



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

**INDIAN INSTITUTE OF TEACHER EDUCATION,  
GANDHINAGAR**

INDIAN INSTITUTE OF TEACHER EDUCATION SECTOR 15, GANDHINAGAR,  
GUJARAT, INDIA

382016

[www.iite.ac.in](http://www.iite.ac.in)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

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# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Indian Institute of Teacher Education was established in the Year 2011 when then Chief Minister Shri Narendra Modi envisioned to develop School and Teacher Educators of Global standard, so that IITE was established on line of IITs and IIMs. The institution aims to produce teachers who are Indian in knowledge, culture and values and global in attitude. He visualised that such a teacher can strengthen the foundation of the future world and India can once again lead the world through providing an access to teaching world.

IITE is State Public University established by Government of Gujarat. In all, 59 Grant-in-aid and Government TEIs are affiliated to IITE

The vision Hon'ble PM Shri and then CM of Gujarat Shri Modiji was worded through Shri Kireet Joshiji. After much deliberation, discussion and reflective thinking a curriculum was unveiled on 30th June 2011 and that echoed National Curriculum Framework of Teacher Education as an innovative integrated curriculum. This curriculum enlarged its base to develop a Gurukul system which provided pedagogy, content and technical knowledge along with some of the 14 Vidyas and 64 Kalas mentioned in ancient scriptures.

The total area of campus is 45600 square meter (6212 square meter is built up area ). IITE is located in the green city Gandhinagar, capital city of Gujarat. IITE is located in proximity of Mahatma Mandir, a convention and exhibition center and Dandi Kutir a memorial that shows us the life from Mohan to mahatma and how Mahatma Gandhiji led the movement of freedom fighting. Centre of Sports Authority of India, where the students of IITE do get chance to practice in neighborhood.

Gandhinagar Capital Railway station is at a distance of less than 1 km, the GSRTC Bus Depot is at about 4 km, and the Sardar Patel International Airport (AMD) is at distance of 22 km. The proposed metro station is adjacent to IITE Campus. This makes the approach very easy. Civil hospital is at a distance of 2 km. and there are well established and secure markets etc.

The IITE Act (2010) is guiding pillar for planning and development.

### **Vision**

The vision of the university is to,

*‘Nurture teachers of tomorrow with transformative knowledge of Indian Tradition and usher in a new era of teacher education, focussing upon the integral development of teachers.’*

Thus, the mandate of IITE directed it to develop and offer such teacher education programs which focus, ‘on integral personality, wide vision of nationalism and internationalism, and to fulfill their role as exemplars as friends, philosophers, guides, scientists, psychologists, artists, technologists and above all as ideal communicators who can spread uplifting influence by the processes of awakening, inspiration, and enthusiasm, also to promote new trends of syntheses of the East and the West and agents of change from East to West’.

Keeping in mind this vision and using it as a directive principle, IITE focuses on the introduction and offering of integrated teacher education programs. These programs are interdisciplinary in nature and have a comprehensive curriculum framework. It caters to curricular and co-curricular needs of the students and ensures integral development of cognitive, affective and psychomotor skills.

The vision of the university is reflected in its logo which states, "?? ?????? ?????? ??????" (NAHI GYANEN SADRUSHAM PAVITRAM IHA VIDYATE) means, 'nothing is more sacred than the education (knowledge)'.

Keeping this line in mind students at IITE are mentored to be a teacher who can enlighten the world with knowledge of content and pedagogy. The logo also has a rising sun to reflect upon the beginning of each new day with new zeal and enthusiasm having a ray of enlightenment. An open book represents that path to knowledge; this enlightenment is hidden in the books. Books are a true treasure of knowledge which can lead to the right path. A teacher writing on the green board with a pen reflects the need to transfer the acquired knowledge to those who are ignorant.

Thus IITE is moving towards achieving its vision through its endeavours. The objects laid down in IITE Act embarks a pathway and creates a road for planning of new programmes on one hand and quality assurance of existing programme structures on the other hand.

## **Mission**

### **Mission Statement**

*'To provide integrated courses in teacher education marked and defined by value education, global outlook and interdisciplinary',*

It directs curricular structures and graduate attributes .

The objectives of IITE with reference to curricular structures and programs as directed in the IITE Act are:

1. To provide new structures to programmes of teacher education and to provide to the country and even to the world at large new types of teachers who can find their home anywhere and everywhere and who have abilities - linguistic and professional, so as to serve the highest interests of the contemporary children who have new psychology and new demands to find and create new future.
2. To develop in particular, integrated courses of teacher education that can be pursued by students, combining subjects of humanities, sciences, arts, crafts and technology along with those related to philosophy and psychology of education and pedagogy.
3. To study and undertake research in the works of pioneering educationists of Gujarat, India as also other parts of the world, who have underlined the need for holistic education so as to derive guidance for the same.
4. To establish and conduct institutions, centers and facilities for research in philosophy, psychology and sociology of education in the light of lessons of Indian pedagogy as also of the progressive researches in education that underline child-centered holistic education and methodologies appropriate to the

promotion of freedom and discipline and skill oriented and value oriented education.

5. To evolve and implement new programs of teacher education.
6. To promote the indigenous tradition of teacher-student relationship (Guru-Shishya parampara) in various fields of humanities, arts, crafts, sciences, technologies and yoga (psychological and physical education).
7. To publish and disseminate results of advanced research relating to teachers' education for purposes of advancement of capacities to teach and learn among professional teachers as also among parents, social educators and social workers.
8. To promote national and international cooperation in teachers' education as also in the development of teaching-learning material through online programs, documentaries, musical and dramatic programs and films.
9. To undertake, conduct and promote any program that will enhance the highest aims of pedagogy and synthesis of knowledge-systems and internationalism.
10. To foster in the University highest purposes of education of the body, life and mind as also of the human spirit in its integrity.
11. To recover the lights from lessons of ancient wisdom in the context of modern development.
12. To establish facilities, programmes and activity of research, education, training and extension services that promote the highest aims of teacher education.
13. To introduce and nurture innovations in the education system so as to reflect India's spiritual knowledge, robust intellectuality and inexhaustible creativity.
14. To study and derive lessons from the ongoing experiments of education and to foster all the valuable innovative work and promote the same for larger expansion and utilization.

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

### **Institutional Strength**

Teacher Education Programme as envisaged in NEP 2020, with emphasis on integrating multicultural, multilingual, and multiregional ethos.

### **Institutional Weakness**

All Teacher Education Programmes are of neo nomenclature and yet to make them popularise among teaching fraternity and communities.

## **Institutional Opportunity**

Hence, IITE has been offering an Integrated Teacher Education programme since 2011 which has become a key concern in NEP 2020, so has a lead role to play.

## **Institutional Challenge**

Inculcating habits of Teaching Skills among prospective teachers to live up to expectations envisaged in NEP 2020, and to get established in a non-functional environment in existing TEIs.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

2010- Govt. of Gujarat constituted Task-force for mobilising curricular aspects of the Teacher Education Programmes but as per guiding principles of NCTE, IITE started offering Teacher Education Programmes, B.A.-B.Ed. and B.Sc.-B.Ed. from 2011.

B.Sc.-B.Ed and B.A.-B.Ed. Programs were introduced in 2011 with 100 students. Innovative CBCS curriculum focused on developing teachers with global skills through a fully residential program. Curriculum underwent many revisions before approval by NCTE in 2011 and integrated skills as envisioned by Shri Kireet Joshi.

Syllabus revision was carried out in 39.3% programmes. Number of programs increased from 2 in 2012 to 6 in 2020. Ph.D. in 2012 , M.Sc./M.A.-M.Ed. in 2015, M.Ed. in 2019 and B.Ed.M.Ed. in 2020 were introduced.

Students underwent a rigorous timetable. Academic time table from 7.50. To 3.30. Morning 6.00 a.m. to 8.00 a.m. students were trained on sports and evening 4.00-6.00 p.m. students were given training on skill courses. This curriculum which was revised in 2015 was offered till 2019.

Approximately 10% revision of syllabus was carried out in 2019 when B.Ed. Colleges falling under DIETs came under IITEs purview and according to draft for NEP (2019), we initiated revising curriculae accordingly. In 2020 all the GIA and government B.Ed. Colleges were affiliated with IITE. At that time approximately 40-45% modification was carried out. The curriculum developed in 2020 has program and course outcomes and objectives defined.

IITE offers professional programs recognised by NCTE so 100% focus on development of employability skills like content, pedagogy and technological skill etc..

59.6 % new courses added. The number of courses offered were modified in 2015 . During 2016-17 to 2018-19, 402 courses; in 2019-2020 - 450 courses and in 2021 - 532 courses are offered.

Courses address cross-cutting issues of gender, environment, values and integrate values like constitutional, sustainability and ethic etc.

18.39 % students are enrolled in value added courses - Communication, ICT, Drama, Dance (kathak, bharatnatyam), Painting, Taekwondo, Malkham, Music (Vocal/Instrumental), 3D Printing.

19.3% students take projects at any one point of time.

Feedback is collected and analysed. The 2020 curriculum, as suggested by BoS, was modified by incorporating feedback from teachers from all affiliated colleges through an online discussion forum. The syllabus so developed was finally put in for approval informed by Academic Council. IITE collected and analysed feedback after one year of revised curriculum and program from students in December, 2021.

### **Teaching-learning and Evaluation**

IITE was established with specific purpose to nurture teachers of tomorrow in 2011. Popularity of IITE has gradually 59 Teacher Education Institutes brought under umbrella of IITE in 2021.

IITE enrolls students after clearing Gujarat wide entrance Test for UG, PG and Doctoral Courses.

There is rise in applicants across the country and seek admission to courses offered by IITE.

Average demand ratio for last 5 years is 4.81. Demand ratio rised from 2.77 in 2016-17 to 6.3 in 2020-2021. 73.63% of seats reserved for categories were filled during the last 5 years.

IITE follows the policy of inclusion and never bifurcate students on the basis of learning levels. All students are given opportunities based on individual interest and ability. Merit scholarships are offered to students who are on top of merit in entrance examination, provided they maintain O rank with required attendance in semester. Continuous Comprehensive Evaluation and Preliminary Examination assess the learning level of students during semester. Students whose performance is below average are provided a chance to improve their score and are mentored through peer learning and remedial classes. Advanced learners are motivated to participate in University initiatives.

Student full time teacher ratio is 10:1. Teachers use learner centric methods like participative, collaborative and experiential learning, project based learning etc. The curriculum structure and transaction process seamlessly integrates various student centric methods - practice teaching and related work, practicum and educational visits, projects and presentations of assignments and research work etc.

ICT is an important tool, especially post COVID. Teachers are using Google Classroom to share material and evaluate students. Online teaching is done through google classroom, zoom etc. Apps like quiz maker, hot potato, mind maple, , virtual labs like AMRITA Olabs and government portals like NPTEL etc. are used.

Student mentor ratio is 17: 1. Allotment of mentor teacher is need based. Semester Incharge remains as mentor for One full semester. Teacher Educator remains mentor during practice teaching related activities and ratio varies as number varies.

56.11% Teachers at IITE are Ph.D. and their average experience is 2.39% At present there are 60 teachers out of which 34 are permanent.

Examination results are declared on an average of 18.85 days after the last day of exam. An average of 5.37%

of students file grievance against evaluation.

### **Research, Innovations and Extension**

Ecosystem for innovation is promoted by PG & Research Programs, Centre of Research and Innovation & SSIP cell. Research facilities are motivated through research council and center council activities.

One faculty received assistance for publication of a research paper by ICSSR. There are Three Junior Research Fellows and one more JRF is awarded for 2021-22.

IITE offers free open access online databases through its web opaque service, there is a theater named Abhivyakti and a museum is proposed to the government.

4 faculty have availed project grants from organizations like ICSSR and UGC during the last 5 years.

IITE develops an ecosystem for innovation for research through its research forums and discussions during academic and assembly programs, dedicated innovation center for integrating performing, fine arts, yoga sports etc. in educational activities. Students projects in SSIP, initiatives like SOLVE, Educast are examples of innovation.

40 workshops and seminars etc. are conducted to research methodology and skill development in last 5 years.

IITE is recognised by Niti Ayog under Best Practice for human resource development.

The code of ethics for teachers and students are defined in ordinance and orientation programs for the same are conducted.

A faculty has applied for a patent and one patent is awarded to a technical staff.

There are 16 Ph.D. guides and Ph.Ds are awarded under some of them.

222 research papers and 78 book chapter/ edited volumes have been published in the last five years by faculty members. 4.29% faculty and 1.51% faculty members have published.

IITE has institutional AKSHAT with ANGIRA, SHIKSHARTH & Teachers Tune. Faculty at IITE has developed e content for swayam also.

31.69 Lakhs has been generated as consultancy during the last 5 years. Consultancy policy is approved in the Research Council, Council of Research and Executive Council.

Extension activities through curricular, co-curricular and extension NCC, NSS, Center programs etc. have created a huge impact in sensitizing students towards needs of society and capacity building of society through the activities. 129 and still counting extension activities done.

24 collaborative activities organized and 11 MoUs signed which functions as per the requirements.

## **Infrastructure and Learning Resources**

Infrastructure facility of IITE is provided and approved by the government. There are 26 classrooms, 1 seminar/communication lab and an auditorium/ multipurpose hall.

There are IT enabled facilities for teaching- learning and co-curricular activities. They include classrooms, library, abhivyakti- amphitheater, satvik- mess area, incubation center etc. The general ambience of campus is great. IITE is located near railway station, airport, bus station for easy accessibility. The health and market facilities are in the surrounding area.

26.33% is the average expenditure incurred on infrastructure augmentation excluding salary.

Library is automated and has all the facilities. They include RFID counter, kiosk for book issue and return, web opaque services, entry gate for restricted entry and visitor count etc.

Average annual expenditure of 3.81% is incurred on purchase of books and 10.72 % is the per day usage of the library.

100% of the classroom and other facilities are IT enabled. They have wifi, LCD/Projector/ LED along with adequate seating facility.

IT Policy is in place and there are adequate budgetary provisions for the IT facility. The internet connection of 1 Gbps is available on campus. Student, computer ratio of 6: 1 is there. All teachers are provided with laptops. Admin staff is allotted desktop and laptops if needed. i pads are used for council meetings to share agenda and important documents. They are also used during training of teachers.

IITE has an audio visual center which is also used as a multipurpose hall . For media center MoU with BISAG is there. Faculty record video at BISAG under AKSHAT (Shiksharth). LCS was installed but was discontinued later on due to its limitations.

Average of 63.63% expenditure is incurred on maintenance of physical facilities. The infrastructure is maintained through AMC.

There are established systems and procedures for maintenance. IITE Regulations define all SOP for maintenance of infrastructure. Annual maintenance contracts are given for ensuring maintenance of facilities and IT equipment which require continuous update and repair.

## **Student Support and Progression**

Student support and progression at IITE is an important step to ensure development of students. Most of the students progress to 3 year PG program after completing 4 year UG Program. There are few students who have progressed till Ph.D Program and are at IITE since more than 8 years.

Merit Scholarships are offered to 5% of intake of students who achieve a place in entrance merit and maintain in all programmes grade and required attendance. 1.7% students are benefited by scholarships and freeships provided by Government.



Career counselling is a continuous process and curricular structure interates content needed for qualifying teacher eudcation exams like NET, TETand TAT. IITE do organise separate training for training students and 8.5% students are benefited by career counseling and guidance for competitive examinations as offered by the Institution during the last five years.

Skill and capcity developmnet is integrated in curricular structure as value added courses. Various programs beyond curricular structure are organsied. 31 Capacity development and skills enhancement activities are organised in the area of Soft skills, Language and communication skills, Life skills (Yoga, physical fitness, health and hygiene) and. Awareness of trends in technology.

IITE has adequate grievance redressal mechanism. Grievance Cell is duly constituted as per regulations and is on the website. Students can file grievances by online portal available on website.

46.2 % students qualify state and national level examinations. 52.53% of students are progressing to higher education. Placement at IITE is based upon the govrnemnt vacancies. Very few students opt for placement through palcement fair organise at IITE they prefer to progress to PG program or training programs and quality competitive exam. Governemnt placement drive of 2021 placed 52 students of IITE in Government and GIA schools

An average of 9 students won awards in various events at National and State level. A student was selected for Republic Day Parade, Delhi through NSS.

Student representation is ensured through student representatives in bodies like the Academic Council. Average 10 sports/cultural events are organised per year.

Alumni Association- TOSHA is formally registered and constituted. Alumni Cell constitution is available on website.

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

IITE has clearly stated vision and mission statements.

**Vision Statement: To nurture teachers of tomorrow with transformative knowledge of Indian Tradition and usher in a new era of teacher education, focussing upon the integral development of teachers.**

**Mission Statement: To provide integrated courses in teacher education, marked and defined by value-education, global outlook and interdisciplinary.**

Effective leadership is reflected in establishment of ordinance, statutes and regulations and efficient functioning of bodies as per them. Organogram is uploaded on the IITE website. There is defined organogram for administratvie and academic structure and administration functions as per the structure.

University functions on the basis of the Strategic Plan for IITE prepared in 2015-19 for 5 years. Number of benchmarks have been achieved on its basis. Institute Development Plan (IDP) projections have ensured planned development.

Functioning of the institutional bodies is effective and efficient. 100% appointments done on the sanctioned

posts. Appointment rules, service rules are followed as per Government of Gujarat norms and as defined in Ordinance and Regulation.

E governance is operational in finance & accounts, student admission & support and examination. Examination system is fully automated through ERP Portal.

IITE has systems and procedures for quality performance appraisal FAR & PAR for academic and administrative staff and is developed as one of the institutional best practices. Promotional venues are as defined in Government norms and by CAS of UGC.

Average of 3 professional development / administrative training Programmes are organized during last 5 years. An average of 23% of teachers is undergoing online/ face-to-face Faculty Development Programmes during the last five years.

SOP and systems and procedures are defined for mobilisation of funds. Most of the purchasing is done through GEM and online payment is done in most cases. The government grant is available for funds. There is well established auditing procedure; Internal, External, Local Fund and AG Audits

IQAC was constituted in 2019 and since then has conducted several quality initiatives and collaborative programs. IQAC has initiated several measures to ensure promotion of assessment and accreditation process of NAAC in affiliated colleges. IQAC initiated the process of NAAC at IITE.

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

IITE promotes gender equity in principle and practice through courses offered at curricular level and co-curricular activities organized. Systems are in place for safety and security through CCTV surveillance and security guard, ladies room and counselling facility available.

Solar Energy and sensor based energy conservation are available alternate sources of energy. IITE is green campus and has restricted entry of automobiles, use of bicycle etc.

IITE conducted a green, energy and environment audit recently. IITE promoted beyond campus initiatives by awarding schools heaving green campuses and doing plantation activities.

IITE is a certified inclusive campus with ramps, lifts, disabled friendly washrooms, signages and assistive technology. IITE ensures an inclusive environment in principle and practice. Inclusion is ensured through integrated content in the curriculum . Sensitization towards inclusion and values etc. are instilled by allowing students to reflect during curriculum transaction, teach during practice teaching and perform during co-curricular and extra curricular activities.

Ordinance 12 defines Code of conduct for teachers and 0 24 defines code of conduct for students. Both are oriented towards this. The ordinances are displayed on the website.

IITE celebrates all types of days, events and festivals annually with commitment and enthusiasm. All students of respective cells/clubs/departments etc contribute in celebration as per need.

Two best practices include -

Administrative Practice - Performance Appraisal for Administrative Staff and Faculty Appraisal for Academic staff, organised quarterly .

Academic Practice - AKSHAT - ANGIRA-SHIKSHARTH-TEACHERS TUNE - ANGIRA is LMS Portal of IITE for 4 quadrants, shiksharth e content through Videos and Teachers tune content through audio is a 360 degree approach to address needs of content for students of different learning style and teachers of different teaching style.

IITE is a pioneering Teacher University that offers an Integrated Teacher Education Program through innovative structure. The structure integrated the skill based programs on one side and laid emphasis on holistic development of teachers on the other side. Students of IITE today have started excelling and marking their presence in government and private schools on one hand and progressing to higher education on the other hand,

NAAC

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the University	
Name	INDIAN INSTITUTE OF TEACHER EDUCATION, GANDHINAGAR
Address	Indian Institute of Teacher Education Sector 15, Gandhinagar, Gujarat, India
City	Gandhinagar
State	Gujarat
Pin	382016
Website	<a href="http://www.iite.ac.in">www.iite.ac.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	Harshad A. Patel	079-23243733	9978407756	-	registrar@iite.ac.in
IQAC / CIQA coordinator	Divya Sharma	079-23287338	9426726046	-	divyas@iite.ac.in

Nature of University	
Nature of University	State University

Type of University	
Type of University	Affiliating

Establishment Details	
Establishment Date of the University	30-06-2011
Status Prior to Establishment, If applicable	

<b>Recognition Details</b>		
<b>Date of Recognition as a University by UGC or Any Other National Agency :</b>		
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>
2f of UGC	12-06-2012	<a href="#">View Document</a>
12B of UGC		

<b>University with Potential for Excellence</b>	
Is the University Recognised as a University with Potential for Excellence (UPE) by the UGC?	No

<b>Location, Area and Activity of Campus</b>							
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>	<b>Programmes Offered</b>	<b>Date of Establishment</b>	<b>Date of Recognition by UGC/MHRD</b>
Main campus	Indian Institute of Teacher Education Sector 15, Gandhinagar, Gujarat, India	Urban	11.268	5553.39	B.Sc.B.Ed. B.A.B.Ed .M.Sc.M .A.M.Ed. B.Ed.M. Ed. M.Ed.		

