to have, when they leave the school system. clarity of focus on culminating outcomes of significance, expanding opportunity and support for success, high expectations for all to succeed, designing down from

	<p>ultimate outcomes. outcome - based education is an educational theory that bases each part of an educational system around goals(outcomes). By the end of the educational experience, each student should have achieved the goal. Transparency focusing on results Outcome - based education generates a transparent expectation of the top results. Students can understand what they expect and teachers can understand what they need to demonstrate throughout the course.</p>
<p>6. Distance education/online education:</p>	<p>Online School Readiness programme was Developed by institute for State level teachers training and live Session for School childrens of std 1 & 2. On air training for Upper primary & Secondary teachers for subjects Social Science, Science, Mathematics. Various Online courses Action Research, Online Course Social Science for upper primary Teachers, Online course on Social Science for Secondary Teachers, Geography in Daily Life online course, NCF & Social Science, NCF & Geography, Online Education Through using various platform like zoom, Teams, meet for B.Ed. Students & online assessment using Google forms & Google Classroom as LMS.</p>

Extended Profile

1 Students

1.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
43	49	40	42	1
File Description		Document		
Institutional data in prescribed format		View Document		
Any other relevant information		View Document		
Other Upload Files				
1		View Document		

1.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
50	50	50	50	1
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		
Institutional data in prescribed format		View Document		

1.3

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

2019-20	2018-19	2017-18	2016-17	2015-16
23	16	20	27	1
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

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

2019-20	2018-19	2017-18	2016-17	2015-16
43	49	40	42	1
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

1.5

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

2019-20	2018-19	2017-18	2016-17	2015-16
43	49	40	42	1
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

1.6

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

2019-20	2018-19	2017-18	2016-17	2015-16
43	49	40	42	1
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

2 Teachers**2.1**

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

2019-20	2018-19	2017-18	2016-17	2015-16
17	17	17	17	17
File Description		Document		
Institutional data in prescribed format		View Document		
Copy of the appointment orders issued to the tea		View Document		

2.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
21	21	21	21	21
File Description		Document		
University letter with respect to sanction of p		View Document		

3 Institution

3.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
20	15	13.44	38.74	26.24
File Description		Document		
Audited Income Expenditure statement year wise d		View Document		

3.2

Number of Computers in the institution for academic purposes..

Response: 25

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

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

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

Response:

Curriculum evolved by the University / Autonomous College comprises Programme Outcomes (POs), Programme Specific Outcomes (PSOs), Course Outcomes (COs) and the substantive outlines of courses in every discipline (syllabus). Our organization implement & as well as assess students' performance and thereby attain PSOs and COs. The quality element is reflected in the efforts to revise, update, include emerging concerns etc.. The Curriculum designed by University / Autonomous College also focuses on employability, entrepreneurship and skill development by various activities, project, exposure visits etc. Our Institute plans for newly admitted students' four day exposure to Basic Education Institution, Lokbharati – Sanosara, Bhavnagar of Gujarat State. For various methods, students' Institution plan for methodwise local specific places is arranged.

As per syllabus of Indian Institute of Education we follow the programme learning outcomes and as per given syllabus, semesterwise subjects course learning outcomes were following.

File Description	Document
Plans for mid- course correction wherever needed for the last completed academic year	View Document
Plan developed for the last completed academic year	View Document

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: B. Any 4 of the above

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

1.1.3 While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Programmes offered by the institution, which are stated and communicated to teachers and students through 1. Website of the Institution 2. Prospectus 3. Student induction programme 4. Orientation programme for teachers

Response: B. Any 3 of the above

File Description	Document
Data as per Data Template	View Document
Paste link for additional information	View Document

1.2 Academic Flexibility

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

Response: 100

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

2019-20	2018-19	2017-18	2016-17	2015-16
38	38	68	68	0

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

2019-20	2018-19	2017-18	2016-17	2015-16
38	38	68	68	0

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

1.2.2 Average Number of Value-added courses offered during the last five years**Response:** 0**1.2.2.1 Number of Value – added courses offered during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

1.2.3 Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years**Response:** 0**1.2.3.1 Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

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: B. Any 3 of the above

File Description	Document
Data as per Data Template	View Document

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

Response: 24.57

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

2019-20	2018-19	2017-18	2016-17	2015-16
43	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:

DIET - Gandhinagar has rather significant role in curriculum designing and development. We adopt the curriculum overview provided by the respective university. Our college operationalizes the curriculum within the overall framework provided. We use the Curriculum Framework & their resource potential, institutional goals and concern and so on. We visualize the way the curriculum has to be carried out. Our institution applies various methods, activities, projects & exposures in a unique way and reflects the concern of the college for quality in the form of values and sensitivities etc.

We always focus on 'student centric education', 'activity based education' & also includes suggestions of NEP - 2020 in Curriculum Development as well as Classroom Interaction.