## 2.2 ACADEMIC INFORMATION

### Affiliated Institutions to the University

<b>Type of Colleges</b>	<b>Permanent</b>	<b>Temporary</b>	<b>Total</b>
Education/Teachers Training	41	18	59

### Furnish the Details of Colleges of University

Type Of Colleges	Numbers
Constituent Colleges	0
Affiliated Colleges	59
Colleges Under 2(f)	40
Colleges Under 2(f) and 12B	40
NAAC Accredited Colleges	16
Colleges with Potential for Excellence(UGC)	0
Autonomous Colleges	0
Colleges with Postgraduate Departments	1
Colleges with Research Departments	0
University Recognized Research Institutes/Centers	0

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)		: Yes
SRA program	Document	
NCTE	<a href="http://110063_6592_4_1622000967.pdf">110063_6592_4_1622000967.pdf</a>	

### Details Of Teaching & Non-Teaching Staff Of University

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	4				9				21			
Recruited	1	3	0	4	7	2	0	9	11	10	0	21
Yet to Recruit	0				0				0			
On Contract	2	1	0	3	0	0	0	0	10	13	0	23

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned				18
Recruited	16	2	0	18
Yet to Recruit				0
On Contract	23	12	0	35

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned				0
Recruited	0	0	0	0
Yet to Recruit				0
On Contract	2	2	0	4

**Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	3	0	7	2	0	9	7	0	29
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	1	3	0	4

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	1	0	0	0	0	4	5	0	12
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	3	6	0	9

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	2	0	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	1	0	2

#### Distinguished Academicians Appointed As

	Male	Female	Others	Total
Emeritus Professor	0	0	0	0
Adjunct Professor	0	0	0	0
Visiting Professor	0	0	0	0

#### Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	Not Available	Not Available	Not Available



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

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	198	7	0	0	205
	Female	251	24	0	0	275
	Others	0	0	0	0	0
PG	Male	43	1	0	0	44
	Female	42	4	0	0	46
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	40	1	0	0	41
	Female	27	0	0	0	27
	Others	0	0	0	0	0

<b>Does the University offer any Integrated Programmes?</b>	Yes
<b>Total Number of Integrated Programme</b>	4

Integrated Programme	From the State where university is located	From other States of India	NRI students	Foreign Students	Total
Male	241	8	0	0	249
Female	293	28	0	0	321
Others	0	0	0	0	0

**Details of UGC Human Resource Development Centre, If applicable**

Year of Establishment	Nil
Number of UGC Orientation Programmes	0
Number of UGC Refresher Course	0
Number of University's own Programmes	0
Total Number of Programmes Conducted (last five years)	0

## 2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Department Of B A B Ed Programme	<a href="#">View Document</a>
Department Of B Ed M Ed Programme	<a href="#">View Document</a>
Department Of B Sc B Ed Programme	<a href="#">View Document</a>
Department Of M A M Ed M Sc M Ed Programme	<a href="#">View Document</a>
Department Of M Ed Programme	<a href="#">View Document</a>
Department Of Research Programme	<a href="#">View Document</a>

### Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>Indian Institute of Teacher Education, Gandhinagar is the epitome of Multidisciplinary and Interdisciplinary Institution with Intradisciplinary Approach. The Teacher Education and Teacher Educator Programs have been designed for all these approaches; the holistic development of teachers and teacher educators is our focussed pathway to enrich all these programmes. Presently, Arts, Science and Education are disciplines integrated for the purpose; so it is multidisciplinary; whereas courses like; Language Across Curriculum (Gujarati, Hindi, English and Sanskrit), Art in Education (Music, Dance, Drama, Paintings, Drawing, model making, etc.) Physical Education is interdisciplinary, and above all these courses have a focal intention to integrate them for effective and efficient school education in particular and Education at wider perspectives. So the institution is ready to implement NEP 2020 as it has been offering the courses since 2011 and we are happy to share that guidelines of NEP 2020 has been</p>
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	already incorporated with the curriculum from 2020.
2. Academic bank of credits (ABC):	The Institution is looking forward to guidelines from the statutory body. The Institution has already designed the nomenclature as per NEP 2020. The University is in process of getting Accredited for the purpose. Institute has also initiated the process of getting all affiliated Institutions to be accredited.
3. Skill development:	The Institute has already established Guru Drona Skill Centre and 24 courses offered through this Centre have been already enlisted. General structure of synthesising skill courses are as under: a. Life Skills b. ICT Skills c. Communicating Abilities d. Teaching Skills e. Skills for Fine Arts f. Skills for Performing Arts
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The ancient treasure of Indian Knowledge and Customs and Traditions have been transcended through courses like, Vedic Mathematics, Sanskrit Sambhashan and Outreach Programmes have been arranged for sensitising youth towards our great wealth. As we have been inheriting the Indus Valley knowledge system which has been regarded as one of the ancient cultures all over the globe. It encapsulates all the elements with immediate relevance, such as diversity, openness, scientific-rationale, and logic, to its very core. The knowledge system, which was founded on the recognized disciplines of Nyaya (logic), Vyakarana (language), and Mimansa (hermeneutics), has been well integrated in IITE curriculum. It is an institutionalized pointer of culture and traditional values of different times and generations. The integrated programmes of IITE carry effective integration of the Indian knowledge system through diversified contents, holding multifaceted values of teaching and learning. Indian knowledge systems including traditional ways of learning are covered and well introduced across curriculum through the disciplines of education, philosophy, art, literature, sciences, yoga and sports. The programmes and the courses within maintain fine balance between the ancient Indian teaching practices and modern discourses in various subjects. IITE's innovative programmes include various components strengthening cultural identity, awareness, and uplifting societies are effective, in terms of enhancing understanding of cultural identity, language acquaintance and the perception of inheritance.

	<p>Language across curriculum is introduced to ensure proficiency in Indian languages has been integrated well in various programmes offered at the university. Simultaneously, with the help of technology and ICT enabled sources more effectively content is offered and taught in the classroom. To lend a material shape to the best educational philosophies from across the world, a team of experts led by legendary Indian academician and philosopher Shri Kireetbhai Joshi and other scholars of national and international stature came together to design the curriculum of IITE. Indian ethos and values have been rooted well in the very foundation of IITE. Through the initiatives like MUKT (Multidisciplinary Understanding of Knowledge for Teachers), Angira, Shiksharth and Teacher's Tune, Assembly, Skill Courses etc., core aspects of learning through the Indian Knowledge System are observed. The NEP 2020 is an initiative addressing both the intent and the content. Due to value-based existence, ancient practices succeeded in surviving the extinction from the brutality of time and found contemporary relevance and acceptance in the modern Era through the NEP 2020. IITE has sustained teaching-learning practices in effective shape through the Indian knowledge system. The rich Indian Cultural heritage is full of examples proving the significance of continual learning irrespective of any barriers of age or place for that matter. Through PBL, Outreach Programmes and Extension Services, we have offered effective exposure to the students of IITE by taking them to the visits of heritage sites and other useful places of academic relevance. The modern problems and challenges are multidisciplinary in nature. Hence, a cross-disciplinary approach is required to solve them. IITE has offered best of the content of learning through such concerns.</p>
5. Focus on Outcome based education (OBE):	<p>No teaching-learning system is without aims and objectives, so there has been a focal vision as outcome based process. The twenty-first century is being regarded as the age of ICT, where preserving information and to assimilate is very easy, so there are specific outcomes of very specific teaching-learning programmes. As a matter of fact, IITE has been offering very specific teacher education programmes where a very noble objective is set to achieve and that is to make such a teacher education</p>

	<p>programme which is globally viable and locally accepted. Indian Knowledge System is internationally recognised scientific and effective system so following Outcome Based Education (OBE) are envisaged: UG Programme: B.Sc.-B.Ed. and B.A.-B.Ed. programmes have been specifically aiming at multicore development of school teachers who can lead, manage and administer teaching-learning processes at school level. PG Programme: B.Ed.-M.Ed., M.Ed., M.Sc.-M.Ed and M.A.-M.Ed. programmes have been specifically aiming at multicore development of Teacher Educators who can lead, manage and administer andragogical concerns of teacher education to enable them to be teacher educators. Degree, Diploma and Certificate Programmes: These programmes are specifically designed for enhancing and updating information for building repertoire among school teachers, teacher educators and educational administrators domain wise. Research Programmes: Innovation and research studies are integral part of Higher Education, so there is a Research Programme leading to Ph.D. Degree is being offered at IITE.</p>
6. Distance education/online education:	<p>Distance Education and Online Education are the need of the hour. Our Institute has made effective use of Online Mode during pandemic, whereas Distance Education is subject to approval of DEC, UGC. Brief on how we had made use of ICT, but we have initiated the process of getting ourselves ready for the move is explained herewith. Shiksharth: Audio-visual Content Development through BISAG and being telecast through Vande Gujarat Channel. Teachers' Tune: Audio Resources (content) are made available through Internet Radio Channel all over the Globe. ANGIRA: The MOOC initiative for developing eContent for Teacher Education Content. The Institute has an access of 1GBPS bandwidth from RAILNET for planning and implementing guidelines of Digitisation as envisaged in NEP 2020.</p>

## Extended Profile

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### 1 Program

#### 1.1

##### Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
6	5	4	4	4
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 1.2

##### Number of departments offering academic programmes

Response: 6

### 2 Students

#### 2.1

##### Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
593	461	331	332	323
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 2.2

##### Number of outgoing / final year students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
99	86	58	91	97
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

**2.3****Number of students appeared in the University examination year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
571	460	346	332	316
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

**2.4****Number of revaluation applications year-wise during the last 5 years**

2020-21	2019-20	2018-19	2017-18	2016-17
17	33	12	14	08

**3 Teachers****3.1****Number of courses in all programs year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
532	450	402	402	402
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

**3.2****Number of full time teachers year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
60	44	51	63	41
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

**3.3**

**Number of sanctioned posts year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
34	34	34	34	20
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

**4 Institution****4.1****Number of eligible applications received for admissions to all the programs year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
2381	1830	742	697	469
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

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

2020-21	2019-20	2018-19	2017-18	2016-17
153	131	109	131	109
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

**4.3****Total number of classrooms and seminar halls****Response: 28****4.4****Total number of computers in the campus for academic purpose****Response: 100**



## 4.5

**Total Expenditure excluding salary year-wise during last five years ( INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
420.48	762.14	1286.48	892.94	464.72

NAAC

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curriculum Design and Development

**1.1.1 Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the Institution.**

**Response:**

Indian Institute of Teacher Education envisions nurturing of future teachers to meet local and global needs. The curriculum design of various programmes offered by IITE ensures that prospective teachers develop Indian values with global outlook and interdisciplinary thinking and action. It gives due weightage to language learning by including ancient as well as foreign languages. Prospective teachers learn Sanskrit as classical language, Gujarati as a regional language, Hindi as a national official language and English as an international language in curriculum of undergraduate integrated programme. Their learning is evident through curricular and co-curricular and extension activities with programs like Bhasha Manjusha, Sanskrit Saptah etc.

IITE is offering integrated programmes at undergraduate and postgraduate level wherein prospective teachers learn teacher education courses along with allied discipline courses. The curriculum trains and disciplines the cognitive, affective, and psychomotor domains of prospective teachers. They acquire knowledge during the formal teaching learning process, develop mastery on skills in laboratories and simulated classrooms, and implement in actual classrooms.

The Programme outcomes and objectives cover scholastics as well as co-scholastics aspects, learning of prospective teachers, global benchmarks in quality concerns of the education system and having a right mix of global competencies and local needs. The rigorous training ensures development of teaching learning skills by inculcating arts, drama, and sports in education.

An advanced course of curriculum offered in the last year of the undergraduate programme to acquaint prospective teachers with practices of various teacher educational institutions globally where they compare curriculum of various countries and learn best practices to improve quality of education.

The research component, projects, participation in exhibition and related events, presentations in research consortia and symposia the prospective teachers develop critical thinking, analysis, and synthesis skill, and necessary ability required globally.

The curriculum focuses on psychomotor aspects of development and practical components have high weightage in every programme. Prospective teachers of undergraduate programmes such as B.Sc. B.Ed. and B.A. B.Ed., B.Ed., postgraduate programme- B.Ed. M.Ed. students are offered internships in schools of excellence and through various school boards as well as private and government schools. They gain hands-on experience of grants in aid schools, private schools and government schools from primary to higher secondary school levels. They receive training to adopt advanced pedagogy to teach during their practice teaching and internship. Research aptitude has received due

importance in postgraduate programmes offered by IITE. Prospective teacher educators have to conduct research project work in their allied subject as well as in teacher education. Distribution of research work across semesters ensures development of research aptitude.

To make prospective teachers' techno practical understanding within curriculum, various theory and practical courses are offered which includes topics related to IT and also web 2.0 technologies and assistive technologies. Training to teach with smart board, digital board and develop e-learning content for school students further ensures skill enhancement. The alumni of IITE are presently serving in various schools of Dubai and Kuwait, that evident the global utility of the IITE programmes.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Link for Additional information	<a href="#">View Document</a>

### 1.1.2 Percentage of Programmes where syllabus revision was carried out during the last five years.

Response: 83.33

#### 1.1.2.1 How many Programmes were revised out of total number of Programmes offered during the last five years

Response: 5

#### 1.1.2.2 Number of all Programmes offered by the institution during the last five years.

Response: 6

File Description	Document
Minutes of relevant Academic Council/BOS meeting	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Details of Programme syllabus revision in last 5 years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years

Response: 9.85

1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
50	45	40	40	40

File Description	Document
Programme/ Curriculum/ Syllabus of the courses	<a href="#">View Document</a>
MoU's with relevant organizations for these courses, if any	<a href="#">View Document</a>
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

**1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.**

Response: 59.6

**1.2.1.1 How many new courses were introduced within the last five years.**

Response: 593

**1.2.1.2 Number of courses offered by the institution across all programmes during the last five years.**

Response: 995

File Description	Document
Minutes of relevant Academic Council/BOS meeting	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).**

**Response:** 100

### 1.2.2.1 Number of Programmes in which CBCS / Elective course system implemented.

Response: 6

File Description	Document
Minutes of relevant Academic Council/BOS meetings	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

## 1.3 Curriculum Enrichment

### 1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum

**Response:**

IITE offers teacher education programmes from undergraduate to doctorate level with a vision to nurture teachers of tomorrow with transformative knowledge of Indian Tradition and focus on integral development and having a global outlook. Programme and Course outcomes are objectives to integrate professional ethics with sustainability in society and nature.

Undergraduate B.Sc. B.Ed. and B.A. B.Ed. programmes address issues related to human values, environment sensitization, and sustainability along with professional development of prospective teachers by integrating it in various courses.

Human Values are the foundation stone of teacher education programmes and are integrated across all courses. Values like Empathy, self-identity, trust, honesty etc. are integrated across curriculum, Psychology of Learner, Understanding Self, Reflective, to name a few.

For inculcating Indian values and culture various courses related to Indian literature like Bhagvat Gita, Upanishad and Nitishatak etc. are taught using diverse experiential and collaborative teaching practices.

#### Gender Equality and Sensitivity

Teacher and Indian society & Learner and Indian Society, address issues related to gender, policies, schemes, and programmes for Divyang children. It provides understanding regarding individualist needs of such students and gives equal status to them in the society. These courses focus more on equality and equity in the Society with reference to the role of teacher and as an Indian citizen. Gender, school, and society caters to concepts related to gender and gender parity. It not only sensitise prospective teachers regarding how discrimination prevailing in society with reference to gender, transgender but also inculcate values to give them equal status in the society and as a teacher and citizen of the world what is their role in bringing gender parity for bringing harmony in the society.

**Environmental values, Sensitization and sustainability**

Elective courses on Environment Education offered at undergraduate level and core courses in Botany, Zoology and chemistry sensitize prospective teachers towards needs of sustainable effort to conserve and preserve the environment. Plant Ecology, Climate change, Atmospheric and Space Science, Analytical and Environmental Chemistry and Environmental Biology courses inculcate environmental values with course content. The students of life sciences are trained to maintain botanical gardens and conduct small-scale research for creating a green environment. Ethnobotany-sensitize prospective teachers towards traditional knowledge about medicinal usage of plants and aboriginal people and create a bridge between traditional and modern technology.

Postgraduate programmes include Plant diversity and Human welfare, Phyto Resources- Utilization and Management courses to create awareness about biodiversity and its importance and make conscious about its conservation and sustainable uses. Forestry, Environment sciences and Environmental chemistry help learners to understand values and practices to protect and maintain the healthy green environment.

At institution, prospective teachers are trained to do waste management by recycling bio-waste (degradable) into energy.

**Professional Ethics**

Teacher Education and related papers – Teacher and learner in society define course outcomes for professional ethics Educational Research ensures the acquisition of ethics related to research and societal aspects.

Under PG and Ph.D. programme, scholars are educated to acquire research ethics and they have to practice it during their research work.

File Description	Document
Upload the list and description of the courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum	<a href="#">View Document</a>

**1.3.2 Number of value-added courses for imparting transferable and life skills offered during last five years.**

**Response:** 11

**1.3.2.1 How many new value-added courses are added within the last five years.**

**Response:** 11

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Brochure or any other document relating to value added courses	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 1.3.3 Average Percentage of students enrolled in the courses under 1.3.2 above.

**Response:** 18.33

1.3.3.1 Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
140	107	00	81	66

1.3.4 Percentage of students undertaking field projects / research projects / internships (Data for the latest completed academic year).

**Response:** 19.73

1.3.4.1 Number of students undertaking field projects or research projects or internships.

Response: 117

File Description	Document
List of Programmes and number of students undertaking field projects research projects/ / internships (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 1.4 Feedback System

1.4.1 Structured feedback for design and review of syllabus – semester-wise / year-wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni

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

<b>File Description</b>	<b>Document</b>
URL for stakeholder feedback report	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### **1.4.2 Feedback processes of the institution may be classified as follows:**

**Response:** C. Feedback collected and analysed

<b>File Description</b>	<b>Document</b>
URL for feedback report	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>



## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1 Demand Ratio (Average of last five years)

**Response:** 4.81

##### 2.1.1.1 Number of seats available year wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
375	342	150	150	169

#### File Description

#### Document

Demand Ratio (Average of Last five years) based on Data Template upload the document

[View Document](#)

• Any additional information

[View Document](#)

#### 2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the last five years (Excluding Supernumerary Seats)

**Response:** 67.24

##### 2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
121	103	71	86	52

#### File Description

#### Document

Average percentage of seats filled against seats reserved (Data Template)

[View Document](#)

Any additional information

[View Document](#)

### 2.2 Catering to Student Diversity

#### 2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

**Response:**

IITE promote culture of inclusion through relevant, comprehensive, diverse learning experiences. IITE offers integrated professional development programs for teacher education and so instead of offering separate programs or assessing learning levels for advanced and slow learners, the curriculum is built upon the peer learning and faculty mentoring process which is embedded in activities being conducted round the year. Advanced learners are mentored for participating in higher level activities and slow learners are grouped along with advanced learners.

## Relevant Initiatives

1. **Entrance Examination at entry level:** National level entrance examination (i3T) is organised for admission in all programs and admission are granted on basis of merit.
2. **Merit Based Scholarship for merit holders of entrance test:** IITE promotes and facilitates meritorious students. There is a provision of waiving of two semesters' tuition fees for top five percent of admitted students and shall have attained 75% in i3T (Regulation 61) in all programmes offered by IITE.
3. **Students Orientation Program:** is organised at the onset of odd and even semester for orienting curricular framework, syllabus and evaluation pattern.
4. **Intercollegiate Competitions:** provide platform to advanced learners for exhibiting skills in various subjects.
5. **Academic Visits:** Project Based Learning, students have predefined objectives which are evaluated on the basis of presentations, one act play, exhibition, etc.
6. **Distribution of Portfolios to students as per their interests:** Students are an important part of committees and councils, are given portfolios based on their interest,
7. **National and State Level Exams:** IITE conducts State Level Examination at university centre: A R Rao Mathematics Competition (UG & PG levels), 2019 & Madhava Mathematics Competition (UG level), 2020.
8. **Continuous Comprehensive Evaluation:** Two CCE test and one preliminary exam based on annual exam paper pattern is conducted to ensure that student's don'ts lag behind in final exams.
9. **Participation in seminars, workshops and club activities:** Advanced students are encouraged to aim high and are provided opportunities to enhance professional skills through workshop, seminar, webinar, club activities, and innovative programs.
10. **Participation in University Initiative:** IITE ensures participation of students in diverse initiatives like as Radio Jockey in Teachers Tune (community radio initiative), as advisers in committees like research councils, as organisers in assembly and various celebration etc.
11. **Teaching skill competitions:** IITE being a teacher education University, promotes skills needed for teacher education. Teaching skill competition provides platform for students to display teaching skills and winners are awarded.

12. **Practice Teaching:** Students are encouraged to select schools and medium based on their ability. Exposure to multiple secondary education boards GSEB/CBSE/ IB/ ICSE under guidance of mentors.

13. **Parent-Teacher Meeting:** PTM is organised during each semester in order to acquaint parents about student performance and attendance status.

14. **Class teacher as Mentor Mentee:** Students are mentored under able guidance of class teacher who also acts as mentors especially during the online classes and exams of COVID situation.

File Description	Document
Upload Any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 2.2.2 Student - Full time teacher ratio (Data for the latest completed academic year)

**Response:** 10:1

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

## 2.3 Teaching- Learning Process

### 2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

**Response:**

Learning through techniques like Experiential Learning, Participative Learning and Problem Solving Methodologies depending upon requirements of the subject is an important part of curriculum transaction.

Integrated Programs lays platform where methodologies vary as per need of subjects like Education, science- Botany, Chemistry, Mathematics, Physics and Arts- English, Hindi, Gujarati, Sanskrit, Social Science, Political Science, Geography.