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

Response:

Institution familiarizes students with the diversities in school system prevailing in India as well as in an international perspective. Our Institute plans Internship in various schools of diversity like Rural & Urban locations. Students get exposure of various schools during Internship, Block Teaching, Case Study. They also get the opportunity to work as a Field Investigator (FI) for National Achievement Survey (NAS) & Gujarat Achievement Survey (GAS).

We plan exposure visit of Nadabet so that students can get familiar with desert and geo-logical aspects as well as develop feeling of nationality.

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:

Following the curriculum, students are provided with varied experiences. In order to achieve this aim, students are given professional training in teaching by adopting the following measures :

We follow student - centred approach focusing on the needs of the students. We promote various teaching methods such as Activity based learning, Cooperative learning, Inductive teaching and learning, Inquiry based learning, Problem solving skill based learning, Project based learning, Discovery based learning etc. which increase Higher Order Thinking Skills (HOTs) among the students. It seeks to promote Collaborative Group Learning.

Teaching skills, Pedagogical Knowledge, Attitude are developed through various activities like practice teaching lessons, case study, action research, experts' lectures. Various exposure visits are organized like visit of Basic Education Institutes, Subject Specific Institutes, Monuments and Places related to National importance.

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: C. Any 3 of the above

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

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: 89.6

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

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

Response: 24.14

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

2019-20	2018-19	2017-18	2016-17	2015-16
26	30	22	26	1

File Description	Document
Final admission list published by the HEI	View Document
Data as per Data Template	View Document
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View Document

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

Response: 1.14

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

2019-20	2018-19	2017-18	2016-17	2015-16
1	0	1	0	0

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

2.2 Honoring Student Diversity

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

Response:

As per IITE, our affiliated university, pattern of B.Ed. Syllabus is divided into two parts i.e. theory and practicum. In each semester, students have to complete subjectwise assignments, unit test, practice including action research, case study, blue print and question paper formation, practice lesson from micro teaching, simulation, unit lesson, annual lesson etc. Continuous and Comprehensive Evaluation and Semester End Preliminary & Semester Exams are held.

2.2.2 Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through 1. Mentoring / Academic Counselling 2. Peer Feedback / Tutoring 3. Remedial Learning Engagement 4. Learning Enhancement / Enrichment inputs 5. Collaborative tasks 6. Assistive Devices and Adaptive Structures (for the differently abled) 7. Multilingual interactions and inputs

Response: A. Any 5 or more of the above

File Description	Document
Data as per Data Template	View Document

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

Response: Whenever need arises due to student diversity

2.2.4 Student-Mentor ratio for the last completed academic year**Response:** 3:1**2.2.4.1 Number of mentors in the Institution**

Response: 17

File Description	Document
Data as per Data Template	View Document

2.3 Teaching- Learning Process

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

Response:

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

We emphasize on student centric methods like project work, debates, quizz, field visit, group discussions, activity based learning, various tasks, role play, exposure visits etc. to develop higher order thinking skills among the students and enable them to achieve PLOs and CLOs.

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

Response: 100

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

2019-20	2018-19	2017-18	2016-17	2015-16
17	17	17	17	17

File Description	Document
Data as per Data Template	View Document

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

Response: 100

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

Response: 43

File Description	Document
Data as per Data Template	View Document

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

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

Response: A. Any 4 or more of the above

File Description	Document
Data as per Data Template	View Document

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

Response:

2.3.5: Continual mentoring is provided by teachers for developing professional attributes in students life.

All the faculty members of our institute play a vital role of guide, mentor and facilitator to enhance the professional proficiencies of the students. In various phases of educational process, teachers give guidance and inspiration to take right step for right things. Teachers play a positive role for students by guiding them with respect to stress management, character building, moral education, decision making and development of Emotional Quotient as well as Spiritual Quotient.

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

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

Response: A. Any 5 or more of the above

File Description	Document
Data as per Data Template	View Document

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

Response:

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

Creativity and innovation are fundamentals of our system and an essential part of the learning process. We put stress on various dimension of learning that involves challenging, refining and improving understanding by creating a situation that makes them think to understand new concept and broaden their perspective. One cannot think creatively unless one is placed in the situations where she/he needs to do so. We try to create such a situation wherein students are actively involved in a dynamic teaching and learning process. We facilitate Shakti Involvement wherein they need to work in small groups, situations leading to brainstorming, role play, games and a number of competitions where they get the opportunities to work in a group.