The objective of experiential, problem solving and participative learning methodologies is to create peer learning community to facilitate an environment of peer mentoring, collaborations and meaningful interaction through guided reflections.

#### Relevant Initiatives

- **Shadow Teachers:** during school exposure allows learners to follow the daily routine of selected teacher in a given school. This gives them simulated experiences of daily routine of teachers in school.

- **Microteaching & Simulation Lessons:** Students are provided experiences for teaching learning practices in the artificial setting in presence of their peers.
- **Practice Teaching & Internship:** Actual school settings provides cluster of experiences in actual classroom settings, teaching learning situations, daily routine in school settings etc. Learners are provided opportunities in schools from various boards, medium and cities.
- **Student clubs:** IITE promotes student participation in clubs like maths club, literary clubs and eco clubs etc. Clubs generally promotes activities like science and mathematical news, event organisations, recycling & role paly theatre etc.
- **Skill Courses** are one of the flagship initiative of IITE where in learner is provided with an opportunity to select skill programs from a bouquet of programs ranging from ICT, Music, Dance, Drama & Theatre, Sports & Yoga to DIPTI (An Integral Personality Development Program)
- **Educational Visits** provide an exquisite learning experience and integrates curricular and co-curricular outcomes. Students are taken to educational visits in order to achieve outcomes in various courses and include industrial visits, Project Based Learning visits to places of educational importance, heritage walks, historical places, text book bureaus etc.
- **Community Service** as a part of various cells like NCC, NSS students are motivated to interact and communicate in neighbourhood school and community. Participative learning experiences related to resolving problems of school and community and contributing to social responsibility is carried out efficiently.
- **MOOC Court:** NSS cadet participate in activities like MOOC Court which gives them opportunity to not only have real time experiences but also ensures problem solving in participative learning environment.
- **Virtual Lab Experiences:** virtual experiences were part of curricula for sciences. During COVID the use of these labs have tremendously increased. Problem solving through conduct of virtual experiments in botany, physics, chemistry and math are provided using – virtual labs (ministry of education), AMRITA O Labs etc.
- **Language Lab:** Majority of students being from regional background, students are trained through language labs to break language barriers.
- **ICT:** During COVID Google Classroom, Microsoft Teams & ZOOM are used as virtual platforms to ensure that students are able to gain maximum benefit of teaching learning process.
- **Celebration of Days:** In assembly – an extended classroom, students initiate, participate & collaborate curricular & co-curricular extravaganza like Matrubhasha Diwas, Environment Day, Birthdays of leaders, literary personnel & scientists

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 2.3.2 Teachers use ICT enabled tools including online resources for effective teaching and learning process.

#### Response:

IITE courses, makes it imperative for faculty to use ICT and mentor learners on use of ICT.

**Infrastructure:** Classrooms equipped with Projectors, interactive boards, white boards & green boards. Campus Wi-Fi & LAN enabled. Library digitised and automated. Faculty uses smart boards, laptops, iPad for taking sessions during online teaching.

**Pre COVID ERA:** Use of ICT

- Projectors and smart board for teaching sessions.
- PowerPoints enabled with animation and simulations as learning material.
- Google classrooms to manage and post course material, assignments, quizzes etc.
- Virtual labs like AMRITA O labs for training students in simulation before actual conduct of experiments in labs.
- Online evaluation apps like SOCRATIVE for formative evaluation.
- ChemDraw software for drawing chemical structures, reaction schemes in projects by students during graduation and post-graduation and by teachers for drawing chemical structures in question papers.
- Origin Pro a Data Analysis and Graphing Software by faculty & students for making graphs and data analysis.
- Latex, C, Python, Scilab, and Geogebra for geometry, algebra, statistics and calculus application, for learning and teaching mathematics.
- Online apps for training student (listed in curriculum) teachers so that they can use the same during practice teaching in schools.
  - o Hot potatoes for evaluation sheets
  - o Prezi for animated presentation
  - o Mind Maple for concept maps
  - o Google suit including google forms, quiz

**COVID ERA**

Further additions made in above resources include

- Online resource generation
  - o Recorded & telecast sessions in BISAG: Faculty recorded 18 lectures in BISAG (Bhaskaracharya National Institute for Space Applications and Geo-informatics) which were telecast from 20th March 2020 to 25th March, 2020. This initiative was taken as a measure to complete course as soon as unprecedented lockdown was announced.

- o ANGIRA, dedicated MOOC Platform for Teacher Educators and an initiative of IITE provides video content prepared by IITE Faculty for various semesters.
- o 30 lectures were recorded for 'Shiksharth' initiative in collaboration with BISAG for the course content of B.Ed., B.Ed. M.Ed., B.Sc.B.Ed. & B.A.B.Ed. These were telecast on
- o Use of Google Meet, Microsoft Team, WebX and Zoom Platforms for virtual sessions. Videos are recorded, uploaded and link shared with students for viewing.
- o Facility to create video lectures and upload in appropriate platforms for students to use as extra learning resources with the help of online apps and document camera.
- o Students oriented for Lab manuals, practice teaching manuals and related formats through online mode and the same are then shared well in advance to facilitate performance of virtual experiments and presentations.
- o Online quizzes and polls are regularly conducted to record the feedback of the students.
- o Use of virtual labs like - IIT Hyderabad, Kanpur, Kharagpur, Guwahati, Roorkee etc. – (vlab), Amrita labs and other virtual labs for completing science practical.
- o Submission of assignments and other written work and conduct of online preliminary examination using Google classroom. Conduct of Viva for practical, practice teaching, conduct of online annual lessons and micro lessons using zoom and google meet.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide link for webpage describing the " LMS/ Academic management system"	<a href="#">View Document</a>

**2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year )**

**Response:** 17:1

**2.3.3.1 Number of mentors**

**Response:** 34

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	<a href="#">View Document</a>
mentor/mentee ratio	<a href="#">View Document</a>
Circulars pertaining to assigning mentors to mentees	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years	
<b>Response:</b> 169.24	
File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	<a href="#">View Document</a>
List of the faculty members authenticated by the Head of HEI	<a href="#">View Document</a>

2.4.2 Average percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D’Lit. year-wise during the last five years				
<b>Response:</b> 56.11				
2.4.2.1 Number of full time teachers with <i>Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.</i> year wise during the last five years				
2020-21	2019-20	2018-19	2017-18	2016-17
48	27	23	27	21
File Description	Document			
List of number of full time teachers with Ph D/D M/M Ch/D N B Superspeciality/DSc/D Lit and number of full time teachers for 5 years	<a href="#">View Document</a>			
Any additional information	<a href="#">View Document</a>			

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)
<b>Response:</b> 2.25

**2.4.3.1 Total experience of full-time teachers**

Response: 135

File Description	Document
List of Teachers including their PAN, designation, dept and experience details	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**2.4.4 Average percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the last five years**

Response: 0

**2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government/Govt. recognized bodies year wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

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

**2.5 Evaluation Process and Reforms****2.5.1 Average number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years**

Response: 18.85

**2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
24.25	20	19.67	14.33	16



File Description	Document
List of Programmes and date of last semester and date of declaration of results	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

**Response:** 5.37

#### 2.5.2.1 Number of complaints/grievances about evaluation year wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
84	18	17	10	1

File Description	Document
Number of complaints and total number of students appeared year wise	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 2.5.3 IT integration and reforms in the examination procedures and processes (continuous internal assessment and end-semester assessment) have brought in considerable improvement in examination management system of the institution

**Response:**

**Internal Examination (30 Marks):** Assignments (05), Attendance (05), Continuous Comprehensive Evaluation (CCE) (05), Preliminary (15)

1. Assignment/ project assigned and collected through google classroom
2. CCE Examination comprising of MCQ taken through google quiz forms and marked online. The marks shared in Google classroom of respective subjects.
3. Preliminary written examination, which is, conducted offline, is taken through Google classroom (odd semester, November 2020-2021), and through Online Digital Assessment Portal. (Even semester, July, 2020-2021)
4. Online submission of question papers by Paper setters. Students receive question paper online and upload their answer script in google classrooms /portal. Teachers assess answer scripts online.
5. During Covid Era Open Book Prelim Exam.

**External Examination (70 Marks)**

### **Pre Exam Process through ERP**

- Creation of Academic Year and Exam Event on website and ERP Messaging
- Promote Students for Next Semester in ERP
- Configuration of

1. examination form
2. Semester wise subjects
3. course and semester wise assessment scheme
4. Exam form, application and fees date
5. Making exam form live

- Subject selection by Students Addition of Time Table
- Students eligible to fill exam form
- Approve examination form and submit through ERP
- Announcement and Generation of Seat No.
- Allocation of examination center
- Generation of Hall Ticket before examination
- Generation of dummy Number in case of physical assessment
- Configuration related to Examination centre

1. Day and session wise Report of allocated students to the exam centers
2. Course wise Report of allocated students to the exam centers
3. Semester wise Report of allocated students to the exam centers
4. Session wise student's attendance facility

### **Automation in Post Examination Process through ERP**

- Central assessment center, digital assessment available
- Process of application of degree certificate to preparation and printing
- Preparation and declaration of result
- Printing of mark sheets and degree certificates with several security features
- All process until declaration of result, pre and post examination coding of answer books and students applying for reassessment.

### **Outcomes and Positive impact**

1. Automated process for event generation and timetable has effectively reduced time needed for updates.
2. Students unique login has effectively reduced time of examination department involved in solving queries
3. Automation in communication with paper setters, tally of receiving papers and process of payment has reduced manual checking time and sending reminders to those who have not sent papers and has speed up the process of payment.
4. The record of attendance and eligibility of student is visible to student.
5. Confidentiality in delivery, setting and printing of question papers.
6. Reduction in time of starting process of assessment and speedy declaration of result.
7. Reduction in time, money and work force needed to carry out process.

8. CCTV surveillance system reduced cost of monitoring and cases of malpractices.
9. Improvement in reliability, efficiency, security, transparency, confidentiality, accuracy and accountability of the evaluation process and also reduces resources, manpower and time
10. Security features have nullified chances of manipulations in the results and fake marksheets.

Examination system at IITE is fully automated and this has made quality improvement in exam process.

File Description	Document
Year wise number of applications, students and revaluation cases	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 2.5.4 Status of automation of Examination division along with approved Examination Manual

**Response:** 100% automation of entire division & implementation of Examination Management System (EMS)

File Description	Document
Current manual of examination automation system and Annual reports of examination including the present status of automation	<a href="#">View Document</a>
Current Manual of examination automation system	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Annual reports of examination including the present status of automation	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

**2.6.1 The institution has stated learning outcomes (generic and programme specific)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents**

**Response:**

Indian Institute of Teacher Education aspires to be a leading University in nurturing excellent teachers with an exposure to rich diversified and integrated curriculum, amalgamating the ethos and philosophies of legendary Indian academician and philosopher Shri Kireetbhai Joshi and other scholars of National and International stature.

Therefore, Graduate Attributes for various programs of University highlight these aspects. Four domains of

Graduate Attributes for IITE students are - Personal, Intellectual, Professional, and Social & Cultural. Each domain caters to specific aspect of personality, intellect, pedagogy & content competency and social ethos. The model framework of graduate attributes and outcomes includes the following in each domain:

### 1. Personal

- Curricular activities like seminars, quiz, projects, problem solving etc.
- Experiential and constructivist activities to develop reflective practices
- Curricular activities involving experiments in laboratories, practice teaching, etc.
- Initiatives like DIPTI, counselling, mentoring and tutoring.
- Career and occupational needs through placement activities and school exposure.

### 2. Intellectual

- Introducing technology and programs for e learning
- Mentoring during practice teaching
- Content Mastery by integrating subject knowledge and pedagogical knowledge
- Analytical & Synthetically Skills by promoting teaching practices and methods
- Entrepreneurship and employability

### 3. Professional

- Teaching Competence like technological, pedagogical and content knowledge.
- Plug points in classroom using teaching methods and strategies.
- Developing positive attitude like empathy, mentoring and reflective practices.
- Values, Commitment and Integrity
- Global perspective, exposure through international placement training and fairs.

### 4. Social & Cultural

- Positive attitude towards inclusion and diversity visits and programs with CWSN.
- Promoting diversity, celebration of days, festival, social and cultural diversities etc.
- Concern through NCC and NSS activities.
- Culture of equal opportunity by establishing systems and procedures like ethics policy, cells like ICC and equal opportunity
- Gender sensitization, care of vulnerable and backward classes.
- Global ethos by inclusive access to campus, using green energy, promoting water harvesting and waste management activities.

The sub domains of graduate attributes enlists the traits, envisioned and expected in an IITE Graduate.

### IITE Efforts

- A model curriculum framework for programme and course outcomes is developed based on attributes. Programme outcomes are mapped with course outcomes. Each course outcome is linked with course objective and learning outcome. There are 4 course objectives and 8 course outcome for each course. The handbook for the same is available on website.
- **Program and course outcome mapping:**
- The curriculum handbook for each program is available on the website. They contain the course specific learning objectives for each course. (Refer each course starting from page 19 in course handbook)
- PG Program curriculum handbook enlist learning objectives as well as learning outcomes. (Refer each course starting from page 72 of subjects)

- Teacher enlists and keeps in mind objectives and outcomes while planning the lessons.
- Teacher communicates to the students the outcomes for the topics under each course that are discussed and taught to students.
- IITE a Teacher Education University, programme and course outcomes, learning objectives and outcomes are part of their syllabi. The students plan their lessons on the basis outcomes and objectives.
- Question Paper is based on blue print and each unit is given equal weightage.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Paste link for Additional Information	<a href="#">View Document</a>

### 2.6.2 Attainment of Programme outcomes, Programme specific outcomes and course outcomes are evaluated by the institution

#### Response:

Handbook of Program and course outcome provides a mapping for each outcome. The course outcomes are matched with program outcomes and learning objectives. Evaluation Process and attainment of course outcome is linked by defining type of assessment and is strictly practiced. The course outcomes are categorized in cognitive, affective and psychomotor activities. Theory examination both internal and external, submission of assignments and projects measure cognitive outcomes using pen and paper tests and written submissions. Observation scale for performance in group projects and class activities measures affective outcomes. Psychomotor outcomes are measured using practical and skill based examination.

#### Evaluation of Outcomes

Assessment of Course outcomes for each UG & PG Programs is combination of continuous and semester end evaluation methods.

**A) Continuous assessment:** Two continuous comprehensive assessment test comprising of multiple choice questions (25 marks each converted to 5 marks), submission of assignment/seminar/project of 5 marks, attendance of 5 marks, and preliminary examination (70 marks converted to 15 marks) are conducted in each semester to ensure attainment of cognitive course and programme outcome.

**B) Semester End Exam:** Examination Department conducts Theory Examination of 70 marks for measuring cognitive attainment. Predefined Framework for question paper ensures coverage of each topic. <https://www.iite.ac.in/download/notice/60c8476cc3881.pdf> (Refer pg. 283-284)

Predefined Framework for question paper ensures coverage of each topic. Measuring attainment of outcomes based on affective and psychomotor skills include

- A panel of examiners measures outcomes related to attainment of affective and psychomotor domains. Observation scales measures project submissions, lesson plan submissions and actual teaching in classrooms during School Exposure visits and internship, to government and private schools and various school boards.
- Science subject combinations include Chemistry, Physics, Mathematics, Botany and zoology. Practical and viva voce examination measures the outcomes for both UG and PG Programmes.
- UG students take projects and PG students take up dissertation and field project work. This type of research work for attainment of research skills is measured by assessment of dissertation report, viva voce and presentations.

Thus the assessment for attainment of program outcomes follow a comprehensive approach of using pen and paper evaluation, group presentations, submissions and viva voce examination. The tools used for measuring assessment include achievement tests, observation scales/marking scheme (different for dissertation, project work, practice teaching etc.)

**C) Innovative methods:** Value based skill courses (SKC) and Project Based Learning (PBL) are assessed using 360° evaluation of submissions, creative presentations (theatre, dance etc.) and viva voce examination. Students participate in field visits, stay and interact with people, observe various educational, heritage, research institutes, environmental places and industries. The student ability and role changes from “learning by listening, observing, doing, writing, interacting and presenting skills are measured using various tools.

Ph. D. students submit course assignments, give examination, quarterly progress report, and attend RAC Meeting before final submission and evaluation of Ph. D thesis.

Thus, attainment of of POs, PSOs and COs is measured using traditional, innovative and creative approaches. Teacher communicate results to students individually and to parents during Parent Teacher Meeting.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for Additional Information	<a href="#">View Document</a>

### 2.6.3 Pass Percentage of students(Data for the latest completed academic year)

**Response:** 98.1

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 103

2.6.3.2 Total number of final year students who appeared for the examination conducted by the Institution.

Response: 105

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Link fo any additional information	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

<b>2.7.1 Online student satisfaction survey regarding teaching learning process</b>	
Response: 3.24	
File Description	Document
Upload database of all currently enrolled students	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>

## Criterion 3 - Research, Innovations and Extension

### 3.1 Promotion of Research and Facilities

**3.1.1 The institution's Research facilities are frequently updated and there is a well defined policy for promotion of research which is uploaded on the institutional website and implemented**

**Response:**

**PG and Research Programs** continuously integrate research. The research program selects researchers through rigorous entrance examination. The number of research guides gradually increased and there are at present 16 guides. There are at present 60 research scholars, (4 full time fellows) and facilities for them are continuously updated.

The policies and committees related to research are on website.

**Centre of Research (CoR)** under section 6 (4) (i) of Act of IITE , promotes and disseminate research in the field of Education. Five functional Research Councils:

1. New roles of contemporary teachers
2. Art and Science of nurturing gifted children
3. Art and Science of care of the weak and of those who are psychologically and physically challenged
4. Special problems of childhood, adolescence and youth
5. Philosophy and psychology of education in the light of Indian pedagogy and contemporary development

Research Council works relentlessly to promote quality of research and maintain research standards. Five-research council meetings are organized until now. The agenda points and resolutions focus on areas of research in education, policy matters like consultancy and research ethics etc. There are total twenty members in five-research council from various Departments of Education of Universities of Gujarat.

**Provision of Fellowships by IITE:**

Twelve Junior Research Fellowship equivalent to JRF offered by UGC and the candidates selected can avail scholarship worth 31,000/month along with contingency of Rs. 10000/- after successful completion of course work. This can be availed for a maximum period of three years.

Twelve Senior Research Fellowships (SRF) to in service faculty.

One national fellowship to the eminent educationist is offer

Thus, total twenty-five fellowships are offered to promote environment of research.

**Provision of facilitating National and State Fellowships**

Research Program students are motivated and mentored for availing fellowship assistance from various sources. At present there are four research fellows availing Shodh, UGC- NET and National fellowship for



SC/ST.

Various Departments of Centre of Research organises research oriented programs like seminar, workshops, webinars.

Faculty is motivated and facilitated in terms of guidance for research project proposal.

A Research Facilitator cum Advisor and one Statistical analyst post is created and appointment made in order to promote research.

The library of IITE has many tests, digital resources etc. to promote research.

Tests for identifying various areas of learning disability are also available.

### **Psychological Laboratory:**

1. Stanford Binnet Intelligence Test
2. Bhatia Battery of Performance Test
3. Mc. Douglas Disc
4. Tachistoscope with card
5. Muller Layer App.
6. Intelligence scale for children
7. Vineland Social Maturity Scale
8. 16 P.F. Questionnaire
9. Gesell Drawing Test
10. Rorschach Ink Blot Test
11. Seguin Form Board Test
12. Binnet Kamat Intelligence Test
13. Alexander pass along test for intelligence
14. Developmental Screening Test
15. Emotional Competency Scale
16. Chatterjee's Non Language Intelligence Test

Apart from this, there are around 50 test psychological test available for research.

### **Science Laboratory:**

1. UV Visible Spectrophotometer: For Biochemical characterization of natural samples, Genetic Studies, Food analysis, Microbial studies
2. Environmental shaker: Microbial Growth, Suspension culture
3. Gel Electrophoresis: DNA and Protein analysis and purification

All these facilities are gradually updated and are in process of development.

File Description	Document
URL of Policy document on promotion of research uploaded on website	<a href="#">View Document</a>

### 3.1.2 The institution provides seed money to its teachers for research (average per year, INR in Lakhs)

Response: 0

#### 3.1.2.1 The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs).

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

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

### 3.1.3 Percentage of teachers receiving national / international fellowship / financial support by various agencies for advanced studies / research during the last five years.

Response: 0.39

#### 3.1.3.1 The number of teachers who received national / international fellowship / financial support by various agencies for advanced studies / research year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	1

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-copies of the award letters of the teachers	<a href="#">View Document</a>

### 3.1.4 Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows enrolled in the institution during the last five years.