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: B. Any 6 or 7 of the above

File Description	Document
Data as per Data Template	View Document

2.4.2 Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as 1. Formulating learning objectives 2. Content mapping 3. Lesson planning/ Individualized Education Plans (IEP) 4. Identifying varied student abilities 5. Dealing with student diversity in classrooms 6. Visualising differential learning activities according to student needs 7. Addressing inclusiveness 8. Assessing student learning 9. Mobilizing relevant and varied learning resources 10. Evolving ICT based learning situations 11. Exposure to Braille /Indian languages /Community engagement

Response: A. Any 8 or more of the above

File Description	Document
Reports and photographs / videos of the activities	View Document
Documentary evidence in support of each selected activity	View Document
Data as per Data Template	View Document

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

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

Response: A. All of the above

File Description	Document
Data as per Data Template	View Document

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

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

Response: B. Any 3 or 4 of the above

File Description	Document
Data as per Data Template	View Document

2.4.5 Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of 1. Preparation of lesson plans 2. Developing assessment tools for both online and offline learning 3. Effective use of social media/learning apps/adaptive devices for learning 4. Identifying and selecting/ developing online learning resources 5. Evolving learning sequences (learning activities) for online as well as face to face situations

Response: B. Any 4 of the above

File Description	Document
Data as per Data Template	View Document

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

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

Response: A. All of the above

File Description	Document
Data as per Data Template	View Document

2.4.7 A variety of assignments given and assessed for theory courses through

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

Response: A. Any 4 or more of the above

File Description	Document
Data as per Data Template	View Document

2.4.8 Internship programme is systematically planned with necessary preparedness..

Response:

2.4.8: Internship programme is systematically planned with necessary preparedness.

1. Following University Guideline for Internship, various schools from differe area of the district are selected for internship.
2. Methodwise students's groups are formed and also need of school for subject teachers is taken care of while planning interships for the students in the respective schools.
3. Planning of days for the internship and guidance for various activities as well as field work to be carried out in the internship is made minutely.
4. A meeting is held with school teachers and principals for planning of internship.
5. Applications are made by students in schools.
6. Mentoring, monitoring and guidance is provided by lecturers as per allotted schools.

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

Response: 2.69

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

Response: 16

File Description	Document
Data as per Data Template	View Document

2.4.10 Nature of internee engagement during internship consists of

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

Response: A. Any 8 or more of the above

File Description	Document
Data as per Data Template	View Document

2.4.11 Institution adopts effective monitoring mechanisms during internship programme.

Response:

2.4.11: Institution adopts effective monitoring mechanisms during internship programme.

Institute organizes training programme / workshop for the head teacher as well as counselor / mentor teacher of the respective schools selected for internship programme. Head of the Institute allots school to lecturer for monitoring the functioning of internship programme. Following particular schedule, the lecturers visit the school for guidance, evaluation, follow-up, effective implementation and get the report of the institute head in this regard. Internship school head teacher and mentor or counselor teacher continuously observe the classroom teaching, activities carried out by the trainees and administrative work done by the trainees throughout the internship programme.

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

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

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

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

Response: C. Any 2 or 3 of the above

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

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

Response: A. All of the above

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	View Document

2.5 Teacher Profile and Quality

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

Response: 80.95

File Description	Document
Data as per Data Template	View Document

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

Response: 29.41

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	View Document
Certificates of Doctoral Degree (Ph.D) of the faculty	View Document

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

Response: 25

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

Response: 425

File Description	Document
Copy of the appointment letters of the fulltime teachers	View Document

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

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

Response:

Teachers of our institute put-forth efforts to keep themselves updated professionally through

- various in - house discussions on current developments and issues in education as well as various recommendations to resolve them.
- teachers also share information with colleagues and with other institutions on policies and regulations as well as latest trends observed in the field of education as well as innovations carried out by various faculties of various teacher training institutions of the state.
- Teachers of our institute put-forth efforts to keep themselves updated professionally through by joining various online courses of DIKSHA, Swayam, various Universities' live programmes. They keep themselves updated by reading and understanding new policies and documents of education, rules and regulations related to students and education directly.

2.6 Evaluation Process**2.6.1 Continuous Internal Evaluation(CIE) of student learning is in place in the institution****Response:****Continuous Internal Evaluation (CIE) of student learning is in place in the institution**

We in our institution, carry out continuous evaluation of students following systematic evaluation process laid down by Affiliated university. Vivid instructions of the affiliated university are taken care of while planning for the continuous internal evaluation of the students in various phases. Semester - wise practicals and theory evaluation is also carried out. Attendance and regularity criteria fixed for the students of the institution are also observed as a part and portion of continuous internal evaluation of the students.

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

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

Response: A. Any 4 or more of the above

File Description	Document
Copy of university regulation on internal evaluation for teacher education	View Document

2.6.3 Mechanism for grievance redressal related to examination is operationally effective

Response:

There is complete transparency in the internal assessment. The criterion adopted is as per the direction given by the university. In the beginning of the semester, faculty members make the students familiar with various components involved in the assessment process to be carried out throughout the semester. The internal assessment test schedules are prepared as per university guideline and the same is communicated with the students well in advance. To ensure proper implementation of formative tests, two invigilators are assigned the task. Evaluation is done by the course handling faculty members within three days from the date of examination. The corrected answer scripts are verified at random by the Head of the Department (HOD) to ensure the standard for evaluation.

evaluation process.

? The corrected answer papers of the students are distributed to them for the verification by the students and any grievance is redressed immediately. The marks obtained by the students in internal assessment tests are displayed on the department notice board.