Response: 3

**3.1.4.1 The Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows enrolled in the institution year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
1	2	0	0	0

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.1.5 Institution has the following facilities to support research**

1. Central Instrumentation Centre
2. Animal House/Green House
3. Museum
4. Media laboratory/Studios
5. Business Lab
6. Research/Statistical Databases
7. Mootcourt
8. Theatre
9. Art Gallery
10. Any other facility to support research

**Response:** B. 3 of the above

File Description	Document
Upload the list of facilities provided by the university and their year of establishment	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>

**3.1.6 Percentage of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other recognitions by national and international agencies (Data for the latest completed academic year)**

**Response:** 0

**3.1.6.1 The Number of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other similar recognitions by national and international agencies.**

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

### 3.2 Resource Mobilization for Research

**3.2.1 Extramural funding for Research (Grants sponsored by the non-government sources such as industry, corporate houses, international bodies for research projects) endowments, Chairs in the University during the last five years (INR in Lakhs).**

**Response:** 0

**3.2.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years (INR in Lakhs).**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

**File Description**

**Document**

Institutional data in prescribed format

[View Document](#)

**3.2.2 Grants for research projects sponsored by the government agencies during the last five years (INR in Lakhs).**

**Response:** 23.68

**3.2.2.1 Total Grants for research projects sponsored by the government agencies year-wise during the last five years (INR in Lakhs).**

2020-21	2019-20	2018-19	2017-18	2016-17
7.75	0	0	10.0	5.9284

**File Description**

**Document**

Institutional data in prescribed format

[View Document](#)

e-copies of the grant award letters for research projects sponsored by government

[View Document](#)

**3.2.3 Number of research projects per teacher funded by government and non-government agencies during the last five years**

**Response:** 0.44

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

Response: 3

**3.2.3.2 Number of full time teachers worked in the institution year-wise during the last five years..**

Response: 34

File Description	Document
Supporting document from Funding Agency	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Paste Link for the funding agency website	<a href="#">View Document</a>

**3.3 Innovation Ecosystem****3.3.1 Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge.****Response:**

**Innovation Center:** IITE has a dedicated Innovation Center where students learn new ways of doing things under mentorship of various faculty members. This center has dedicated theatre & dance workshop, sports arena, shooting range, workshop for creating 3 D Models from wood, Plaster of Paris and even 3 D Printers. This help to develop their technical communication, artistic and scientific skills to make them competent to the current trends in their field of study.

**UG Assembly and PG Conclave as Extended Classroom for Transfer of Knowledge:** IITE nurtures teachers of tomorrow. Daily Assembly is an integral part of IITE Ecosystem. Basic schedule of assembly -Prayer, thought for the day news etc. remains the same. The theme of assembly varies depending on special day/festival/national day or any other important day. Students, faculty, & Experts talks on the topic related to wide array of subjects from General knowledge/pedagogy/current trends in Science & Arts and Education. Students under the mentorship of class teachers do the management of assembly.

**Innovative Pedagogy:** Innovation and integration of constructive and experiential pedagogies form an important medium for transfer of knowledge and incubation of creative ideas. The expertise of faculty members in sequencing instruction, diversifying instructional strategies, organizing classroom activities around validated, research-based curricula creates a cooperative and fruitful environment for students.

**Seminars, conferences, workshops, and consultation forums**

Research Platforms provide a culture of innovation and motivate student and faculty alike to work towards new research trends and practices. An ecosystem for sharing of knowledge with other like-minded experts ensures quality and innovations. Dissertation Mentor teachers guide students for preparing research papers and articles to be presented in competitions/seminars conducted.

**Gyan Ka Pitara & Research Reviews :** An informative talk session by PG students present which is cutting across latest research topics, noble prizes, sustainable goals, COVID-19, GDP to NEP in cross cultural subjects of science, arts, literature, languages and social sciences. PG students present research work during assembly as well as part of their course curriculum in front of research committee. Students present and discuss their innovations related to research.

**Researchers Forum:** Research Programme students inculcate research culture through researcher's forum twice a month. Platform provides opportunity for expression of academic talent and promotes interaction.

**Faculty Development Programmes:** FDP and workshops for faculty of IITE ensures professional advancement. Some programs include e content workshops, consultation seminars on NEP, NAAC Awareness workshop etc. FDP and workshops for faculty of schools, colleges, and special educators provides a platform for gaining knowledge and infusing the same in regular programs.

**Student Initiatives:** IITE students are motivated to innovate. Few initiatives include theatre group INFINITY for promoting cultural activity, teaching students under SOLVE Program during COVID etc.

**Academic Initiatives:** IITE is a torch bearer for online initiatives for teacher education program: ANGIRA a dedicated MOOC Portal & SHIKSHARTH – an initiative to record and broadcast content of Teacher Education Courses and Teachers Tune - internet radio station for faculty and students by faculty and students are some of the initiatives to promote innovations.

### 3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development during the last five years.

**Response:** 39

#### 3.3.2.1 Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
16	9	2	8	4

File Description	Document
Report of the event	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

### 3.3.3 Number of awards / recognitions received for research/innovations by the institution / teachers / research scholars / students during the last five years.

**Response:** 2

**3.3.3.1 Total number of awards / recognitions received for research / innovations won by institution / teachers / research scholars / students year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	1	0	1

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e- copies of award letters	<a href="#">View Document</a>

**3.4 Research Publications and Awards**

**3.4.1 The Institution ensures implementation of its stated Code of Ethics for research through the following: 1. Inclusion of research ethics in the research methodology course work 2. Presence of Ethics committee 3. Plagiarism check through software 4. Research Advisory Committee**

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

File Description	Document
Code of ethics for Research document, Research Advisory committee and ethics committee constitution and list of members on these committees, software used for Plagiarism check, link to Website	<a href="#">View Document</a>

**3.4.2 The institution provides incentives to teachers who receive state, national and international recognitions/awards 1. Commendation and monetary incentive at a University function 2. Commendation and medal at a University function 3. Certificate of honor 4. Announcement in the Newsletter / website**

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

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

**3.4.3 Number of Patents published / awarded during the last five years.**

**Response:** 1

**3.4.3.1 Total number of Patents published / awarded year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
0	1	0	0	0

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.4.4 Number of Ph.D's awarded per teacher during the last five years.

Response: 0.94

#### 3.4.4.1 How many Ph.D's are awarded within last five years.

Response: 15

#### 3.4.4.2 Number of teachers recognized as guides during the last five years

Response: 16

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
URL to the research page on HEI web site	<a href="#">View Document</a>

### 3.4.5 Number of research papers per teachers in the Journals notified on UGC website during the last five years

Response: 1.49

#### 3.4.5.1 Number of research papers in the Journals notified on UGC website during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
23	26	8	10	10

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>



**3.4.6 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years****Response:** 0.23**3.4.6.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
2	1	1	3	5

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.4.7 E-content is developed by teachers :**

1. For e-PG-Pathshala
2. For CEC (Under Graduate)
3. For SWAYAM
4. For other MOOCs platform
5. Any other Government Initiatives
6. For Institutional LMS

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

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Give links or upload document of e-content developed	<a href="#">View Document</a>

**3.4.8 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed****Response:** 3.1

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

**3.4.9 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-**

**index of the Institution****Response:** 3.5

File Description	Document
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	<a href="#">View Document</a>

**3.5 Consultancy****3.5.1 Institution has a policy on consultancy including revenue sharing between the institution and the individual and encourages its faculty to undertake consultancy.****Response:**

Consultancy plays an important role in providing a competitive edge to an organization. The intangible assets of an organization such as technical know-how and expertise of the staff, are today, often more valuable than its physical assets. The rules laid down in this policy are expected to fulfill the commitment of the University to promote academic freedom and provide a conducive environment for research and development of commercial importance. In this policy following details are included; scope of consultancy services offered (Schools, Colleges, Service Sector, Govt. Departments and other National and International agencies in niche areas of expertise available in the University.)

Consultancy project categories (Category I: Expert Advice and R&D Consultancy:- This type of consultancy will be Expertise intensive and based on the expertise of the Consultant. Category II: Testing Consultancy: This type of Consultancy will involve testing against a standard. The university will undertake testing jobs provided testing facilities and expertise are available in the university. Category III: Service Consultancy: This type of Consultancy will involve use of University's Computational facilities / Software / Hardware and other Technical, Physical infrastructure by the client. For example, use of software/hardware by the outside students, researchers, scientists, etc. OR use of computers / technical manpower and other infrastructure of the university for conduct of online / offline examinations or tests; and other e-services.)

Who can be a consultant(s)? (Full time regular faculty of Departments / Centres / Institutes, etc. and any other technically well qualified employee of the university are eligible to take up this category of consultancy work. However temporary/contractual staff can work as a co-consultant. The consultant(s) must possess the practical experience of handling and operating the testing tools/equipment.)

General consultancy rules like; the total annual income of an individual Consultant from the Consultancy work shall not exceed his / her Gross Salary for 6 months in a financial year, an individual Consultant / staff member shall not undertake consultancy work more than 60 days in a calendar year, consultancy proposal initiation and management process, documents to maintain, budgetary norms and distribution of consultancy funds, expenditure details, distribution of university share (u), standard terms and conditions.

The policy focuses on due weightage to intellectual property right and rational sharing of funds between the consultant and university.

The consultancy projects involve levy of usage charges of technical and physical infrastructure, share/remuneration of consultant(s) & staff involved; and other relevant expenditure. The Principal Consultant initiating project proposal shall either accept the rates quoted by the client or quote IITE rates to be charged from the client. The rates so proposed by the Principal Consultant shall be negotiated and finalized by the Consultancy committee including the Principal Consultant. The committee must ensure that a reasonable income to university is ensured through such projects along with the recovery of infrastructure depreciation, etc. The fixation of rates by the committee may also vary depending on the nature as well as the quantum of work involved.

File Description	Document
Upload soft copy of the Consultancy Policy	<a href="#">View Document</a>
Upload minutes of the Governing Council/Syndicate/Board of Management related to consultancy policy	<a href="#">View Document</a>

### 3.5.2 Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).

**Response:** 31.69

#### 3.5.2.1 Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).

2020-21	2019-20	2018-19	2017-18	2016-17
17.81	13.88	0	0	0

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Audited statements of accounts indicating the revenue generated through consultancy	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 3.6 Extension Activities

### 3.6.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years.

**Response:**

IITE is a perfect amalgamation of traditional and modern values inculcating Indian ethos and marching towards global requirement. With the vision students are given exposure at national level.

An effective teacher is powerful in content, pedagogy skills, exposed to surroundings and aware about the culture and heritage of the state as well as the nation. This vision lead to the idea of PBL – Project based Learning. Exposure is the best way of learning. Learning is an automatic process and when exposure is added to the process as a tool, learning transforms in joy.

**Project Based Learning:** IITE involves its students in Project Based Learning [PBL] Programme since 2015. PBL helps the students to be aware about social issues by providing them scope for holistic development by exposure visit to world-class institute, visit of heritage and tourist place, visit to any of divyang institute, subject based PBL. PBL helps to know the society better, blossoms the creativity. With exposure to the outer world, PBL connects students to the society, sensitize them towards the issues of the society, and also make them responsible to work and think on those issues.

IITE provides students PBL - a package of Joyful learning with exposure to express the original and creative self within the student. **Students were taken to Rani ki Vaav, Sahastraling Talav, Kandla Port, Porbandar Gandhis Residence, IIM, Ahmedabad Heritage Walk, Modera Sun Temple, Dwarika Temple, Blind School Motera, Saputara, Polo Forest to name a few visits.** To spread the message about learning disability a classroom drama was created under the Leadership of Ms. Mala Arora and was enacted for four consecutive days at the Grand Education Fair – 2018 at Gujarat University Ahmedabad.

**Co-curricular Extension and sensitisation:** Students are also involved in

No Plastic Drive

Cycle Rally under Azadi Ka Amrut Mahotsav

Lecture Series of Vikram Sarabhai

Nadioyo ko Jano Project

Dholavera visit

Adhiwasi Day celebration

Ambapur Vaav visit

Visit to Disaster Management Institute

Plasma Research Lab and Science City Visit

Marathon with Savita Gaekwad as chief guest

Visit to kutchh

**Bapu School Mein:** To celebrate the 150th Birth Anniversary of Mahatma Gandhi the entire parivar of Indian Institute of Teacher Education (IITE), in the role of *Gandhi Vichar Vistarak* was involved in a week-long Community Outreach Program named '*Bapu School Mein*' from 26th of January to 31st of

January 2020.

Gujarat has total 33 districts and 7 municipal corporations' total 40 teams each comprising of 12 students and 2 Mentor professors/university administrative staff members. Total of 560 members including 480 students and 80 teaching and administrative staff participated. They have oriented 188 tehsils, 1092 Schools and 139856 students all over the state of Gujarat.

**Teachers Tune:** IITEs has taken up an initiative known as Teachers Tune learning through the waves which is an internet radio station where in programmes are on air for five hours a day. The students of IITE are Radio Jockey. They are involved in coming out with wonderful programmes which connects them with the world.

### 3.6.2 Number of awards received by the Institution, its teachers and students from Government /Government recognised bodies in recognition of the extension activities carried out during the last five years

**Response:** 1

#### 3.6.2.1 Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	1	0	0

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-copy of the award letters	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.6.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

**Response:** 121

#### 3.6.3.1 Number of extension and outreach programs conducted by the institution those through NSS/NCC, Government and Government recognised bodies during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
51	15	23	25	7

File Description	Document
Reports of the event organized	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

### 3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years

Response: 63.02

#### 3.6.4.1 Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
400	300	200	200	200

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

## 3.7 Collaboration

### 3.7.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

Response: 4.8

#### 3.7.1.1 Total number of Collaborative activities with other institutions / research establishment / industry for research and academic development of faculty and students year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
10	6	3	5	0

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Copies of collaboration	<a href="#">View Document</a>

### 3.7.2 Number of functional MoUs with institutions/ industries in India and abroad for internship, on-

**the-job training, project work, student / faculty exchange and collaborative research during the last five years.**

**Response: 11**

**3.7.2.1 Number of functional MoUs with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
7	2	0	0	2

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
e-copies of the MoUs with institution/ industry	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

**4.1.1 The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc.**

**Response:**

The total area of campus is 45600 square meter (6212 square meter is built up area ). The campus is well developed and has sufficient facilities and learning resources as per norms of NCTE. The campus is Wi-Fi enabled.

**Classrooms:** Separate classroom are there for each semester. Each classroom is equipped with adequate furniture, LCD projector, and interactive board facility. All class are LAN and Wi-Fi connected. Classrooms have a hygienic environment and sufficient air ventilation and sun light. Seminar classrooms, communication labs, and computer labs are fitted with ACs.

**Library cum Reading Room:** Shree Kireet Joshi Library, the Central Library of IITE, has the collection of 13300+ books on Education, Computer Science, Chemistry, Physics, Mathematics, and Humanities & Social Sciences. The collection includes reference books, Journals, periodicals, encyclopaedias, Dictionaries, textbooks, CDs, theses, dissertations, reports, surveys etc. e-resources, E-journals, scientific databases etc.. The library has dedicated reading spaces for students and research scholars. <https://sites.google.com/iite.ac.in/iitelibrary/home/> The library is fully automated with SOUL Software: <http://14.139.105.114/webopac/Default.aspx/>

**Laboratory:** IITE is dedicated to Teacher Education. Laboratories for Physics, Chemistry and Life-sciences is fully functional. They are equipped with necessary equipment's, appliances, apparatus, specimen, and chemicals

**Communication lab/ Multipurpose Seminar Room** is equipped with lecture capture, interactive board, projector, PA system etc. It is used to conduct classes and small seminars as per the need.

**Principal Room & Staff Rooms:** Principal room is dedicated space for administrative functions and staffrooms available for all the teaching staff. Dedicated work center with cables, charging points, personal storage ensures privacy. Each staffroom is equipped with Wi-Fi & AC.

**Health & Physical Education Center:** Innovation center is a dedicated space for creativity, innovation, performing and fine arts, sports and yoga facilities. It houses shooting range, sports room, dance/theatre room, TLR Center/ Workshop etc.

**Teaching Learning Resource Center** is a dedicated room for displaying and preparing TLR. Students can design and develop their own TLR using 3 D Printer, Plaster of Paris and other resource available in TLR Center.

**Computer Labs:** Two fully equipped computer labs with capacity of 50 computers each, projector etc., used for conducting virtual lab experiments.



**IT Facilities to staff:** Laptops and iPad issued to staff members ensure smooth conduct of classes. During the COVID period, laptop, Wi-Fi has ensured smooth conduct of classes. The recording facility of Google Meet and zoom subscription at center level ensured timely conduct of classes.

<https://www.iite.ac.in/download/notice/5f1ec26863867.pdf>

File Description	Document
Paste link for additional information	<a href="#">View Document</a>

#### 4.1.2 The institution has adequate facilities for cultural activities, yoga, games and sports (indoor & outdoor); (gymnasium, yoga centre, auditorium, etc.,)

##### Response:

IITE is located in Capital City Gandhinagar, just next to Sports Authority of India and Mahatma Mandir- Prime location in Centre of City.

Institute has well-maintained campus spread over 45600 square meter with 5040 SqMt built up area. The campus is situated in old building of school that was built in 1982. University developed Guru Drona Skill and Training centre 2016 (513 square meter) and Innovation Centre build in 2018 (600 square meter).

**Multipurpose Play Field:** Ground for football, volleyball, racing track. Students use this ground for exercise and to maintain good health is near Health.

**Multipurpose Hall/ PC Vaidya Auditorium** is a dedicated space for conduct of academic presentation and programs. It is fully equipped with audio-visual system with seminar style seating arrangement.

##### Government Facilities available in Neighbourhood

**Sports Facilities & Convention** center of Gujarat Government is next to IITE Campus.

**Transportation facility:** All kind of transportation is accessible in 30 minutes.

**Primary Health care centres,** Civil Hospital, and shopping centres are in 5 km. radius. Metro rail is to come up at 10 minutes' drive.

##### General Ambience:

##### Administrative and Academic Building

Administrative offices functions at front gate of ground floor. First floor and backside of ground floor has academic building – classes, laboratories, library, staff rooms, and other facilities.

All classrooms are equipped with basic furniture, lights, IT, and other facilities. Small functions, meeting and academic activities are organised in multipurpose hall, PC Vaidya Auditorium with seating capacity of

100. Staff rooms have workspaces for each faculty. There is Principal Room, Program Heads Room, Clerk Office, Library cum Reading Room, Laboratories- Chemistry, Physics and Lifesciences and Classrooms on first floor. Ground Floor has Classroom, Computer Laboratories and Communication Lab/Seminar Hall & Sandipani Classrooms with staircase seating arrangement.

### Ambience of Campus

IITE is first university with recognition for inclusive campus. Barrier free environment with ramps, wheel chair, signage, and lift ensures inclusion. There is approach road from main gate to university office, which leads to incubation center and prayer hall through walkways. Boom barrier at main gate and allotted parking spaces ensures restricted entry. Students and staff have separate entry gates, and have biometric and face reading machines for marking attendance.

Plantation drive during last few years have now resulted in a green campus. The front area has small garden with plantation and landscaping. There is a small botanical garden.

Separate filtered drinking water facilities and washrooms, including disable friendly washrooms are there for staff and students.

Ladies room has necessary seating facilities and mirror room. There is a sanitary napkins Vending installed there. Sanitary napkin destroy machine is installed in female washroom.

**Transportation:** Four buses for student's transportation, from hostel to University. NCC, NSS etc. students get transport for academic purpose.

### Cultural Infrastructure

**Abhivyakti Amphitheatre** provides space for conducting educational activities that requires performance, group, and theatre performances.

**Samvad (Meeting Place):** Place used for small gatherings/daily assembly etc. and Abhivyakti- Amphitheatre for theatre/performing arts/performances for academic purposes are some of other facilities used for academic purposes.

**Gallery Wall-** theme based wall that displays thematic posters on recent trends.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

#### 4.1.3 Availability of general campus facilities and overall ambience

**Response:**

IITE is located in capital city Gandhinagar, just next to Sports Authority of India and Mahatma Mandir in capital and green city of Gujarat. Prime location ensures easy outreach to beautiful ambience.

Institute have a well-maintained campus spread over 45600 square meter with 5040 square meter built up area. The campus is situated in an old building of school that was built in 1982. University developed Guru Drona Skill and Training centre 2016 (513 square meter) and Innovation Centre build in 2018 (600 square meter).

### **Government Facilities available around campus**

**Sports facilities & convention** center of Gujarat Government is next to IITE Campus. **Transportation facility** – railway, bus station, and airport are maximum 30 minutes' drive.

**Primary Health care centres**, civil hospital, and shopping centres are in 5 km. radius. Metro rail is to come up in near future and nearest metro station.

### **General Ambience**

#### **Administrative and Academic Building**

There are two entry points to Campus well connected with Pakka Roads from both sides.

Administrative offices functions at front gate of ground floor. First floor and backside of ground floor has academic building – classes, laboratories, library, staff rooms, and other facilities.

All classrooms are equipped with basic furniture, lights, IT, and other facilities. Small functions, meeting and academic activities are organised in multipurpose hall, PC Vaidya Auditorium with seating capacity of 100. Staff rooms have workspaces for each faculty. There is Principal Room, Program Heads Room, clerk office, library cum reading room, Laboratories- Chemistry, Physics and Lifesciences and classrooms on first floor. Ground Floor has classroom, computer laboratories and communication lab/seminar hall & Sandipani classrooms with staircase seating arrangement.

#### **Ambience of campus**

IITE is first university with recognition for inclusive campus. The barrier free environment with ramps, wheel chair, signage, and lift ensures inclusion. There is approach road from main gate to university office, which further leads to incubation center and prayer hall through walkways. Boom barrier at main gate and allotted parking spaces ensures restricted entry. Students and staff have separate entry gates, and have biometric and face reading machines for marking attendance.

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**Transportation:** There are four buses for student's transportation, from hostel to University. NCC, NSS etc. students get transport for academic purpose.

### Cultural Infrastructure

**Abhivyakti Amphitheatre** provides space for conducting educational activities that requires performance, group, and theatre performances.

**Chaupal Assembly:** A place for Students and staff activity like group discussion, prayer, birthday celebration, meetings, reading, curricular and co-curricular activities.

**Gallery Wall-** a theme based wall that displays thematic posters on recent trends.

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

#### 4.1.4 Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)

**Response:** 26.33

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

2020-21	2019-20	2018-19	2017-18	2016-17
110.42	171.96	427.46	264.3	92.94

File Description	Document
Upload audited utilization statements	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

### 4.2.1 Library is automated using Integrated Library Management System (ILMS) and has digitisation facility

**Response:**

Shree Kireet Joshi Central library of IITE Gandhinagar, is located on first floor and is easily accessible. Timings of library are 8 a.m. to 8 p.m. Three dedicated personnel do take care of all Library affairs.

Library is fully air conditioned with reading area of 100+ sitting capacity and separate space for group discussions. There are 13200+ Books and include, journals, Ph.D. Thesis and dissertation, Textbooks, Reference books, General reading English as well as Gujarati and Hindi books, Competitive Examination Collection (NET/SET/TET/TAT), Psychological Tests, Reports, Survey reports etc.

**Library Automation & RFID Integration:** RFID makes library fully automated. RFID technology is integrated with LMS- SOUL 3.0 and each of functionalities such as Book Circulation, Stock Management, Library Security; Library Users Management etc. are being carried out automatically without human intervention. Entire RFID system is equipped with fully automated machines such as Staff workstation, Book Drop Station, Self-Check in Check Out (Kiosk), Library User Tracker (Tag Tracker Machine), Book Security/Anti-theft Gate etc.

- **KIOSK:** self-book check-in and checkout system through RFID
- **Staff Work Station:** placed at counter of librarian, is used for processing RFID Library resources and daily library routine work through RFID
- **Drop Box:** Students can return the book in the drop box placed outside library and take receipt of depositing book.
- **Library User Tracker (Tag Tracker Machine):** tracks in and out time spent by the users in the Library. It maintain real-time statistics for library users.
- **RFID Printer:** It prints RFID Smart cards for the library users. Users use this card during in time-out time and issue-return of books.
- **Hand Handler Machine:** verifies and transfers inventory of library.
- **Security Gate:** is antitheft measure to ensures security of books. It beeps if unissued book/library resource is taken out of library. It is also monitoring footfalls of every user.
- **Camera:** captures photos to be inserted in RFID card while making them.
- **Pen:** inserts signatures of the member in the smart card.

**Electronic Library Management:** SOUL 3.0 (Version 3.0.0) Library Management Software (LMS) provided by INFLIBNET Centre ensures automation. RFID is integrated with SOUL Software for in-house library routine activity and management. Library has purchased SOUL 2.0 (Full Edition) on 2 January 2013 and upgraded to latest launched edition on 21 May 2021. SOUL has entire Library database of 13200 Bibliographic records. This software is compliant to international standards for bibliographic formats, networking and circulation protocols.

**WEBOPAC service:** Book search is facilitated through WEBOPAC services. This online book search window is interactive page for searching and retrieving library books. Extended service of interactive Web based Online Public Access Catalogue (OPAC) can be checked anywhere, in mobile too, one can log in and check individual circulation transactions and suggest a book to library as well.

Link: <http://103.238.14.221/webopac/>

Service offered at library include: issue, return/renewal of books, various, reference service, e-mailing of new arrivals and News Paper Clippings, content dissemination through library WhatsApp groups and library website, Wi-Fi facility to access library catalogue and subscribed databases, Question bank, Library Orientations etc.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**4.2.2 Institution has access to the following: 1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access to e-resources**

**Response:** A. Any 4 or more of the above

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

**4.2.3 Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)**

**Response:** 3.81

4.2.3.1 Annual expenditure for the purchase of books and journals including e-journals year-wise during last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
2.10	.81	12.8	3	.34

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Audited statements of accounts	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**4.2.4 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:** 10.72

4.2.4.1 Number of teachers and students using library per day over last one year

Response: 70

File Description	Document
Details of library usage by teachers and students (Library accession register, online accession details to be provided as supporting documents)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 4.3 IT Infrastructure

<b>4.3.1 Percentage of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities. (Data for the latest completed academic year)</b>	
Response: 100	
<b>4.3.1.1 Number of classrooms and seminar halls with ICT facilities</b>	
Response: 28	
File Description	Document
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

<b>4.3.2 Institution has an IT policy, makes appropriate budgetary provision and updates its IT facilities including Wi-Fi facility</b>
<p><b>Response:</b></p> <p>IT is an important component of academic and administrative activity. There is a budgetary provision for update of IT infrastructure and subscription.</p> <p><b>IT Facility to staff:</b> Administrative and academic staff is been provided with desktops, laptops, and internet facilities. IITE - IT Department handles maintenance of internet facilities, management of E-governance applications and maintenance of hardware. The software of the computers is updated regularly and new software installed as per need. There are 54 laptops and 34 iPad issued to staff. 25 iPad are used during the council meeting.</p> <p><b>Website Provisions:</b> IITE has its own Website and Intranet Portal running 24x7 to provide access to IT Infrastructure and Applications. The website is updated regularly and there is budgetary provision for maintenance of the website. Website maintenance and upgrade plan is Rs.70,210/ year. The security mechanism implemented protects and monitors IT infrastructure against viruses, worms, phishing, and hacking incidents.</p> <p><b>Subscriptions:</b> Budgetary provision for subscription of zoom and any other portal needed for carrying administrative and academic work smoothly is in place. IITE domain google workspace and email service</p>



is in place. Expenditure of 1, 39,810/- in Feb. 2021 for 3 year antivirus protection software, zoom subscription 15,576/year after COVID. Faculty use open access online services platform including Google meet, zoom, etc. to carry their teaching-learning and meeting during COVID.

### Infrastructure with Budgetary Provisions

Institute has made provision of about Rs. 1 Crore to enhance IT infrastructure.

**Surveillance System** with CCTV and fiber optical network at IITE Main Entry Gates and in the whole campus with special focus on critical locations of the campus whose costs is Rs. 33,98,379/-.

**Internet:** Fibre Optic Connectivity with Uninterrupted Internet service to all students, faculty, and staff with 180 Mbps high-speed internet. Rs. 12,11,250 + GST spent on 1 GBPS NKN Lease line internet connectivity. Rs.13,19,878 spent on 3 Year Licence of WIFI.

**LAN:** Local Area Network (LAN) of 1 Gbps by Cisco L2 switches of Rs. 17,63,270 connects all computers.

**Smart Classrooms:** IITE has a total of 26 Smart Classroom and 2 seminar halls with Projector, LAN, and CCTV for smart Learning system, which increases the interaction of teachers and students.

**Sonic Firewall:** High-performance and reliable Unified Threat Management (UTM) from SonicWALL firewall provides protection from hackers, viruses, and worms over the Internet and dynamic network environment. Rs. 3,25,000/ subscription of 3 Years for the firewall.

Network protocols supported on SonicWALL include TCP/IP. DHCP is used to automatically assign a network address to each PC for the staff when it is connected through LAN to the campus network. Moreover, also supported on Router Gateway include TCP/IP. DHCP IP assign automatically to each PC for the staff and students when it is connected through Wi-Fi to the campus

**Server / AD-based Authentication system:** A server room is dedicated for the purpose of storing, powering, and operating computer servers through computer hardware.

**IT Policy:** The IT Policy, approved by Executive Council, is a guiding document.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 4.3.3 Student - Computer ratio (Data for the latest completed academic year)

**Response:** 6:1



File Description	Document
Upload any additional information	<a href="#">View Document</a>
Student – computer ratio	<a href="#">View Document</a>

#### 4.3.4 Available bandwidth of internet connection in the Institution (Leased line)

Response: A. ?1 GBPS

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Details of available bandwidth of internet connection in the Institution	<a href="#">View Document</a>

#### Other Upload Files

1	<a href="#">View Document</a>
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#### 4.3.5 Institution has the following Facilities for e-content development

1. Media centre
2. Audio visual centre
3. Lecture Capturing System(LCS)
4. Mixing equipments and softwares for editing

Response: D. 1 of the above

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Links of photographs	<a href="#">View Document</a>

## 4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years

Response: 63.63

4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year-wise during the last five years (INR in lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
291.19	535.14	816.29	486.02	282.53

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Audited statements of accounts	<a href="#">View Document</a>

#### **4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.**

##### **Response:**

IITE Regulation (38) Establishment and Maintenance of Physical Facilities defines guidelines for Buildings, Gardens, Water, Electricity, Hostel, Laboratory, Museum, Vehicles, Studio, IT equipment, Networking etc. from each concerned branch. The process for maintenance or new facility includes proposal by concerned branch, discussion in related committee, forwarded to finance committee – Academic Council – Executive Council for subsequent approval as the case may be. If approved from all stages, final proposal is submitted to Government for Grant. University utilizes its own fund if less grant is available or time for approval is less.

Annual maintenance contracts are/ insurance to maintain/protect facility is done through BWC/Purchase committee as the case may be.

Regulation 39 Utilization and Rent of Various Amenities and Facilities sets out guidelines for usage of infrastructural facilities including Auditorium, Amphitheater, Laboratories, Classrooms, Dining area, Kitchen, open space, ground and related furniture, sound system, light system, IT equipment etc. Auditorium hall can only be rented for the use in Government functions, Educational purposes and Academic Programmes. The rent details are specified in the regulation 39.

Regulation 40 Various Laboratories lists out the specification for establishment of separate laboratories for Science and humanities with facilities and adequate equipment for conducting experiments.

##### **Maintenance of laboratories:**

Head of Laboratories looks after the overall maintenance and purchase requirements of lab. Head of the Department is responsible for maintenance of respective Laboratories and attendants maintain the daily requirements of lab. Minor repairs are registered in a ledger maintained in the office and are attended on priority basis. Staff of respective departments monitor effective utilization of the laboratories.

Maintenance of the equipment is joint responsibility. Respective laboratories maintain stock registers, asset registers, logbooks, tools and plant as per need. Process is set for major purchase and repair work in laboratories. Standard operating procedures (SOP) for all high-end equipment is developed if not available. Faculty in-charge reports Breakage and repair to Head of Department who initiates process of repair with

the help of head of laboratories. Systems and procedures are set for discarding of condemned/obsolete after getting the approval of authority. Annual stock checking is done at the end of each year.

IT facility is maintained at regular intervals. The agency personnel visits once in week or early to ensure refill printers, and other minor stock related to repair and update of WIFI, software etc.

Estate Department looks after the overall maintenance and repair work. Any breakage or repair needed is taken by estate and the repair work is carried out as defined under regulation. Maintenance of Air Conditioners, CCTV cameras and Water Purifiers etc. are done by the assigned agency. Full time in-house electrician take care of odd jobs related to electricity. Estate officer and his team are involved in the maintenance of infrastructure facilities. This team looks after the regular maintenance of civil works such as furniture repairs, masonry and plaster works, painting, carpentry, plumbing and housekeeping, rest rooms, approach roads and neatness of the entire premises. Housekeeping services are regularly monitored and updated.

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

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

**5.1.1 Average percentage of students benefited by scholarships and freeships provided by the institution, Government and non-government agencies (NGOs) during the last five years (other than the students receiving scholarships under the government schemes for reserved categories).**

**Response:** 1.7

**5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

2020-21	2019-20	2018-19	2017-18	2016-17
7	17	7	3	2

File Description	Document
Upload self attested letter with the list of students sanctioned scholarship	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**5.1.2 Average percentage of students benefited by career counseling and guidance for competitive examinations as offered by the Institution during the last five years.**

**Response:** 8.45

**5.1.2.1 Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	30	0	19	97

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**5.1.3 Following Capacity development and skills enhancement activities are organised for improving students capability 1. Soft skills 2. Language and communication skills 3. Life skills (Yoga, physical fitness, health and hygiene) 4. Awareness of trends in technology**

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

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>
Link to Institutional website	<a href="#">View Document</a>

**5.1.4 The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases 1. Implementation of guidelines of statutory/regulatory bodies 2. Organisation wide awareness and undertakings on policies with zero tolerance 3. Mechanisms for submission of online/offline students' grievances 4. Timely redressal of the grievances through appropriate committees**

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

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	<a href="#">View Document</a>
Details of student grievances including sexual harassment and ragging cases	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 5.2 Student Progression

**5.2.1 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)**

**Response:** 46.62

**5.2.1.1 Number of students qualifying in state/ national/ international level examinations (eg: IIT/JAM/ NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations, etc.)) year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
12	21	49	17	3

**5.2.1.2 Number of students appearing in state/ national/ international level examinations (eg: IIT/JAM/ NET / SLET/ GATE/ GMAT/CAT,GRE/ TOEFL/ Civil Services/ State government examinations) year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
37	45	56	33	20

File Description	Document
Upload supporting data for the same	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**5.2.2 Average percentage of placement of outgoing students during the last five years**

**Response:** 22.98

**5.2.2.1 Number of outgoing students placed year - wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
54	30	5	5	11

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Self attested list of students placed	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**5.2.3 Percentage of student progression to higher education (previous graduating batch).**

**Response:** 52.53

**5.2.3.1 Number of outgoing student progressing to higher education.**

Response: 52

File Description	Document
Upload supporting data for student/alumni	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**5.3 Student Participation and Activities****5.3.1 Number of awards / medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) during the last five years.**

Response: 9

**5.3.1.1 Number of awards/medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) year - wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
0	2	2	0	5

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-copies of award letters and certificates	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**5.3.2 Presence of Student Council and its activities for institutional development and student welfare.****Response:**

The Indian Institute of Teacher Education features within itself, a very effective and decentralized system of representation of the students through a capacitive student council representative system.

The University, however, has strived for effectively ensuring that the students get an opportunity of representation in various academic and administrative bodies and/or committees functioning in the institution by constituting into itself a body of various.

**Presence of Students in various university level committees:** Students get due representation in many important committees by virtue of their status as students and as per the statute of IITE.

The Academic Council has three student representatives as members. The Sports committee has two representatives, the Women development cell has two representatives, the Student support, cultural and welfare committee has three student representatives. Besides this, student representatives have been an important part of the hostel committee and mess committee.

**Class Representatives:** At the onset of new semester Class representatives are nominated on the basis of merit. It includes criteria like curricular achievements, co-curricular participation and involvement in other activities like sports, community service, etc. CR acts as a link between students and class teacher as well as subject teacher.

Any representation to the Head or Principal is made through CR. They also function as peer mentors for their juniors. They volunteer for various committees and help in collecting volunteers from amongst the class.

The Class Representatives share an equal stage of representation and work with each other as an ensemble team to facilitate various activities to be carried out for betterment of students. There are student representatives to plan, manage, coordinate and present daily assemblies.

At the start of semester various committees are formed which work as representatives of the concerned committees for the whole semester.

Student representatives also plan and manage student clubs. Planning, managing and coordinating events like farewell and/or induction to the institution for the freshers is also the responsibility of student representatives who function as per the mandate and roles and responsibility assigned to them.

Student representatives are also responsible for maintaining and updating the notice boards and student activity display board from time to time.

Students propose the programs of their interest to their heads through class representatives and committee representatives. Students participate and contribute in University events like Convocation, Youth Festivals, Sports Day, etc.

### **Institutionalised practices by student representatives**

1. Representing and commenting on issues related to students through agenda points in concerned committees.
2. Developing and implementing events for assembly as per the days, festival, culture, history, language, science representation.
3. Student initiatives for environment like plastic waste drive and food waste prevention drive.
4. Initiatives like RJs in Teachers Tune.



Thus though there is adequate representation in administrative and academic bodies as recognised by statute has ensured insitutionalisation of many practices.

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

### 5.3.3 Average number of sports and cultural events / competitions organised by the institution per year

**Response:** 10.8

#### 5.3.3.1 Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
2	17	11	13	11

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Report of the event	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 5.4 Alumni Engagement

### 5.4.1 The Alumni Association / Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services.

**Response:**

Alumni Association named TOSHA (Treasure of Opportunity from Synergy Harnessing Alumni) is in June 2021.

First formal meeting of Alumni in hybrid mode was organised on 15th June 2021 with an agenda to discuss and formulate the legal composition of Alumni Association. In the second follow up meeting on 20th June 2021, the structure of Alumni Association was agenda point. TOSHA was registered in December, 2021

First hybrid meeting resolved to constitute the structure of the alumni association. This meeting was organised by the Associate Professor and Public Relation Officer in presence of the Vice Chancellor who

presented his vision to the members. As an action taken, a second meeting was held on June 20, 2021. The agenda included finalising the members of Alumni Association and reconnecting with alumni and sharing their accomplishments in order to inspire graduate students. Second meeting was attended by IITE Vice-Chancellor Dr Harshad Patel, faculty members and 142 IITE alumni. Each alumnus was taken on a virtual tour of the university to jog their memories. Following that, the TOSHA's logo was unveiled, and the memories of pass out students was shared through a video. Few alumni shared their memories, gave feedback. Students who passed NET/SLET encouraged other students.

Informally the alumni association is functional since the first batch passed out. Informal association of alumni is sought through - selection of schools in which of Alumni is working as practice teaching schools and inviting them for placements, inviting alumni for demonstration lessons, mentoring for cultural activities, and sharing their knowledge and experience.

### OBJECTIVES OF TOSHA

[a] To promote, encourage and initiate the activities including educational, cultural and other extra-curricular activities for the betterment of the Indian Institute of Teacher Education (IITE) without any discrimination of caste, creed or religion whatsoever.

[b] To undertake activities of nation building including those of charitable nature

[c] To generate a corpus and utilise it for the fulfilment of associations' intended goals.

[d] To exchange professional knowledge, organise technical conferences, seminars, workshops, training courses and publish journals and other materials for promoting its objectives.

[e] To undertake all required lawful activities as are conducive to attainment of above objectives

The contribution of Alumni by sharing their skills and expertise is immense. The reason for the same is that aluminium either has progressed in higher education research or has become a teacher. In Spite of this IITE is committed to strengthen alumni association. Alumni contribute participation in various academic and administrative activities. The UG alumni who have progressed in PG or Research Program at IITE are active in spearheading initiative like SOLVE an initiative during COVID which aimed to teach students of secondary schools online, and educate by Alumni.

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

#### 5.4.2 Alumni contribution during the last five years (INR in Lakhs)

**Response:** E. <5 Lakhs

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
Link for any additional information	<a href="#">View Document</a>

NVAAC

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

**6.1.1 The institution has a clearly stated vision and mission which are reflected in its academic and administrative governance.**

**Response:**

IITE was established as a brainchild of then Chief Minister of Gujarat Shri Narendra Modi with a vision to nurture teachers having 21st century pedagogical skill, technical and content skill, an integral personality with 14 Vidyas and 64 Kalas as envisaged by Kireet Koshi and other esteemed academicians.

**Vision Statement: To nurture teachers of tomorrow with transformative knowledge of Indian Tradition and usher in a new era of teacher education, focussing upon the integral development of teachers.**

**Mission Statement: To provide integrated courses in teacher education, marked and defined by value-education, global outlook and interdisciplinary.**

Admission to UG and PG Programs courses is granted through Nationwide Entrance Examination. Course curriculum focuses on skills of personal, intellectual, professional, social, and cultural domain.

**Academic Reflections:** The curriculum of IITE is an interdisciplinary amalgamation of content, in sciences and arts on one side and pedagogy on the other while integrating skill, culture, sports, yoga and integral personality.

Academic practices like daily assembly with prayer, celebration of days and festivals and lot more instils discipline, develops an understanding Indian tradition and culture.

Value added skill courses provide soft and hard skills to ensure content, pedagogy and technology mastery. Integration of content with pedagogy, a range of courses having focus on drama and art, understanding self-etc., ensures emotional and spiritual well-being; yoga and sports on physical endurance; Indian and classical languages on communication and traditional knowledge.

IITE graduate acquires competency and skills in personal, intellectual, professional, and social cultural domain. Holistic development with nurturing of traditional knowledge and a global outlook is the graduate attribute of IITEians.

Dynamic faculty promotes innovative and integrated connections between teachers and students (via Guru-Shishya relationship parampara).

**Administrative Reflections:** IITE has a fully established democratic setup of governance. All the mandatory bodies including general council, executive council, and academic council, Board of studies, other statutory committees, and cells are fully functional. They have representation from academicians, industry experts, administrators from across India. Student representatives in research council, academic council and other committees ensures equal participation and discussion.

**Strategic Plan** of five years from 2015-16 to 2022-23 has set up a gradual realisation of aims and objectives. This is in alignment to mission and vision. IITE offers two innovative B.Sc.-B.Ed. and B.A.-B.Ed. Programs. These programs are now offered by NCTE as its Appendix 13 and promoted by NEP under integrated undergraduate programmes. Integrated M.Sc.-M.Ed. and M.A.-M.Ed. Programs, B.Ed.-M.Ed. Ph.D. and two year M.Ed. programs were gradually introduced. All programs have focus on teacher education only. IITE spread its wings by taking under its umbrella all DIETs, government and aided teacher education colleges in phase manner.

**Curriculum & Competitive Examination :** UG and PG course curriculum incorporates UGC-NET, GSLET, TET, TAT, CTAT and other entrance examination content. The coaching for these exams further ensures preparation and selection. IITE graduates are placed in secondary and higher secondary government schools. Many have cleared NET/NET JRF/SET and are pursuing Ph.D. in Teacher education.

Thus, IITE reflects its vision and mission statements in its functions and actions.

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

### 6.1.2 The effective leadership is reflected in various institutional practices such as decentralization and participative management.

#### Response:

**IITE** is the youngest and fastest growing institution due to its robust institutional practices.

**Organisation and Governance:** University Academic set up is spread horizontally and vertically. The Chancellor and Vice Chancellor are at the top of the hierarchy. Academic setup includes Dean, Five centres of IITE: Centre of - Education, Training, Research, Extension Services, and Special Education and IQAC . The administrative structure includes Registrar, Academic, registration, establishment, estate, student support, culture & welfare, IT, accounts, physical education & sports, university planning & development, utility, examination and publication & public relation branch.

**Act & Statute:** IITE Act provides clear directions about vision, mission and objectives. A clear administrative structure is prescribed in IITE statutes and regulations .The academic and administrative heads, their responsibilities, and functions help in ensuring participative management and distribution of responsibilities.