2.6.4 The Institution adheres to academic calendar for the conduct of Internal Evaluation**Response:****2.6.4: The Institution adheres to academic calendar for the conduct of Internal Evaluation**

DIET Gandhinagar is affiliated with Indian Institute of Teacher Education (IITE). In the beginning of year, IITE provides an academic calendar to all the affiliated colleges. The schedule is brought to the attention of the students through through notice. As per schedule, continuous evaluation is made by our institute. The schedule of all examinations is given in academic calendar. The course teachers announce the syllabus. All the practical works and assignments are submitted by the students as per the dates given in academic calendar. It is ensured that all the concerned teachers and students follow the calendar for the conduct of Internal Evaluation.

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

2.7 Student Performance and Learning Outcomes**2.7.1 The teaching learning process of the institution are aligned with the stated PLOs and CLOs.****Response:**

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

As per the norms of Affiliated University, DIET Gandhinagar follows the B.Ed. Programme related learning outcomes and there are pedagogical courses to attain those learning outcomes. Enhancement of professional skills and other skill based courses and as per syllabi, the course related learning outcomes were developed, reviewed and drafted finally.

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

2019-20	2018-19	2017-18	2016-17	2015-16
43	49	40	42	1

File Description**Document**

Data as per Data Template

[View Document](#)

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

Response:

DIET Gandhinagar is located in the campus of SCERT. So, the state level and district level inservice training programmes for school teacher are arranged quite frequently. In these programmes trainees are involved according with PLOs and CLOs to improve their performance. During this course, trainees carry out action research and case study for their professional development. Institute organizes Maths - Science - Environment Exhibition, Bal mela, Ramtotsav, Kala Utsav programmes. In these programmes, trainees join and experience activity for improving their personal attributes.

2.7.4 Performance of outgoing students in internal assessment

Response: 93.02

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

Response: 40

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

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

Response:

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

Institute mainly conducts theoretical and practical assessment of the students throughout various phases.

1. In the theoretical assessment, Continuous and Comprehensive Evaluation Test as well as preliminary examinations are conducted throughout the course. According trainees respond to items identified as per their learning needs and necessary follow up is made.

2. In practical assessment, thorough guidance is provided to the trainees by the concerned subject experts and the performance of students in the context of assigned tasks is observed by the same faculties of the institution.

2.8 Student Satisfaction Survey

2.8.1 Online student satisfaction survey regarding teaching learning process

Response:

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

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

Response: 12.8

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

2019-20	2018-19	2017-18	2016-17	2015-16
30	08	12	09	05

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: 8.4

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)

2019-20	2018-19	2017-18	2016-17	2015-16
30	08	12	09	05

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: A. Any 4 or more of the above

File Description

Document

Data as per Data Template

[View Document](#)

3.1.4 Institution has created an eco-system for innovations and other initiatives for creation and

transfer of knowledge that include

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

Response: A. All 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: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description

Document

Data as per Data Template

[View Document](#)

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

Response: 0.71

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

2019-20	2018-19	2017-18	2016-17	2015-16
3	1	0	4	4

File Description

Document

Data as per Data Template

[View Document](#)

3.3 Outreach Activities

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

Response: 8

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

2019-20	2018-19	2017-18	2016-17	2015-16
8	8	8	8	8

File Description

Data as per Data Template

Document

[View Document](#)

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

Response: 100

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

2019-20	2018-19	2017-18	2016-17	2015-16
43	49	40	42	1

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

2019-20	2018-19	2017-18	2016-17	2015-16
43	49	40	42	1

File Description

Data as per Data Template

Document

[View Document](#)

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

Response:

DIET Gandhinagar has been in the forefront in sensitizing its students pertaining to social issues through its curriculum and extension activities. We organise blood donation camps, education awareness programmes.

The NSS Cell leads extension activities to address local issues and sensitize students for their holistic development. To address the issues of domestic violence, child marriages, health care, HIV Aids, street children, runaway children, alcohol addiction and drug addiction etc. The students and teachers have collaborated through their departments with other agencies to help society and local communities.

The NSS Cell works to develop the overall personality of students through a series of regular activities which are undertaken both within the campus and outside the campus in the form of special camps. The motto of the Cell is *Not Me But You*. It invites volunteers for all-round personality development through community service, group interactions, awareness generation programme, group training and leadership training programmes. The Cell has been very vibrant and active with one unit of 150 volunteers in each group. Students' orientation to community service, blood donation camps, awareness and sensitization programmes carried out inside and outside the campus along with village adoption and International Youth Exchange Programme.

The Cell has been coordinating with Sarpanch, Panchayat Committee Members, Teachers, Schools, Anganwadis for planning education, health and sanitation interventions.

We have also organised and commemorated events such as *International Day of Non Violence, International Yoga Day, National Voters Day, World Environment Day, Rastriya Ekta Saptah, Yoga Fest, World Aids Day* etc.