**Regulation 2:** Schedule of Power in **Regulation 2** clearly defines power to bring uniformity in delegation of financial and administrative powers across IITE. SOP ensures decentralisation and effective decision-making.

**Regulations 9-14:** describes the structures of all the statutory committees and cells of university (Page 134 onwards: <https://www.iite.ac.in/download/notice/60dae49fec899.pdf>) . The structures of committees

defined in regulations and subsequent formation of committees has strengthened the overall functioning of IITE.

The initiatives taken by the leadership in last year has resulted in the development of regulations, formation, and functioning of statutory committees and cells. The conduct of regular meetings of executive and academic council with display of minutes of meetings and action taken against the minutes has brought transparency in the system and process.

**Institutional Practices:** IITE functions with established practices, which includes a defined setup of meetings and reporting. The statutory bodies meet as per the mandate defined in Regulations, either quarterly or half yearly. The meetings of minutes and action taken is reported in the next higher do of university. All administrative branches report daily and Centre Directors weekly to the Vice-chancellor. This ensures resolution of issues and speedy file process. Institutional Administrative and academic Practices include:

**Faculty Appraisal and Performance Appraisal:** It is a quarterly appraisal system, which follows presentation, review, and constructive feedback process. Academic and administrative faculty of IITE present the work done in presence of internal and external experts.

**KEYS :** Know your system is a practice to acquaint the academic and administrative staff about the functioning and systems and procedures of each branch.

**Institutionalisation of Academic Practices** like ANGIRA & Shiksharth for online e content, Teachers tune- an internet radio station of IITE, ADITYA Portal for Placements, Skill competitions for students, Chanakya for best student teacher and teacher educators etc. are now some of the well institutionalized practices.

NITI Aayog recognized IITE as one of the 23 Best Practices in the Human Resource Development Sector .(<https://www.iite.ac.in/download/notice/5fb9249f44cfc.pdf>)

**AIU Publication, Protecting Academic Interest of Students during COVID 19 Pandemic Sharing Best Practices,** lists down practices followed by IITE. (<https://www.iite.ac.in/download/Best-Practice/61c0199f23ae1.pdf> Page 77)

Thus a vision to excel has driven IITE towards institutionalisation, growth and expansion.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1 The institutional Strategic plan is effectively deployed.

**Response:**

IITE is moving swiftly to the projected targets of its strategic plans. The strategic plan projections from the year 2017-2018 until 2023-2024 were prepared in the year 2016. It has projected IITE from strengthening its own campus to achieve a status of global university by the end of 2023-2024.

IITE successfully achieved **2018-2019 projections** by strengthening of academic and skill courses, introducing M.Ed. Program, renovating the existing campus infrastructure. IITE organised its first convocation successfully.

**2019-20 strategic planning** included academic and campus strengthening, land approval, and conceptualisation of university campus, formation of university authorities and committees, conceptualisation and creation of various centres and departments, preparation of rules and regulation, convocation, foundation day and other programs, appointment on vacant posts and expansion. IITE successfully achieved completed land approval process, has prepared building plan and submitted for approval in government, statutes and regulations were published and appointments of faculty completed.

**2020-2021 Strategic Planning** focussed on state coverage and projected academic excellence and strengthening of university centres and departments, branding of university, development of admin building, academic excellence, digitisation, and automation, MoUs. , SIRF, NAAC, 12 B, resource generation, capacity building of staff, national internship, and placement.

In spite of adverse condition of COVID, IITE registered its National and international presence through online programs, strengthened university departments and did MoUs

**2021-2022 Strategic Plan** projections focussed on national presence and include development of new academic campus, enter of excellence and innovative practice, introduction of flagship programs, excellence in research training, extension, publication etc.

IITE is working on academic excellence. Number of programs offered increased to six and RCI approved new B.Sc. B.Ed., B.A.B.Ed. Special Education Program from 2022-23. Number of functional MoUs are done.

**2022-2023 projections** include development of new hostel building and guesthouse, MoUs with international agencies and institutions, set up of national and international centres, international awards and recognition.

**2023-2024 strategic plan** aspires IITE to be a global university and strategizes international centers, international courses, programmes and projects, international faculty, summer school and international placement.

**As a deployment of strategic plan, IITE has institutionalised many Best practices:**

1. Performance Appraisal of Faculty and administrative staff,
2. MOOC Platform ANGIRA and e content generation through Shiksharth- an Initiative for Curriculum Transaction, and *Teacher's Tune* an internet Radio station operated by the students for learning and enhancing the soft skills of students,.
3. Campus strengthening through green and energy audit, waste recycle management plant, rain water



harvesting etc.

4. Achieving academic excellence by adding subjects recommended in NEP, with focus on Indian language and culture.
5. Achieving quality benchmarks by opting for NAAC Process.
6. Formally registering Alumni cell in order to institutionalise the involvement of alumni in IITE.
7. Strengthening placement cells to ensure maximum progression and employment.

**Strategic plan for next five year will focus on:**

1. Strengthening research base by promoting research facilities, increasing the research contribution,
2. Strengthening IQAC and initiating quality initiatives for achievement of benchmarks.
3. Planning for national and international presence
4. Strengthening campus infrastructure and appointment

Strategic plan will incorporate existing progression with matters of upcoming needs.

File Description	Document
Any additional information	<a href="#">View Document</a>
Strategic Plan and deployment documents on the website	<a href="#">View Document</a>

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

**Response:**

The university set up is well established and functions within the framework defined by Act, Statute, ordinance and regulations. They are clearly defined and well exhibited on website.

**Governing and Institutional Bodies:** The University has General Council, Executive Council, Academic Council, Research Council, Finance Committee and Board of Studies. The Chairman of the General Council is Chancellor of the university i.e. Governor of Gujarat. The Chairman of the Executive Council, Academic Council, Finance Committee and Research Council is Vice Chancellor of the university. Chairperson heads councils, and are appointed as defined in Statute. University has its own set up as per directives of IITE Act 8/2010 Government of Gujarat. The functions of councils and committees is well defined. Meetings of committee and council are organized as defined in statute and ordinance.

**Policies Framework:** Different policies have been developed as a result of action taken of the minutes of meetings and as proposed by councils. Research ethics and consultancy policy is developed after suggestions from research council. IT Department is developing IT Policy, E waste Policy etc. Similarly, each council and committees develops process and procedures and related policies as suggested during meeting.

**Administrative Setup:** It comprises of Chancellor, Vice Chancellor and Registrar in hierarchy. This is



followed by horizontal distribution of Academic, registration, establishment, estate, student support, culture & welfare, IT , Accounts, Physical education and sports, University planning and development, utility, examination and publication & public relation branch. All these branches have well defined functions and they work in close coordination to ensure smooth governance.

**Academic Setup:** It comprises of Chancellor and Vice Chancellor in hierarchy. Horizontal distribution of Center of Education, Center of Training, Center of Research, Center of Extension Services, Center of Special Education and IQAC. Each center has a Director and functions with its Departments having Heads and support staff. Regulatory body of centers include center councils. Regular half-yearly meeting of center councils and weekly meeting of center director and department heads is organized and documented.

**Appointments and Service Rules:** The University has Permanent and contractual staff. Government approves permanent academic and administrative posts. There are 34 academic and 18 administrative permanent staff. The staff is appointed as per the qualification and regulations proposed by statutory and regulatory bodies. Contractual appointments are done with due process of advertisement and interview. The University follows the procedures of various appointments as per the IITE, State and UGC norms and directives. Service rules are listed in appointment letters, defined in regulations and follow all the rules as stipulated for government services.

The whole set up is mutual, participative and decentralized. Each council and committees functions as per the systems and procedures. The work done at various administrative and academic level is cumulated in agenda points of academic council meeting. The necessary points are carried forward to executive and general council meeting. At each level, records of meeting, meeting minutes and action taken is kept.

File Description	Document
Link to Organogram of the University webpage	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 6.2.3 Institution Implements e-governance covering following areas of operation

1. Administration
2. Finance and Accounts
3. Student Admission and Support
4. Examination

**Response:** B. 3 of the above

File Description	Document
Screen shots of user interfaces	<a href="#">View Document</a>
ERP (Enterprise Resource Planning) Document	<a href="#">View Document</a>
Details of implementation of e-governance in areas of operation, Administration etc (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.3 Faculty Empowerment Strategies

#### 6.3.1 The institution has a performance appraisal system, promotional avenues and effective welfare measures for teaching and non-teaching staff .

**Response:**

**Response:**

IITE is state government functioning under the aegis and norms of state government agencies and following rules and regulations of statutory and regulatory authorities.

**Performance Appraisal System:** IITE has systems and procedures for performance appraisal of academic and administrative staff and is developed as one of the institutional best practices. PAR (Performance Appraisal Report) for administrative staff and FAR (Faculty Appraisal Report) for academic staff are two quarterly appraisal systems with established systems and procedures. Establishment department comes out with the circular for dates and schedules of FAR and PAR. Staff submits an appraisal report in the designated format finalised by the institutional committee. The formats are based on the lines of the APA system of UGC and formats for government employees. Staff presents their quarterly performance through PowerPoint presentation in front of an expert committee consisting of heads of Department, Dean, Hon'ble Vice Chancellor and experts from other universities. The committee gives constructive feedback on an individual basis based on the presentation and document submitted.

This quarterly appraisal ensures improvements for annual performance. The annual increments as designated are provided to all the staff members.

The objective of PAR & FAR is to provide constructive feedback and identify potential of an individual, encourage performance improvement and goal setting, determining individual and organizational training and development needs etc. This improves overall organizational performance.

**Promotional Avenues:** IITE being a government higher education institution follows the promotional norms of UGC and Gujarat state. Academic and Administrative staff gets designated Annual Increments as per the norms. CAS Promotion for academic staff is done as per UGC norms. IITE Regulation 77 defines CAS rules for the Academic staff. (Refer Page 300 <https://www.iite.ac.in/download/notice/60dae49fec899.pdf>) The faculty due for CAS submits the file in prescribed format through proper channel to IQAC. The CAS Committee reserves decision on the CAS

promotion based on the submission of documents. The decision of the committee is then forwarded for the next process of approval.

**Welfare Measure:** IITE promotes welfare measures for its teaching and non-teaching staff as per government norms and provides benefits related to salary viz. medical, LTC, maternity leave, sabbatical leave etc. During the recent COVID scare, 'work from safe place policy' became functional. The decent work space with needed facilities of laptop, I pad, WIFI etc. ensures a good work environment. IITE is in the process of completing the provisions of benefits related to research including consultancy policy and providing registration fees and travel cost for participation in conference and seminar. Birthdays of all academic and administrative staff are celebrated together in Chaupal with chanting of birthday wishes in Sanskrit. IITE has few staff quarters. Staff is allotted the staff quarters and subsidised meals were provided to the ones who needed in the hostel mess. There is insurance cover of 5 lakh of all permanent staff from LIC, premium is borne by university.

IITE also promotes effective work and life balance. Faculty organises and participates in Cultural Programs, celebration of festivals and other activities as a team.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 6.3.2 Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years.

**Response:** 2.67

#### 6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
0	2	2	0	2

File Description	Document
Details of teachers provided with financial support to attend conferences, workshops etc. during the last five years (Data Template)	<a href="#">View Document</a>

### 6.3.3 Average number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the last five years.

**Response:** 3.4**6.3.3.1 Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
10	3	2	2	0

File Description	Document
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

**6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course ).****Response:** 12.17**6.3.4.1 Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
10	13	0	0	6

File Description	Document
IQAC report summary	<a href="#">View Document</a>
Details of teachers attending professional development Programmes during the last five years (Data Template)	<a href="#">View Document</a>

**6.4 Financial Management and Resource Mobilization****6.4.1 Institutional strategies for mobilisation of funds and the optimal utilisation of resources****Response:**

University has a well-planned approach to fund allocation, mobilization, and utilization.

Departments and Centre of University provides their standalone budget projects for year to the university accounts office along with required documental proofs and evidence to support their projections of their Income and Expenditure.

On the receipt of Departmental and centre wise budget, accounts department cross verify their projected income and expenditure with past trends and make necessary analysis.

Account department consolidates and prepares the University budget for the respective Financial Year.

- A committee of experts from various fields articulate budget and present to members of finance committee and other governing bodies who approve fund allocation.
  - Detailed roadmap of required facility and infrastructure upgradation is requested from various department. Proposal with most competitive rate is taken forwards and presented to Finance Committee who takes proprietary approach while allocating fund for presented agenda
  - On receipt of approval and allocation of funds, the finance department of the University mobilises the fund after due approval from the competent authority. Following points are being considered before making any payments and/or advances
1. Proper in principle approval in accordance with the statutes/regulations/ordinances/rules framed by the governing bodies of the University.
  2. On receipt of such invoices and proposals for advance, applications are being verified by a financial advisor, who makes necessary statutory deductions such as TDS and TDS on GST for any final payment.
  3. After due verification of invoices and other paperwork by Financial Advisor funds are being mobilized subject to approval of competent authority
  4. Budget preparation with the best estimate of how funds will be earned and expended during the year. Comparison of actual results to the budget and follow up of variances.
  5. For all requisitions, the Purchase Department must follow applicable rules and procedures (Call for Quotations from Vendors, Placing the order for purchase through a Purchase Order.)
  6. Generally, university makes all procurement from Government E-Market Place (GeM) which provides the highest level of transparency while procuring anything. If such items are not available on GeM then university follows Government Guidelines, which includes various methods such as
    - Comparable Rates
    - Offline Tender
    - Online Tender

Payments/Advance Payments are strictly governed as per the approved guidelines.

Grant-It is responsibility of the University to ensure that such funds are specifically applied for the purposes for which the grant is received

When Specific grant so received for any special program, money so received are kept in a different bank accounts, at the end of such program financial advisor makes sure that all relevant invoice and in principal approval for expenditure are made present, moreover if any expense found irrelevant to grant term same is disallowed.

University strictly abide by grant terms and conditions, at the end of the year universities accounts are audited by statutory auditors. At the end of audit statutory auditor provides Grant Utilisation Certificate.

Additional funds are converted to FD

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

#### 6.4.2 Funds / Grants received from government bodies during the last five years for development and maintenance of infrastructure (not covered under Criteria III and V ) (INR in Lakhs).

Response: 220

6.4.2.1 *Total Funds / Grants received from government bodies for development and maintenance of infrastructure (not covered under Criteria III and V) year wise during the last five years (INR in Lakhs).*

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	200	0	20

File Description	Document
Details of Funds / Grants received from government bodies during the last five years (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Annual statements of accounts	<a href="#">View Document</a>

#### 6.4.3 Funds / Grants received from non-government bodies, individuals, philanthropists during the last five years (not covered in Criterion III and V) (INR in Lakhs)

Response: 0

6.4.3.1 Total Grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0



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

#### 6.4.4 Institution conducts internal and external financial audits regularly

##### Response:

Regulations have defined Financial SOP. All systems and procedures follow financial SOP to ensure clear and transparent accounts. IITE avails consultancy services from different Chartered Accountant' Firms for different tasks of auditing of its Accounts like Financial Advisor, Internal Auditor, Statutory Auditor etc. Finance Department completes the preliminary scrutiny of bill before it goes for the payment approval by the competent authority. Finance Department pre-audits all payments. Financial advisor checks and verify each bill before payments. Process and approvals sought (approval in principle, approval for payment, process of price comparison, award of work order etc.) for the expense is checked and verified. Statutory deductions from the bill are listed.

**Internal Audit by consultant:** Internal Auditor periodically audits accounts of university and its centres. Internal auditor makes sure that all transactions are correctly recorded and required statutory dues are being deposited to the treasury of the Government ex. TDS and TDS on GST

Any observations made by auditors which requires reconsideration or any difference of opinion on the method or recording and presentation in books of accounts, are communicated to the university, which are re-scrutinised and proper disclosure are given to the auditor regarding stand taken by the university.

If the auditor is not satisfied by the disclosures then such observations are discussed in the Finance Committee Meeting. Decision is taken based on the recommendations of the Finance committee and corrective steps are taken if required.

**Statutory Audit by consultant:** As per Income Tax Act, university gets its books of accounts audited by the statutory auditor, who makes sure all relevant statutory compliance is in place. Statutory auditor makes sure that university makes proper utilisation of funds as per Grant Terms and Conditions.

By the time statutory audit is being conducted most of the transactions are already filtered through pre-audits by Financial Advisor and Internal Auditor, points of difference are already considered by the Members of the Finance Committee, thus only policy related matters if found are discussed before finalising the Statutory Audit report of the University.

**Audit by Local fund office (Government of Gujarat):** University accounts are regularly audited by the office of the Local fund, who makes sure various state government rules, regulations are followed such as Gujarat Treasury Rules.

If Local Fund auditor finds any deviation from government policies, Rules and Regulations, then such deviations are communicated to university officials. If required corrective measures are undertaken to remove any such deviation. Local Fund Audit report is presented before the Finance Committee with the view of seeking guidance from experts.

**Audit by office of Accountant General:** Being a Government institution, university accounts are periodically audited by CAG (Controller and Auditor General of India) under this audit, focus is on administrative compliance with government framework. University responds and defends the objections raised by the auditors. If the Auditor finds any observation, then such observations are carefully considered, and reverted along with clarification or along with required changes to the satisfaction of the auditor.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## 6.5 Internal Quality Assurance System

**6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes by constantly reviewing the teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals.**

### Response:

The IQAC at IITE was constituted in the year 2019. Regulation 10 of IITE defines the constitution of IQAC and its functions. The Vice Chancellor of IITE is the Chairperson of IQAC and is continuously striving for the quality assurance strategies, systems and procedures. The Chairperson continuously guided and developed systems and procedures for realizing the vision and mission of IITE. The objectives defined in IITE Act have been put into practice during the last two years. Institutionalization of systems and procedures in alignment with the IITE ACT provides guidelines for quality assurance strategies related to teaching and learning, structures and methodologies.

### Quality Assurance in Administration

**Governance and Administrative Structure:** Establishment of statutory bodies including Governing, executive, academic and research councils, Finance committee etc. followed by publication of statutes, ordinance and regulation has brought in transparency in governance. Establishment of well-defined Administrative structure having vertical hierarchy and horizontal diversification of administrative branches and various centers have ensured decentration of systems and procedures. The well-defined SOP for each branch has ensured development of Policies in respective branches. Number of policies are developed; still many are in the process of development. Strengthening of Existing system and expansion was ensured.

### Quality Assurance in Academics

**Curriculum Design and Development:** Strengthening of curricular structure and redefining of curriculum in alignment to the reforms related to ITEP was another important step for quality assurance in teaching learning practices, methodologies adopted during the year 2019-2020. The expansion of IITE due to affiliation of DIETs in 2019-2020 and Government B.Ed. and Grant-in aid colleges in 2020-2021 initiated the process of curriculum modification and revision. This effort from the Chairperson, IQAC ensured



qualitative improvement academic reforms. Continuous efforts resulted in the gradual introduction of new programs M.Ed. in 2019, B.Ed. (for affiliated colleges) and B.Ed.M.Ed. in 2020 and additional intake in PG Programs in 2020 ensured quantitative expansions.

Curriculum Development process was initiated. The existing curriculum was reviewed and modified by a team of core members, forwarded to B.O.S. for review, refined by taking feedback from affiliated colleges through deliberation and discussion sessions. Finally, the curriculum was modified and approved by A.C. and subsequent bodies. Inorder to strengthen the transaction of EPC Courses 3 workshops through IQAC were conducted for Art in Education, Reflective Reading and Gujarati Language for the student and Teachers of affiliated colleges..

**Quality Assessment and Accreditation Process:** IQAC, IITE is continuously striving for the academic excellence of the Center of Education and its affiliated colleges. IQAC conducted 5 zonal workshops at 5 zonal centers across Gujarat from 8th Feb. 2021 to 9th March 2021 in order to acquaint its affiliated colleges about New Teacher Education Manual. IQAC conducted several inhouse workshops for faculty of IITE including 8th to 12th March,2021 for Orientation to University Manual, and 22nd to 24th March 2021 for finalization of SSR.

This IQAC, IITE functioned 360 degree to ensure quality assurance across systems and procedures.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

**6.5.2 Institution has adopted the following for Quality assurance 1. Academic Administrative Audit (AAA) and follow up action taken 2.Confernces, Seminars, Workshops on quality conducted 3. Collaborative quality initiatives with other institution(s) 4.Orientation programme on quality issues for teachers and students 5. Participation in NIRF 6.Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA).**

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

File Description	Document
Upload e-copies of the accreditations and certifications	<a href="#">View Document</a>
Upload details of Quality assurance initiatives of the institution (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>
Paste web link of Annual reports of University	<a href="#">View Document</a>

### 6.5.3 Incremental improvements made for the preceding five years with regard to quality (in case of first cycle), Post accreditation quality initiatives (second and subsequent cycles).

#### Response:

IQAC IITE was established in 2019. Since then IQAC has been developing at a very fast pace. IQAC has efficiently shouldered responsibility at National Level to collaborate with organizations like NAAC and NCTE to spread awareness of their systems and processes.

IITE ensured to shoulder responsibility to work for spreading awareness about NEP-2020. In wake of this, IQAC organized a few collaborative programs with NCTE and colleges across India about concepts of National importance introduced in NEP like National Professional Standards for Teachers and National Mentoring Mission. It also organized national talks and deliberation on NEP to initiate a dialogue among teachers and educators at large. NCTE is a regulatory authority and working in the collaboration for spreading awareness about Performance Appraisal (PAR) ensured consistency in efforts of IQAC towards quality.

Ensuring its responsibility towards academic excellence, quality in curriculum transaction and uniformity in visualizing the learning outcomes, IQAC organized curriculum orientation programs for teachers of affiliated colleges. It also organized workshops for students and teacher educators of its affiliated colleges on three important courses related to Enhancing Professional Competence - Art in Education, Reflective Reading and Gujarati Language. These workshops registered more than 2500 participants and YouTube videos of these workshops are still viewed enthusiastically.

Quality assurance initiatives of IQAC spread from quality initiatives for students and teachers related to curriculum and performance appraisal to assessment and accreditation process. IQAC organized 6 workshops at a stretch 5 zonal workshops at Surat, Patan, Ahmedabad, Anand and Rajkot for teacher educators of affiliated colleges to orient about the teacher education manual of NAAC and 6th workshop at Gandhinagar oriented faculty of IITE about University Manual of NAAC.

**Brief overview:** Awareness workshop on online submission of PAR, organized in collaboration with NCTE for the Principal and PAR coordinators of affiliated colleges on 8th January 2020 and 15th November 2021. During the COVID IQAC worked actively and organized an online seminar on, 'Education in the Era of Pandemic- Leading and Inspiring through Uncertain Times', on 2th and 28th April, 2021. This program had 127 participants across India. Going further, IQAC in collaboration with Center of Education MES Pillai College of Education, Mumbai organized, 'NEP 2020- Vision for a Prospective Nation' on 5th September 2020 with 250 participants. . IQAC conducted, 'NAAC Assessment and Accreditation Process for Teacher Education Universities and Institutions' in collaboration with NAAC on 7th September 2020; IQAC organized 'Digital Consultation My NEP-2020' on 28th May, 2021 on NPST and Mentoring Mission. Art in Education workshop from 12th to 17th Dec. 2020, Reflective Reading from 2nd to 7th January 2021 and Gujarati Language workshop. IQAC also organized , a seminar on ' Shikshak Prashikshan mein NEP -2020 ke kriyanvan ki Pratibadhta' in collaboration with Shiksha Sanskriti Utthan Nyas on 12th August 2021

IQAC has worked consistently to improve not only teaching learning process but also ensure the quality assessment process related to NAAC. Outreach has increased from in house faculty to faculty and students of affiliated colleges to the participants at national level.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

NAAC

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

##### Response:

Gender equity refers to equal rights, responsibilities and opportunities for both women and men. IITE is a leading teacher education institute. Our vision, along with many other objectives and responsibilities, rests on creating a safe space for our students by providing a gender sensitive environment with empowering education.

For the awareness and protection of gender-equity among students & staff members **various committees and regulations** have been initiated; such as Women Development Cell (WDC), Internal Complaints Committee (ICC), Equal Opportunity Cell (EOC), Anti- Ragging and Grievance Redressal Cell etc. The main objective of these committees are to safeguard and spread consciousness of gender sensitization and gender equity.

The committee is displayed on institutional website and awareness about their roles and functions is spread through awareness and orientation programmes.

**Gender Equity in Curriculum Transaction:** The curriculum of IITE is holistic which has an impressive amount of course content which inculcates the awareness and understanding of Gender Sensitization and Gender Equity among students. Courses like Gender, school and society and Understanding Self addresses a wide range of cross cutting issues related to gender identity and sensitization.

Research to promote concept like safe touch, good touch and bad touch is conducted. Students are motivated to integrate equity in lesson planning and implementation.

**Safe and Secure Environment for Co-curricular activities:** Celebration of festivals including navratri and ganesh chaturthi, yearly programs like Kalakunj (Youthfest), sports fest and farewell etc. promote an environment of equity and faith in planning and presentation of content. Safe and secure environment at odd hours is created during functions.

**Training in Self Defence:** Students are trained in self-defence through skill programs taekwondo, karate, Malkham, Rifle Shooting etc. Capacity building of students and their commitment has boosted confidence. Kavya Joshi has excelled at National Level in Rifle shooting.

**National Service Scheme and National Cadet Corps:** NSS has provided an environment of equity. Students assess the society and plan NSS events to create an awareness about the need to create a gender safe environment. Drashti Padaliya, UG student participated in the Republic Day Parade in Delhi (Year 2018-19). UG and PG Girl students initiated Water conservation project in 2017-18 and did Nukkad natak and awareness activity in the nearby areas. NCC Girls Battalion has brought in accolades to IITE and have excelled in camps and C Certificate Exams.

##### Safety and Security:

- 105 numbers CCTV Surveillance of Campus and 24\*7 security at Main Gate.
- Separate Girls and Boys Hostel facility with 24\*7 security.
- Restricted Entry– Boom barrier gate– Entry with I card only.
- Biometric attendance for timely commencement of classes.
- Installation of Fire Extinguishers at necessary intervals.
- Ladies room for girls with dressing room and rest area.
- For women hygiene, Sanitary Pad Vending & dispensing machines are installed near washrooms.

### Counselling and Redressal services

- A full time doctor and a counsellor were appointed with medical and counselling centres at IITE campus for the students as well as staff members.
- Students and staff can easily reach out to counsellor for mental health issues.

File Description	Document
Specific facilities provided for women in terms of: a.Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	<a href="#">View Document</a>
Annual gender sensitization action plan	<a href="#">View Document</a>

### 7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

- 1.Solar energy
- 2.Biogas plant
- 3.Wheeling to the Grid
- 4.Sensor-based energy conservation
- 5.Use of LED bulbs/ power efficient equipment

**Response:** C. 2 of the above

File Description	Document
Geotagged Photographs	<a href="#">View Document</a>

### 7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **E-waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

#### Response:

IITE has designed methods for the management of waste generated in the campus using the basic waste management strategy of 3R's: Reduce, Reuse and Recycle i.e., Reduce the amount of waste generated, Reuse everything to its maximum after proper segregation and cleaning and keeping things which can be Recycled aside and handed over to appropriate agencies. The waste generated in the campus includes liquid waste and solid waste- both biodegradable and non-biodegradable nature & chemical waste.

No classified hazardous waste is generated on the campus. The environmental policy of the institute is to achieve zero discharge and complete utilization of waste with well-designed strategies to make campus clean, hygienic and healthy.

**Hazardous waste management:** The University is cautious regarding the disposal of hazardous waste.

The lab assistants are instructed to store the degradable and nondegradable waste separately. The degradable waste is disposed in the compost pit whereas the non-degradable waste is disposed in the collection van of the Municipal Corporation.

No harmful chemicals are used in the Life Science lab, whereas culture plates of microbes and contaminated tissue culture tubes are first decontaminated in autoclave and then disposed of to ensure complete safety.

In the Chemistry laboratory in order to control and minimize hazard, there is a separate chemical store room for storage and handling chemicals.

In Physics laboratory, proper installation and wiring facilities for electrical equipment is there to prevent electric hazards, use of MCB switch and earthing to all electrical equipment. For Radioactive substance Cobalt, the utilized or unutilized material is kept in a closed container or box until its decay reaches to its half-life. Regulations are followed in all laboratories to ensure safety/

**1. Solid waste Management :** Daily solid waste is collected and segregated by primary segregation. The segregated waste is collected in separate buckets and sold. Solid waste includes both biodegradable and non-biodegradable components.

The non-biodegradable solid waste generated in the campus include paper, plastics, metal cans etc. Biodegradable waste includes food waste, vegetable peels, leaves etc. 'Use and throw' items like plastic cups, plates etc. used in the college canteen are replaced by reusable items like steel glasses and plates. Glass, paper and metal waste is sold for recyclers.

Food waste and non-biodegradable waste are collected in separate bins.

**2. Liquid waste Management:** Liquid waste that is generated in the institute falls into three following categories. While degradable waste is recycled and reused as compost.

1. Septic tank effluents from various sanitary blocks, water used for washing and cleaning of utensils etc. from canteen
2. Wastewater from laboratories using chemicals
3. Wastewater from RO plant

Waste water generated from the laboratories is very small in quantity; hence they are handled along with septic sewage.

RO plant wastewater is diluted and used for gardening, watering trees etc.

The future vision of the university is to establish a full-fledged sewage treatment plant for sewage treatment and recycling the same fully within the campus, thus achieving the goal of zero discharge campus.

**3. E-waste Management:** E-waste or electronic waste is created when an electronic product is discarded after the end of its useful life. E-waste mainly includes obsolete electronic devices, such as computer systems, servers, monitors, compact discs (CDs), printers, scanners, copiers, calculators, fax machines, battery cells etc. E-waste is disposed off through vendors.

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	<a href="#">View Document</a>
Geotagged photographs of the facilities	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### **7.1.4 Water conservation facilities available in the Institution:**

- 1. Rain water harvesting**
- 2. Borewell /Open well recharge**
- 3. Construction of tanks and bunds**
- 4. Waste water recycling**

**5.Maintenance of water bodies and distribution system in the campus****Response:** C. 2 of the above

<b>File Description</b>	<b>Document</b>
Geotagged photographs / videos of the facilities	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**7.1.5 Green campus initiatives include:**

- 1.Restricted entry of automobiles**
- 2.Use of Bicycles/ Battery powered vehicles**
- 3.Pedestrian Friendly pathways**
- 4.Ban on use of Plastic**
- 5.landscaping with trees and plants**

**Response:** A. Any 4 or All of the above

<b>File Description</b>	<b>Document</b>
Geotagged photos / videos of the facilities	<a href="#">View Document</a>
Any other relevant documents	<a href="#">View Document</a>

**7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:**

- 1.Green audit**
- 2.Energy audit**
- 3.Environment audit**
- 4.Clean and green campus recognitions / awards**
- 5.Beyond the campus environmental promotion activities**

**Response:** A. Any 4 or all of the above

<b>File Description</b>	<b>Document</b>
Reports on environment and energy audits submitted by the auditing agency	<a href="#">View Document</a>
Certification by the auditing agency	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**7.1.7 The Institution has disabled-friendly, barrier free environment**

- 1.Built environment with ramps/lifts for easy access to classrooms.**



2. Divyangjan friendly washrooms
3. Signage including tactile path, lights, display boards and signposts
4. Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment
5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

**Response:** A. Any 4 or all of the above

File Description	Document
Policy documents and information brochures on the support to be provided	<a href="#">View Document</a>
Geotagged photographs / videos of the facilities	<a href="#">View Document</a>
Details of the Software procured for providing the assistance	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).**

**Response:**

IITE has implemented several measures to make the college an inclusive campus.

Mandatory Bodies for ensuring Inclusion: SC, ST, OBC, and Equal Opportunity Cell are some of the mandatory regulatory bodies notified in regulations. They function promptly and ensure fair measures for inclusive practices on the campus

<https://www.iite.ac.in/downloads/various-committees/equal-opportunity-cell-2021>

Center of Special Education is a dedicated center that functions under its three Departments to promote activities related to inclusion and capacity building of teachers and students.

<https://www.iite.ac.in/centers/center-of-special-education/departments-of-special-education>

**The Continuous Rehabilitation Education Programs** organised by COSE in collaboration with RCI is a milestone in institutional efforts and initiatives for inclusion. These programs have raised awareness and done capacity building of hundreds of special educators who are working in inclusive setup.

**Inclusive Campus and Barrier Free Environment:** IITE is first registered university (Reg. No. 420002281) for persons with disabilities under section 51 (2) . IITE campus has facilities like ramps, lifts, signage's, Disabled friendly toilets, Wheel chair, signage etc. The campus has inclusive practices to address linguistic, cultural, and socioeconomic diversity and ensures full participation and Protection of rights on and off campus.

Courses on Inclusion: The UG Programs have courses on Inclusive Education in B.SC.B.ED. B.A.B.ED. and B.ED.M.E.D

Refer Page 207 of B.SC.B.ED. <https://www.iite.ac.in/download/notice/60c8476cc3881.pdf>)

And Inclusion: Concept and Policy Framework in PG Program M.SC.M.ED., M.A.M.ED., B.ED.M.ED.

Refer Page 55 <https://www.iite.ac.in/download/notice/60c84bd13d170.pdf>

These courses make students aware about the need for inclusion and the policies and regulation proposed by the government from time to time.

**Concepts on Inclusion in various courses:** The regular courses have plug points that talk about concepts related to inclusion, cultural and linguistic diversity. For Ex, Reflecting on Text in UG, PG Program Course Curriculum Development includes 'Concept and variation in transaction due to diversity in culture', Understanding Self addresses diversity and inclusion, Sociological foundation courses addresses issues for cultural and social inclusion. Language across Curriculum and Linguistic Courses addresses Linguistic diversity.

**Inclusion in Examinations:** There are arrangements of writers for visually challenged, and arrangements needed by specially abled during entrance and university exams. Question paper is bilingual and students can write answers in any language.

**Practices on Inclusion:** Daily curriculum practices adopts an attitude and appreciation for inclusion on cultural, regional, linguistic, communal socioeconomic and other diversities. Students of IITE are from different backgrounds, care is taken to address their priorities and needs in daily curricular activities. Celebration of Days & Festivals- National as well as Regional, Multilingual mode of teaching learning practices including teaching as well as presentations.

**Hostel, Mess and Inclusion:** The hostel and mess functionaries cater to diversity related to food. Care is taken to include the food priorities of students from different states. The hoste warden ensures proper communication with mess committee members related to quality and menu of food.

Thus, IITE is an inclusive campus with inclusive practices that not only ensure a vibrant cultural and linguistic environment on the campus but also provides many opportunities to the students to rise and shine irrespective of any barrier of language, culture, regional or socioeconomic status.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations:

**values, rights, duties and responsibilities of citizens (within 500 words).**

**Response:**

IITE nurtures teachers through a holistic curriculum that instils values for democratic citizenship and constitutional obligations. The curricular structure integrates content in various courses like - Right to Education Act, Constitutional rights, Right to Information, RPWD Act etc . It also includes constitutional values as an important component of the lesson planning. Students are motivated to use these values during content explanation in practice teaching. They are also motivated to perform related activities during school assembly. The daily assembly includes number of activities which are planned to instil values.

- IITE organises activities that strengthen our constitutional values and deepen our allegiance and responsibility towards our nation. The National Service Scheme (NSS) and National Cadet Corps (NCC) are two integral bodies that organize programmes and activities to inculcate constitutional obligations and patriotism among students and staff.
- The University organizes various programs from time to time for the promotion of Constitutional values, rights, duties, and responsibilities of citizens. The University designs various activities to create awareness about the national identity and symbols. Moreover, these are aimed to familiarize its stakeholders about Fundamental Duties and Rights.
- To promote a sustainable environment, Swachh Bharat campaigns and Tree Plantation drives are organised. As part of the campaigns, environmentally safe practices such as plastic ban, water conservation, waste segregation, cleanliness and anti-pollution campaigns are implemented.
- The university promotes linguistic diversity and cultural plurality by organising theme based programmes. Sanskrit Sambhashan classes, Sanskrit saptah are organized annually. The students of all faculties benefitted through it.
- World Tribal Day, Ashadhi Bij (Kutchchi New Year), Navratri, Janmashtami and many other festivals and other days of local, national and international importance are celebrated.
- The university enshrines the sovereign and democratic values of our nation by commemorating the Independence Day on 15th August and the Republic Day on 26th January, annually.
- Army Day and Kargil Vijay Divas are observed to pay tribute to the Indian Army for their relentless service to this nation.
- Voter's Day and Voter's Awareness Programmes are organised in the college to create awareness of youth towards their constitutional rights and duties. Routine drives are organised to facilitate vaccination (regarding Covid-19) awareness and voter ID issuance.
- Postgraduate students have the Research methodology subject as a part of curriculum with the objective to acquaint themselves with the ethics in research in connection with their contribution to society. Environmental science constitutes the part of curricular teaching and evaluation to sensitize the students on the preservation of the ecosystem and environment. Students are also sensitized to adopt green practices, conservation of natural resources, alternative sources of energy and renewable energy. It is well practiced through everyday assembly also, wherein through various

research related topics discussion is hosted.

- Students consistently and regularly participate in the cleaning activities on the several occasions they are also encouraged for active participation in the tree plantation. Students are made aware about the code of ethics, human values, rights, duties and responsibilities as a citizen of India during induction as well as other programmes throughout the year.

#### **7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.**

- 1. The Code of Conduct is displayed on the website**
- 2. There is a committee to monitor adherence to the Code of Conduct**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
- 4. Annual awareness programmes on Code of Conduct are organized**

**Response:** B. 3 of the above

<b>File Description</b>	<b>Document</b>
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	<a href="#">View Document</a>
Code of ethics policy document	<a href="#">View Document</a>

#### **7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).**

**Response:**

The university has involved and maintained its primary concern in celebrating and hosting programs through involving students, staff and members of society as participants on the occasions of days of national and international importance. By organizing events and programs of relevant nature and ensuring cultural, regional, linguistic socioeconomic diversity and preservation of cultural heritage and traditional art forms.

Institution celebrates/ organizes national and international commemorative days, events and festivals. National festivals play an important role in planting the seed of Nationalism, constitutional ideologies and Patriotism among people of India. Care is taken to include days with diverse background including national days, birthdays, days related to language and culture like Hindi Matrabhasha Diwas and Narmad Jayanti, days for sensitization towards inclusion like International Day for Person with Disability, Braille workshop etc.

The Faculty, Staff and Students of the institution all come together under one umbrella to celebrate these

occasions and spread the message of Unity, Peace, Love and Happiness throughout.

Republic day- The institution celebrates Republic day on 26th January every year, commemorating the adoption of the Indian constitution and spreading the message that India is the largest democratic country in the world. This is a day to remind the students about the constitution of the country and the need to abide by it at all times. The celebration includes the hoisting of the national flag and spreading a warm message of nationalism in a speech by the Principal.

Independence Day is celebrated every year on 15th of August, parades and flag hoisting is organized and is celebrated to mark freedom of India from British rule. The institution encourages students to remember our national leaders and their sacrifices.

Gandhi Jayanti is celebrated every year on 2nd October to understand the ideology of our great leader Mahatma Gandhi wherein pledge is taken by students and staff. In today's times we inspire students of our institution to follow the Gandhian ideologies of truth and nonviolence and inspire them to contribute towards the peace and prosperity of the Nation.

Sadbhavana Diwas celebrated on 20th August every year to commemorate the birth Anniversary of Sardar Vallabh Bhai Patel.

International Yoga day is celebrated on 21st June every year. The yoga Instructor organizes the yoga camp and a speech is conducted to make everyone aware of how Yoga embodies unity of mind and body; thought and action; restraint and fulfillment.

Voters Day is celebrated on 25th January wherein the students are given awareness on their duties and rights as a loyal citizen.

University is committed to promote ethics and values amongst students and faculty to encourage the same, University organizes National festivals as well as Anniversaries for the great Indian Personalities. Days are celebrated annually:

1. Teachers day (5th Sept), as the birthday of great teacher Dr. Sarvapalli Radhakrishanna
2. National Science Day (28th February)
3. International Women's day (8th March)
4. World Environment day (5th June)
5. NSS day (24th Sept)
6. International Day for Persons with Disability (3 Dec.) and other days like Braille day and celebration of Birthdays of Helen Keller etc.

File Description	Document
Geotagged photographs of some of the events	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Annual report of the celebrations and commemorative events for the last five years	<a href="#">View Document</a>

## 7.2 Best Practices

**7.2.1 Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.**

**Response:**

**Best practice 1:**

**Title of the Practice: Performance Appraisal Report (PAR) and Faculty Appraisal Report (FAR)**

The need of documenting, identifying gaps, and improving the performance of both administrative and academic staff resulted in the introduction of Performance Appraisal Report (PAR) for administrative staff and Faculty Appraisal Report (FAR) for academic staff.

The practice started two years back by simply jotting down what the staff members at IITE do and how they can increase their performance. Later on gradually the practice was institutionalised, by developing the formats for submission and presentation of work done and ensuring implementation of activity in each quarter. The whole schedule of planning, scheduling, presentation and keeping of records is maintained by establishment Department.

### 2. Objectives of the Practice

The general objective of the practice for both academic and administrative staff is to:

- Document the work done for the given quarter,
- Identify gaps between what is done and what could have been done,
- Setting goals for the next quarter and
- Providing constructive feedback for the given quarter.

For this, the staff has to submit the details of work done in hard copy in given format before presentation.

### Performance Appraisal Report for administrative staff of IITE

- Setting up of the schedule for PAR and submitting the required document
- Presentation and analysis of objectives of previous quarter
- Setting new objectives for the upcoming quarter in order to fill existing gap and defining the new benchmarks.
- Alignment of the individual benchmarks with university strategic plan needs specifically with the

branch with which the staff is associated as well as aligning with the staff members experience and role in university.

- To identify training needs of the staff.
- Feedback by the experts and communication of the same to the concerned staff by the establishment branch.

### **Faculty Appraisal Report for academic Faculty of IITE**

The format for submitting the details for FAR by the academic staff is prepared in alignment with the UGC format so as to complement the Career Advancement Progression and API Index of UGC. The objectives include

- Documenting the activities teaching, academic, and administrative of teaching staff.
- Presentation and analysis of objectives of previous quarter
- Setting new objectives for the upcoming quarter in order to fill existing gap and defining the new benchmarks.
- Feedback for improvement in quality of teaching and related activities by regular inputs to all concerned based on feedback from students and peers
- Constructive feedback for ensuring progression of research activities as per the requirement of API by the experts of the committee.
- To identify training needs of the staff.
- Follow up of the gaps for the previous quarter and setting up benchmarks for the next quarter.

### **3. The Context**

**The** context of the practice can be related to the institutionalisation of the academic and the administrative efforts put in by the staff members in a coordinated and organised manner.

It can also be related to the need for academic and the administrative audit that becomes mandatory for setting in of the national and international standards and benchmarks.

Therefore, the need for quality assurance on one hand and the requirement of documenting efforts for career progression and progression of the university on the other hand are the main contextual factors for promoting this best practice.