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

Response: 1

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	1	0

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

3.4 Collaboration and Linkages

<p>3.4.1 Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years</p> <p>Response: 0</p>				
<p>3.4.1.1 Number of linkages for faculty exchange, student exchange, research etc. during the last five years</p>				
2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0
File Description	Document			
Data as per Data Template	View Document			

<p>3.4.2 Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years</p> <p>Response: 0</p>				
<p>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</p>				
File Description	Document			
Data as per Data Template	View Document			

<p>3.4.3 Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes</p> <ol style="list-style-type: none"> 1. Local community base activities 2. Practice teaching /internship in schools 3. Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education 4. Discern ways to strengthen school based practice through joint discussions and planning 5. Join hands with schools in identifying areas for innovative practice 6. Rehabilitation Clinics

7.Linkages with general colleges

Response: B. Any 5 or 6 of the above

File Description	Document
Data as per Data Template	View Document



Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

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

Our institution has various facilities available such as, Method Rooms, Psychology Lab, Language Lab, Social Science Lab, Auditorium, 2 ICT Lab, Art & Craft Room, Sports Room, Outdoor games / sports facilities.

The other facilities available in the institute are as under :

Fitness Centre / Outdoor Fitness Equipment.

Leg press

Twitter 3 in 1

Sky walker

Air Walker

Spot board / Air walker/ Leg press

Seated puller

Cross trainer

Rawer

Surf board separ

Treadmill roller

Volly Ball

Cricket

Kabaddi

Kho-kho

Table Tennis	
Carrom	
Dumbels	
Badminton	
Chess	
Lazim	
Wond	
Skipping rop	
All Athletics Equipments	
All sports fields/ Play Ground	
File Description	Document
List of physical facilities available for teaching learning	View Document

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

Response: 44.44

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: 9

File Description	Document
Data as per Data Template	View Document
Link to relevant page on the Institutional website	View Document

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

years (INR in lakhs)

Response: 29.94

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

2019-20	2018-19	2017-18	2016-17	2015-16
6.0	7.0	13	0.40	0

File Description

Document

Data as per Data Template

[View Document](#)

4.2 Library as a Learning Resource

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

Response:

DIET Gandhinagar installed SOUL Software for Library management since 2008.

Nature of Automation : Partially Automation

Version : 2.0

Year of Automation: 2010

Library management became easy with this software and all books data are being electronized.

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

Response:

Library of DIET Gandhinagar is fully automated using SOUL Software Security Gate installed in the library in the year 2008.

DIET Gandhinagar installed SOUL Software for Library Management since 2008.

Nature Of Automation : Partially Automation

Version : 2.0

Year of Automation: 2010

Library management became easy with this software and all books data are being electronized.

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	View Document

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

Response: 0.51

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

2019-20	2018-19	2017-18	2016-17	2015-16
1.0	0.47	0.75	0.24	0.09

File Description	Document
Data as per Data Template	View Document

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

Response: 30.38

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: 418	
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: 410	
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: 410	
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: 250	
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: 335	
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	
<ol style="list-style-type: none"> 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: B. Any 3 of the above	
File Description	Document
Data as per Data Template	View Document

4.3 ICT Infrastructure

4.3.1 Institution updates its ICT facilities including Wi-Fi
Response:
Our institution adopts policies and strategies for adequate technology deployment and maintenance.
The ICT facilities and other learning resources are adequately available in the institution for academic and administrative purposes. The staff and students have access to technology and information retrieval on current and relevant issues.
The institution deploys and employs ICTs for a range of activities. ICT related all equipments are available

in our Institute. There are two GTPL internet connections and wi-if facility also here.

4.3.2 Student – Computer ratio for last completed academic year

Response: 2:1

File Description	Document
Data as per Data Template	View Document

4.3.3 Internet bandwidth available in the institution

Response: 50

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

Response: 50

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

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

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

Response: D. Any 1 of the above

File Description	Document
Data as per Data Template	View Document

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: 82.79**4.4.1.1 Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)**

2019-20	2018-19	2017-18	2016-17	2015-16
12.68	12.75	16.33	0	0

File Description**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:**

Our Institute has adequate infrastructure as well as regular maintenance and periodic replishment. Our institution has sufficient resources allocated for regular upkeep of the infrastructure and there are effective mechanisms for the upkeep of the infrastructure facilities; and promote the optimum use of the same.

We have systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms & methodrooms. All the subject lecturers are in charge to maintain them.

State government gives the grant for renovation, purchase and maintaining the infrastucture every year.