The practice is introduced as a norm to discuss performance in a formal setting but with constructive feedback in an informal setting.

This approach ensures a positive environment and a culture of motivation and progression for training and development of faculty as and when needed.

The prime concern is to ensure that PAR/ FAR is maintained as a supportive tool for the developmental and motivational context concerning all involved. The idea is to improve teaching, learning, and administration, to support school improvement and subsequently raise standards of attainment.

### **4. The Practice**

- Announcement of the schedule by the establishment department after taking due approval from

registrar and vice chancellor. Informing the experts involved in the committee and taking their consent to remain present.

- Sharing of the schedule with academic and administrative staff at least before 15 days by the establishment department.
- Submission of the work done in designated format at least two days before the scheduled presentation.
- Presentation in front of committee and discussion of performance and work done, identification of gaps, projections for the next quarter in front of the committee members. Committee also gives suggestions for improving the performance.

## 5. Evidence of Success

- The practice is now institutionalised and is running in its sixth quarter.
- The university has been able to establish and execute better standards of functioning at both the levels i.e. teaching and administration.
- Effective ideas on best practices, feedback system, and institutional improvements has been extracted through discussions taken up during the FAR/PAR.
- Appreciating the implementation process, objectives and the conduct of the FAR/PAR, other universities too started the process of FAR/PAR e.g. Bhakt Kavi Narsinh Mehta University, Gujarat Technological University.
- The staff members have now started setting benchmarks and projections for their upcoming appraisals. Documentation has improved and a record of the work done is available.

## 6. Problems Encountered and Resources Required

- Deciding upon the formats for appraisal.
- Scheduling amidst active hours of teaching during the semester and disturbances in the regular timetable.
- Resistance from the staff to document work done and present themselves for feedback process.
- Lack of skills to prepare and make presentations.
- Need of resources like printers and LED Projectors, expenses incurred for expert committee etc.

## Best Practice-II

### 1. Title of the Practice: AKSHAT

**Introduction of Collective Efforts on the Development of e-Learning Resources through AKSHAT (ANGIRA, SHIKSHARTH and Teacher's Tune):** In the age of Information and Communication Technology (ICT) has made multi-media resources viable in day-to-day learning activities. As per principles multi-sensory learning, audio-visual aids promote the creative formulas and methods of teaching. Animation and audio-visual course content has brought life into it. Looking at the need of incorporating these dynamic mediums, IITE has developed three platforms:

- **ANGIRA: Fundamentals of MOOCs (Multimedia Resource)**
- **SHIKSHARTH: Education TV Broadcast through BISAG, Gandhinagar (Audio-Video Resources)**
- **Teacher's Tune (Internet Radio): Extensive Audio Resource**



## 2.Objectives of the Practice

In the era of technology and looking at the learning style of the individual student, and the skills available with the teachers, three supplementary practices were developed. They are - MOCCs for e content development, online video lectures for broadcast and teachers tunes as audio radio portal were developed in parallel and as complementary practices to one another to cater to different segments of teachers and learners. The name given to the practice is AKSHAT (ANGIRA – SHIKSHART- TEACHERS TUNE)

The main Objectives include:

- To provide e content in the form of 4 quadrants – material, power point presentations videos and evaluative questions for the course content of Teacher education programs in English and regional Gujarati language through ANGIRA – a online MOOC portal and initiative of IITE for teacher educators.
- To provide video lectures in the English and regional language Gujarati and telecast it through Vande Gujarat to increase the outreach.
- To increase the extent of content on education through audio community radio and align it to the latest podcast popularity. This was to include the lighter content, talks on education topics and issues by experts,
- To develop forms of learning that involve learning content using sound (**auditory stimuli**) and vision (visual stimuli)
- To improve the learning and teaching process by enhancing the understanding of the material, its memorization, delivery, and overall retention
- To create effective teaching environment and enhancing an existing teaching process
- To make sure that the best of teaching-learning content reaches to the maximum number of stakeholders in the society and there by offering them the effective scope of learning through collective effort in the form of ANGIRA, SHIKSHARTH and Teacher's Tune
- To assemble best of the resource persons to deliver update and relevant content
- Preserving and utilizing the content
- Motivating the idea of creativity and imagination in the field of education

## 3. The Context

**ANGIRA:** It is a MOOC (Massive Open Online Courses) platform dedicated to Teacher Education. The project has been named after divine vedic sage Angira - a teacher and one of the Saptrishis, who passed on the divine knowledge to men. Sage Angira can be a source of infinite inspiration. ANGIRA acronymed as Academic Networked Global Instructional Resources for Academicians, will offer online platform for hosting the Teacher Education Programs.

**SHIKSHARTH:** Audio-visual learning style evokes more emotion in students and thus encourages them to take action or learn. To make sure that more and more number of stakeholders are able to take up the learning experience at that convenience through You Tube and BISAG broadcast, the university has launched Shiksharth in its most effective shape and with great range of subject matters concerning the field of education.

**Teacher's Tune:** IITE launched its own internet radio station inspired by Honourable Prime Minister Shri Narendra Modi's "Mann ki Baat". Teachers' Tune focuses on Learning through the waves. It focuses on development of Students, Teachers, Teacher Trainees & Teacher educators in a novel way through radio

platform.

In order to increase the extent and outreach collaboration and MoU with BISAG was done for preparing video lecture series on topics related to education and teacher education. These lectures for then telecast by BISAG through Vande Gujarat Channel. The practice started during sudden event of COVID as an effort to complete the course in 2020. This was later institutionalised and continued to include series of lectures and was developed as sister concern with ANGIRA. The teachers tune provided the involvement of those experts which were more comfortable with the audio medium. This ensured not only in increasing the extent of IITE in India and abroad but also in including all stakeholder specially students as RJs.

#### **4. The Practice**

MOOCs, audio-visual teaching learning and audio alone modules have offered a huge range of learning opportunities to the aspiring teacher educators located anywhere across the country. With a very effective extended and update content through all the three platforms is functional and also preserved well for the coming generations of teacher educators. We have attempted to fulfil maximum scope in concerned reference.

For ANGIRA expression of interest was called upon at National Level. Application received were scrutinised by the expert committee and selected experts were assigned the preparation and submission of 4 quadrants. A portal of ANGIRA was developed where these quadrants were uploaded. The experts prepared there videos mostly through the apps available on their android phones.

For BISAG teacher educators from IITE and affiliated colleges of Gujarat were invited for recording their lectures in BISAG. They were given remuneration for the same. The prepared videos were broadcast on Vande Gujarat Channel.

Teachers Tune ran through a popular medium and is a venture run by IITE with students as RJs and contribution of variety of experts. The content is telecast daily as per the pre defined schedule.

**5. Evidence of Success:** Teachers' Tune have team consisting of 30+ RJs , 100+ Segments , 50+ Orators and is listened in 280+ cities, 25+ countries and crosses 4600+ listeners. It has motivated multilingual approach.

Shiksharth dialogue is reaching to more than seven thousand subscribers of IITE You Tube Channel, and also watched across the state in specific reference.

Angira is in the process of generating MOOCs in the field of Teacher Education with sound and content manner.

#### **6. Problems Encountered and Resources Required**

Good quality experts for preparing MOOC quadrants in English Language were difficult to get. The Teacher educator were not very willing to contribute because of no clarity by NCTE regarding validity and transfer of credits for teacher education courses.

Development of MOOC Portal was another issue due to its cost and maintenance and scarcity of budget.

For BISAG scheduling of lectures and maintaining the schedule was a problem. Broadcasting of schedule at Vande Gujarat Channel and keeping a record of the same on the portal was another issue.

The rigorous daily schedule of teachers tune was difficult to maintain. Daily telecast and collection and compilation of audio recording /editing them/matching recordings with academic requirement etc. were issue in establishing Teachers Tune.

The institutionalisation of both these practices have been done at IITE. They are now successfully established.

File Description	Document
Best practices in the Institutional web site	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 7.3 Institutional Distinctiveness

#### 7.3.1 Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

##### Response:

National Education Policy, has confirmed that by 2030, only educationally sound, multidisciplinary, and integrated teacher education programmes shall be in force. As a university dedicated to Teacher Education discipline, IITE believes that education is a key to civilization and enlightenment, and formal education is a tripolar process. It involves interaction between learner, teacher and the content (curriculum).

IITE offers and promotes innovative and integrated programmes at undergraduate level i.e. B.A.-B.Ed. / B.Sc.-B.Ed. (04 Year Integrated programme) and Master of Arts and Education (M.A.-M.Ed.) and Master of Science and Education (M.Sc.-M.Ed.) as 03 year integrated programme. These courses hold futuristic value when they were introduced by IITE for the first time. B.Ed.-M.Ed. and M.Ed. are offered with specific purpose to orient young teachers to be Teacher Educators.

There is and there will be the need for well-qualified and professionally trained and skilled teachers in coming years. So, lot of efforts have been made to improve teacher education through versatile five centre structure; including Centre of Education, Centre of Extension Services, Centre of Training, Centre of Research and Centre of Special Education. Teacher education means programme of education, research or training of individuals for equipping them to teach at pre-primary, elementary, secondary stages of education including non-formal education, part time education, adult & continuing education and correspondence programmes. Teacher education is the process of providing potential teachers with the skills and knowledge necessary to teach effectively in a classroom environment. The whole spectrum of teaching-learning objectives includes wide ranging concerns from KG to PG.

To benefit all the stakeholders of university and also the society in general, maximum use of technology platforms such as Shiksharth for online training of teachers, Certificate Courses, M.A. in Education for the

in-service and pre-service teachers, has been offered to encourage the standardized training programmes that can be administered to large numbers of teachers and students within a short span of time and effectively.

To prepare and re-orient teachers for enabling student to learn through multiple subjects and discovery in student-friendly and student-centred manner, university has maintained a multidisciplinary approach in every aspect of teaching-learning practice. Course curriculum has maintained Bharatiya ethos as one of significant presences across curriculum.

Multi-lingual, multicultural learning environments and heterogeneity have been emphasised through National Education Policy, in compliance to that university has maintained four language inclusion through specific courses. Inclusiveness, in terms of community and caste is also observed in versatility. University has stakeholders from all areas of state, representing different geographies and cultures. **IITE focuses on inclusive education, perspective of equitable and sustainable development, gender perspectives, role of community knowledge in education and Information and Communication Technology (ICT) in teaching as well as e-learning. Our framework brings changes in teacher education for professional and humane teachers to be trained in our classrooms.** To address the growing needs of inclusion for Children with Special Needs (CWSN) by nurturing the human resource and creating a sense of awareness among the public at large is one valuable concern of IITE. The Centre of Special Education is taking care of it.

**NITI Aayog has recognized IITE as one of the 23 Best Practices in Human Resource Development Sector in the country.** Development Monitoring and Evaluation Office of NITI Aayog has prepared a report titled 'Best Practice Compendium - Human Resource Development Sector' in October 2020, which has recognized IITE as one of the solutions to wide-spread issues in Teacher Education sector across country. Report has stated that affiliation of District Institutes of Education & Training (DIETs) and other Teacher Education Institutions with IITE has paved way to overcome various functional and academic issues in the area of Teacher Education. Report has also highlighted the establishment of five research-oriented function-based centres by IITE.

4-year Integrated Teacher Education Programme (ITEP) by 2030, is expected to be introduced as the minimal degree qualification for school teachers. The 4-year Integrated Programme will be a dual-major holistic Bachelor's degree, in Education as well as a specialized subject such as a language, history, music, mathematics, computer science, chemistry, economics, art, physical education, etc. **Hence, the most effective and distinct aspect of Indian Institute of Teacher Education is its programme structure, which is advanced, concrete, effective and futuristic and result driven, adhering to its vision, mission and objectives. Basically, the integrated programmes have a curriculum that comprises content jointly designed by two or more higher education disciplines regulated by a specific set of guidelines. These programmes are innovative in nature and develop better insight about the academic discipline in students.**

Master of Arts and Education (M.A.-M.Ed.) and Master of Science and Education (M.Sc.-M.Ed.) are pedagogy and research-oriented programmes. The purpose of introducing these programmes is to prepare committed, competent, professional teacher educators, researchers, administrators and educational planners within a short duration. The prepared teacher educators will develop education according to national aspiration and global trends. These integrated & innovative programmes are designed as per the Choice Based Credit System (CBCS), providing a lot of opportunities to learn beyond the disciplines. These programmes are specially designed for identifying young, creative, talented students who are committed

for teaching, training and pedagogical research.

The need to renovate teacher education programmes which prepare specialized, proficient and skilled teacher educators in short duration, seeing long duration teacher education programmes, researcher proposed M.A. M.Ed. and M.Sc. M.Ed. (Six Semesters) integrated programmes. These programmes have innovative approaches in teacher education enhancing student engagement through interdisciplinary experiential and dynamic learning. Training programmes such as the practice teaching, school administration and management bring the reality of a professional environment in the learning process. If a student enrolls in any of these programmes, he/ she earns a degree by investing three year in the place of four years. Students not only invest one year less but also he/she learns a deep pedagogical content knowledge in these programmes. IITE has relevant departments to run these programmes.

Diversified and innovative programmes are to be given special support as part of UGC's strategy. The UGC plan recommends that university curricula should be reformed to incorporate foundation skills and advanced skills in learners.

File Description	Document
Appropriate web in the Institutional website	<a href="#">View Document</a>

## 5. CONCLUSION

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### **Additional Information :**

IITE has significantly progressed and achieved its vision to nurture teachers of tomorrow with the skills needed for becoming a competent teacher in the era of 21st century.

IITE Curricular structure was remodified in 2019-20 and 2020-21. The modifications made in the curriculum are aligned with the expectations and specifications of NEP 2020. IITE is offering the integrated programs proposed by NEP 2020 since its first batch.

### **Concluding Remarks :**

The seven criteria have summed up the efforts at the institutional level. The curricular aspects of IITE are innovative and futuristic.

The teaching learning process caters to the student diversity and follows the student centric methods. Evaluation reforms are done as per modification in curriculum.

Research innovation and extension are in the stage of progression. There is a need to put in efforts through funds and grants. There is an ecosystem for innovation and students are motivated to reflect in research areas.

Infrastructure and physical facilities are available and equipped with IT infrastructure. The campus is maintained as stipulated in Regulations and SOP.

The Governance and Leadership is working towards the acquisition of vision of University. University strategic Planning projects the progression of IITE. Financial management and resource mobilisation is addressed as per the SOP. Internal, External, Local Funds and AG Audits are carried out regularly as per Statutes. Internal Quality Assurance is maintained through integrated efforts of IQAC, all Directors of all Centres, Administrative and Academic Heads.

Institutional values and social responsibilities are reflected in the daily practices of IITE. Numerous institutional practices are developed during last five years. Performance appraisal and AKSHAT are two practices listed.

To sum up IITE is a unique institution established with a futuristic vision to nurture teachers who would be the shape the future of millennial India and a futuristic world.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.2	<p><b>Percentage of Programmes where syllabus revision was carried out during the last five years.</b></p> <p><b>1.1.2.1. How many Programmes were revised out of total number of Programmes offered during the last five years</b>            Answer before DVV Verification : 9            Answer after DVV Verification: 5</p> <p><b>1.1.2.2. Number of all Programmes offered by the institution during the last five years.</b>            Answer before DVV Verification : 23            Answer after DVV Verification: 6</p>																				
1.1.3	<p><b>Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years</b></p> <p><b>1.1.3.1. Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years</b>            Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>532</td> <td>450</td> <td>402</td> <td>402</td> <td>402</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>45</td> <td>40</td> <td>40</td> <td>40</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	532	450	402	402	402	2020-21	2019-20	2018-19	2017-18	2016-17	50	45	40	40	40
2020-21	2019-20	2018-19	2017-18	2016-17																	
532	450	402	402	402																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
50	45	40	40	40																	
1.2.2	<p><b>Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).</b></p> <p><b>1.2.2.1. Number of Programmes in which CBCS / Elective course system implemented.</b>            Answer before DVV Verification : 6            Answer after DVV Verification: 6</p>																				
1.3.3	<p><b>Average Percentage of students enrolled in the courses under 1.3.2 above.</b></p> <p><b>1.3.3.1. Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years.</b>            Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>140</td> <td>107</td> <td>00</td> <td>80</td> <td>68</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	140	107	00	80	68	2020-21	2019-20	2018-19	2017-18	2016-17					
2020-21	2019-20	2018-19	2017-18	2016-17																	
140	107	00	80	68																	
2020-21	2019-20	2018-19	2017-18	2016-17																	

2020-21	2019-20	2018-19	2017-18	2016-17
140	107	00	81	66

Remark : Values have been changed as per relevant attachment

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

**(Excluding Supernumerary Seats)**

**2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
121	109	71	60	52

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
121	103	71	86	52

Remark : Values have ben changed as per attachment

**2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)**

**2.4.3.1. Total experience of full-time teachers**

Answer before DVV Verification : 165.1

Answer after DVV Verification: 135

Remark : Value has been changed by excluding experience of less than 11 Months

**3.2.2 Grants for research projects sponsored by the government agencies during the last five years (INR in Lakhs).**

**3.2.2.1. Total Grants for research projects sponsored by the government agencies year-wise during the last five years (INR in Lakhs).**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
7.75	0	0	10.0	5.9284

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17



7.75	0	0	10.0	5.9284
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3.2.3 **Number of research projects per teacher funded by government and non-government agencies during the last five years**

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

Answer before DVV Verification : 3

Answer after DVV Verification: 3

3.2.3.2. **Number of full time teachers worked in the institution year-wise during the last five years..**

Answer before DVV Verification : 34

3.3.3 **Number of awards / recognitions received for research/innovations by the institution / teachers / research scholars / students during the last five years.**

3.3.3.1. **Total number of awards / recognitions received for *research* / innovations won by institution / teachers / research scholars / students year-wise during the last five years.**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
0	2	1	0	1

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	1	0	1

3.4.5 **Number of research papers per teachers in the Journals notified on UGC website during the last five years**

3.4.5.1. **Number of research papers in the Journals notified on UGC website during the last five years.**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
41	48	49	48	36

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
23	26	8	10	10

3.4.6 **Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**

3.4.6.1. **Total number of books and chapters in edited volumes/books published and papers**

**in national/ international conference proceedings year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
12	18	17	17	14

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
2	1	1	3	5

3.6.2 **Number of awards received by the Institution, its teachers and students from Government /Government recognised bodies in recognition of the extension activities carried out during the last five years**

3.6.2.1. **Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
3	4	1	0	3

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	1	0	0

Remark : Value have been changed considering only "Extension Activities"

3.6.4 **Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years**

3.6.4.1. **Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
3339	1598	684	1096	323

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
400	300	200	200	200

Remark : Value have been changed on pro rata basis vis-a-vis EP 2.1

4.3.5	<p><b>Institution has the following Facilities for e-content development</b></p> <ol style="list-style-type: none"> <li>1. <b>Media centre</b></li> <li>2. <b>Audio visual centre</b></li> <li>3. <b>Lecture Capturing System(LCS)</b></li> <li>4. <b>Mixing equipments and softwares for editing</b></li> </ol> <p>Answer before DVV Verification : B. 3 of the above          Answer After DVV Verification: D. 1 of the above          Remark : The link provided by HEI is not opening , the value has been changed accordingly.</p>																				
5.1.3	<p><b>Following Capacity development and skills enhancement activities are organised for improving students capability</b></p> <ol style="list-style-type: none"> <li>1. <b>Soft skills</b></li> <li>2. <b>Language and communication skills</b></li> <li>3. <b>Life skills (Yoga, physical fitness, health and hygiene)</b></li> <li>4. <b>Awareness of trends in technology</b></li> </ol> <p>Answer before DVV Verification : A. All of the above          Answer After DVV Verification: A. All of the above</p>																				
6.3.2	<p><b>Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years.</b></p> <p>6.3.2.1. <b>Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1469 1046 1603"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>17686</td> <td>11043</td> <td>0</td> <td>25098</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1682 1046 1816"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>2</td> <td>2</td> <td>0</td> <td>2</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	0	17686	11043	0	25098	2020-21	2019-20	2018-19	2017-18	2016-17	0	2	2	0	2
2020-21	2019-20	2018-19	2017-18	2016-17																	
0	17686	11043	0	25098																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
0	2	2	0	2																	
6.3.4	<p><b>Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course ).</b></p> <p>6.3.4.1. <b>Total number of teachers attending professional development Programmes, viz.,</b></p>																				

**Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
17	25	4	2	7

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
10	13	0	0	6

Remark : Values have been changed considering single teacher attending numerous programs as singled in single AY . Also considering Relevant Academic year and also considering programs for more than 5 days only

6.5.2	<p><b>Institution has adopted the following for Quality assurance</b></p> <ol style="list-style-type: none"> <li><b>1. Academic Administrative Audit (AAA) and follow up action taken</b></li> <li><b>2.Confernces, Seminars, Workshops on quality conducted</b></li> <li><b>3. Collaborative quality initiatives with other institution(s)</b></li> <li><b>4.Orientation programme on quality issues for teachers and students</b></li> <li><b>5. Participation in NIRF</b></li> <li><b>6.Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA).</b></li> </ol> <p>Answer before DVV Verification : B. 4 of the above Answer After DVV Verification: C. 3 of the above</p>
7.1.6	<p><b>Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:</b></p> <ol style="list-style-type: none"> <li><b>1. Green audit</b></li> <li><b>2. Energy audit</b></li> <li><b>3. Environment audit</b></li> <li><b>4. Clean and green campus recognitions / awards</b></li> <li><b>5. Beyond the campus environmental promotion activities</b></li> </ol> <p>Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: A. Any 4 or all of the above</p>

**2.Extended Profile Deviations**

ID	Extended Questions
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1.2 **Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
240	218	95	124	105

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
153	131	109	131	109