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
Data as per Data Template	View Document

5.1.2 Available student support facilities in the institution are:

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

Response: A. Any 8 or more of the above

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: C. Any 3 or 4 of the above

File Description	Document
Data as per Data Template for the applicable options	View Document

5.1.4 Institution provides additional support to needy students in several ways such as: 1. Monetary help from external sources such as banks 2. Outside accommodation on reasonable rent on shared or individual basis 3. Dean student welfare is appointed and takes care of student welfare 4. Placement Officer is appointed and takes care of the Placement Cell 5. Concession in tuition fees/hostel fees 6. Group insurance (Health/Accident)

Response: E. None of the above

File Description	Document
Data as per Data template	View Document

5.2 Student Progression

5.2.1 Percentage of placement of students as teachers/teacher educators

Response: 14.29

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

2019-20	2018-19	2017-18	2016-17	2015-16
7	8	7	3	0

File Description	Document
Data as per Data Template	View Document

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

Response: 9.3

5.2.2.1 Number of outgoing students progressing from Bachelor to PG.

Response: 2

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

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

Response: 2

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document

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

Response: 12.07

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

2019-20	2018-19	2017-18	2016-17	2015-16
1	10	0	10	0

File Description	Document
Data as per Data Template	View Document

5.3 Student Participation and Activities

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

Response:

Students have active representation in academic and administrative bodies as well as committees of the Institute. All committees for each course comprises of student members representing meritorious, average as well as below average students, alongwith faculty members nominated by the Head of the Department, other than the course teacher.

The Class Committees provide feedback on all the aspects of the programme and respective course. Class Committee Meetings are held regularly, at least twice in each semester.

Cultural and Sports Committees Students have strong representations in all cultural, sports and game activities. They also help in organization and management of events. Hostel Administration Committee Students provide strong support in the administration and management of hostel affairs. Each hostel has a Captain, Vice-Captain, Mess Committee, Cultural Committee, Sports Committee and Cleanliness Committee.

Students manage the entire functioning of the cooperative mess and organize extra-curricular events and competitions throughout the year.

Organization of Special Events : Students organize and celebrate the National Teachers Day on 5th Sept. every year by honoring retired teachers and presenting cultural programme, the Inter-University English and Hindi Drama Festivals, intra-faculty and inter-faculty cultural and sports competitions are also organized. Shiksha Divas on 1st Jan., Founder's Day celebrations on 31st Jan. and celebration of other festivals of national importance include Independence Day, Republic Day, Engineers Day, Science Day as well as various NSS and social service activities.

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

Response: 21

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

2019-20	2018-19	2017-18	2016-17	2015-16
30	30	15	15	15

File Description

Data as per Data Template

Document

[View Document](#)

5.4 Alumni Engagement

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

Response:

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

A non-register but systematically functional Allumany Association contributes significantly for the development of this institution. Allumani students plan for TET - TAT, CTET and other Competitive Exam guidance for B.Ed. Students of the institution.

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

5.4.3 Number of meetings of Alumni Association held during the last five years**Response:** 1**5.4.3.1 Number of meetings of Alumni Association held during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	1	0	0

File Description**Document**

Data as per Data Template

[View Document](#)**5.4.4 Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them.****Response:****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.**

All many students give guidance to B.Ed. students in various areas. They work as experts for Skill development among the students. They help in orienting the students with respect to TET - TAT - CTET and other competitive exams. They conduct session for Moral Education, Capacity Building, Personality Development and for Spoken English Programme too.

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:

Vision and Mission

VISION :

Our vision is to work for perfection with quality education and to nurture teachers of tomorrow with the transformative knowledge of Indian tradition and new era of teacher education, focusing upon the integral development of teachers.

MISSION :

Our mission is to impart quality education as well as make comprehensive development of the students and teachers by providing guidance about latest trends, policies and technological help in Teacher Education, marked and defined by value-education, global outlook, innovation and interdisciplinary education.

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

- To make good teachers of future, we educate our students with best practices of making classroom process joyful and student centric.
- To stimulate the academic environment for promotion of quality in teaching-learning and research in schools; we plan training for teachers with local bodies. In that we have many subjects like skill enhancement among the teachers, content development, tricks and activities for classrooms and environment friendly school.
- To encourage self-evaluation, accountability, autonomy and innovations in education; we are doing lots of co-curricular activities with students and teachers.
- To undertake quality-related research studies, consultancy and training programs.
- To collaborate with other stakeholders of higher education for quality evaluation.

File Description	Document
Vision and Mission statements of the institution	View Document

6.1.2 Institution practices decentralization and participative management**Response:****6.1.2: Institution practices decentralization and participative management**

The institution always believes in the practice of decentralization and participative management. It reflects the policy of decision making, planning and administration and office management.

Institution believes to provide quality education to the students. Institutional administration plays an integral role in leading and supporting the development and implementation of policies, programs and other initiatives closely associated with the Vision and Mission of the institution. College faculties maintain a healthy relationship with students and community to execute the policies and programs accurately and constructively. Faculties represent ethics and attend the professional ethics in education. The faculties try to involve the students in most of the activities justifying the purpose of decentralization and participative management.

6.1.3 The institution maintains transparency in its financial, academic, administrative and other functions**Response:****6.1.3: The institution maintains transparency in its financial, academic, administrative and other functions.**

Our Institute maintains complete transparency in its financial, academic, administrative and other functioning. The institution clearly defines its vision, mission, objectives, procedures and disseminates them at all levels following Government norms.

The annual academic plan is prepared in advance, communicated and displayed by the respective bodies. Various activities are regularly reported to the concerned bodies and committees and records and minutes of the meeting are maintained meticulously. The entire academic plan is clearly explained to all students in an orientation programme organized for the students on admission address by the principal and HOD and senior faculty.

6.2 Strategy Development and Deployment**6.2.1 The institutional Strategic plan is effectively deployed****Response:**

We prepare strategic plan taking into consideration the vision, mission and objectives of the institution.

Institution makes an annual action plan and budgets considering various programmes, activities, researches to be carried out in the next academic year.

To implement this plan, we have seven branches in our institutions i.e. PSTE, IFIC, P & M, CMDE, DRU, WE and ET. Various branches organize a number of training programmes and activities following the annual plan wherein they ensure students' participation too along with trainees.

Under NSS, various programmes are conducted viz. Blood Donation Camp, Cleanliness Camp, Legal Guidance on Women and Childrens' Rights, POCSO Act.

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:

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.

1. The institutional bodies is effective and efficient to ensure the fulfilment of the academic and administrative setup.
2. Academic and administrative staff of the institute is filled up following the Government rules and regulations.
3. Teaching staff of the DIETs are filled up by Gujarat Council of Education and Training (GCERT), Gandhinagar whereas Non - Teaching staff is recruited by Commissionarate of Schools (CoS), Gandhinagar - Gujarat.

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

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

Response: A. Any 6 or more of the above

File Description	Document
Data as per Data Template	View Document

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and

implementation of their resolutions / decisions.

Response:

Effectiveness of various bodies/cells/committees is evident from the various steps taken up by the institution such as :

- No ragging case has been registered for the last five years.**
- Separate girls' room has been allotted.**
- As per Right to Information (RTI) Act, RTI Cell has been established and no RTI is pending till today.**
- DIET has Resource Rooms for each subject, District Specific Resource Room**

6.3 Faculty Empowerment Strategies

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

Response:

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

- Institution is very positive in case of Class - IV Staff. Every year, Class - IV Staff is provided with uniform, bonus and other

benefits.

- Class - IV Staff is given advance amount for festival, grain and other amenities.

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

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

2019-20	2018-19	2017-18	2016-17	2015-16
3	0	1	0	0

File Description

Document

Data as per Data Template

[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: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description

Document

Data as per Data Template

[View Document](#)

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

Response:

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

- As per government guideline "Performance Appraisal Report (PAR)" is applied for each staff members i.e. academic and non -

academic staff members.

- Every teaching and non-teaching staff fills up Self Appraisal in specific format prescribed by Government of Gujarat.

- PARs filled up by teaching and non-teaching staff are duly reviewed by their senior / higher authority.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal or/and external financial audit regularly

Response:

6.4.1: Institution conducts internal or/and external financial audit regularly

As per government policy, SCERT, Gandhinagar conducts internal financial audit regularly.

As per government policy, Account General (AG) Office, Rajkot conducts external financial audit regularly.

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)

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

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

Response:

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

As per guidance and instruction given by SCERT, Gandhnagar, DIET mobilizes fund to Schools, CRCs, BRCs as well as SVS for implementation of various academic and extention programmes and activites like Balmela, Maths - Science and Environment Exhibition.

DIET Lecturers also play their roles as Liosion Officers of various blocks of Gandhinagar District. They also ensure optimal utilization of allotted fund and resources by conducting frequent meetings with BRC and CRC of the concerened blocks and provide them required guidance too.

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:

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

Staff meetings are held on a regular base to discuss about internal quality and its implementation by the institute. Wherever required, necessary steps are taken to bring improvement in the implementation.

Institution has Programme Advisory Commitee (PAC) chaired by District Collector to monitor various programmes and activities conducted by DIET throughout the year and give consent for the programme and activities to be conducted in the next academic year.

SCERT - Gandhingar conducts academic inspection every year to ensure Internal Quality.

IITE Gandhinagar has Local Investigation Committee (LIC) to ensure Internal Quality.

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

Response:

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

The institution reviews its teaching-learning process periodically by following the norms and criteria laid down by Internal Quality Assurance Cell (IQAC).

Teaching learning process is also reviewed following Systematic Evaluation Process prescribed by University i.e. Indian Institute of Teacher Education (IITE)

Through Academic Inspection conducted by SCERT, Gandhingar, the teaching-learning process is also reviewed.

IITE, Gandhinagar has LIC (Local Investigation Committee) to ensure the Internal Quality and the same reviews the teaching - learning process.

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: 3.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
6	2	3	5	0

File Description	Document
Data as per Data Template	View Document

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

Response: C. Any 2 of the above

File Description	Document
Data as per Data Template	View Document

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

Response:

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

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

- An Orientation Programme is organized by DIET to increase the success ratio of passing TAT - TET 1, TET 2 among the B.Ed. Students.
- DIET ensures that most of the academic faculty join various online / offline courses to enhance their professional proficiency and the faculty members are provided with such opportunities to do so.

For example :

Introduction of DIKSHA & Swayam Online courses like Action Research, Pedagogical Course for Science, Social Science, Maths etc,

Add-On Courses such as Free and Open Source Software Courses administered by GCERT & NCERT

IITE Shiksharth Youtube Channel

NISHTHA Courses for Leadership Development, Assessment, Pedagogy for various Subjects.

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:

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

Following the guideline on renewable energy source, our institute DIET Gandhinagar has numerous equipments used on Solar System in which wind mill, lights are available.

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

Response:

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

DIET, Gandhinagar has developed an auto system for waste water management as well as drainage system.

Institute has Vermi Compost in the campus.

Boosting up Gandhian Philosophy on awareness of waste management, "UBHA ZADU" are prepared by DIET staff.

Waste Management related various activities are also carried out by B.Ed. Students during N.S.S. Activity.

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: B. Any 3 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: C. Any 2 of the above

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

Response:

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

Our campus is a green campus with more than 200 hundred trees, more than 500 plants, various herbal plants, three green grass garden, fitness zone, musical sound system for healthy environment.

Institution's infrastructure is well off with an attractive organizational climate. It has clean, green, well equipped and well maintained pollution - free environment. Proper number of sanitization facilities are available & the campus includes Hostel with maintained cleanliness.

The campus is also maintained by all staff members, trainees and out sourcing staff.

7.1.6 Institution is committed to encourage green practices that include: 1. Encouraging use of bicycles / E-vehicles 2. Create pedestrian friendly roads in the campus 3. Develop plastic-free campus 4. Move towards paperless office 5. Green landscaping with trees and plants

Response: C. Any 3 of the above

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

Response: 5.41

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

2019-20	2018-19	2017-18	2016-17	2015-16
0.63	0.63	0.77	0	0.70

File Description

Document

Data as per Data Template

[View Document](#)

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

Response:**7.1.8:**

Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges Institute has a District Specific Resource Room. Our institute organizes a programme with GEDA (Gujarat Energy Development Agency) to work in the area of Energy saving For developing scientific attitude among the students, our institute organizes a programme with Nisarg Community Science Center, Gandhinagar and Vikram Ambalal Sarabhai Community Science Centre, Ahmedabad For developing different skills among the students, our institute invite expert teacher from the district.

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

7.2 Best Practices

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

Response:

- **EXPOSURE VISIT OF SANOSARA LOKBHARTI VIDHYAPITH**

Our institute planned an exposure visit of Sanosara Lokbharti Vidhyapith for 5 days -16/03/2021 to 20/03/2021 under the programme titled "I AM A TEACHER" initiated by GCERT for the B.Ed. students of DIET Gandhinagar. First of all, we visited Lothal Musium. After that we reached to Sanosara. The professors of Sanosara Lokbharti Vidhyapith gave information about the institute. Students were divided into 6 groups for activities. After that group discussions were held. On the second day group discussion about spelling mistakes in language was organised for students. On the third day Bhuj, Banaskantha and Gandhinagar DIET made groups and did different kinds of activities to develop the knowledge of students. On the next day we visited Daxinamurti and Vigyannagri. On the last day of exposure, we visited Salangpur Mandir. The visit was completed satisfactory.

SCOPE TRAINING

The scope training was held by DIET Gandhinagar during the year and total 47 students participated. Out of 47 students, 24 students got A-1 grade, 15 students got A-2 grade and 9 students got B-1 grade.

TET-TAT-CTET Guidance Class for B.Ed. Students

DIET Gandhinagar planned TET - TAT - CTET Guidance Class for B.Ed. Students on every Saturday and for 15 days during Summer Vacation. Students willingly and happily joined the guidance class & most of the students passed the TET / TAT / CTET examination which shows the effectiveness of this class.

Online Courses

During B.Ed., students have to learn about Action Research, carry out a practice work during Internship and submit the report of Action Research. On DIKSHA portal, Action Research course is available and all students of related semester completed this course and develop their concept on this topic.

MyGov Quiz :

Many online quiz is available on MyGov.in portal. Students participated in this quiz and got certificates from the portal.

File Description	Document
Photos related to two best practices of the Institution	View Document

7.3 Institutional Distinctiveness**7.3.1 Performance of the institution in one area of distinctiveness related to its vision, priority and thrust****Response:****7.3.1: Performance of the institution in one area of distinctiveness related to its vision, priority and thrust**

The organization puts its efforts to produce quality teachers to realize its vision. Special emphasis is given on practical work and co-curricular activities to make comprehensive development of the students.

Minimum one research is carried out by each faculty member every year to enrich his / her research capacities.

Every practical is demonstrated by the faculty first, which is later on followed by the trainees.

5. CONCLUSION

Additional Information :

DIET has green, clean, well developed, infrastructurally rich atmosphere and healthy organizational climate that makes Pre-service and In-service programme successful to great extent.

Concluding Remarks :

DIET tends to work for quality enhancement, cultural enrichment and comprehensive development of the would be teacher.

NAAC