

**The Annual Quality Assurance Report (AQAR) for the  
Academic Year: 2014-15  
of the IQAC  
of  
B.D.SHAH COLLEGE OF EDUCATION, C.T.E.  
MODASA, Dist: Aravalli , Gujarat**

**Submitted to**



**राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद्**

विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

*An Autonomous Institution of the University Grants Commission*

P. O. Box. No. 1075, Opp: NLSIU, Nagarbhavi, Bangalore - 560 072 India

**The Annual Quality Assurance Report (AQAR) of the IQAC, B. D.SHAH COLLEGE OF  
EDUCATION,MODASA, DIST:ARAVALLI,GUJARAT**

All NAAC accredited institutions will submit an annual self-reviewed progress report to NAAC, through its IQAC. The report is to detail the tangible results achieved in key areas, specifically identified by the institutional IQAC at the beginning of the academic year. The AQAR will detail the results of the perspective plan worked out by the IQAC. *(Note: The AQAR period would be the Academic Year. For example, July 1, 2012 to June 30, 2013)*

**Part – A**

**I. Details of the Institution**

1.1 Name of the Institution	B.D.SHAH COLLEGE OF EDUCATION, CTE, MODASA
1.2 Address Line 1	COLLEGE CAMPUS
Address Line 2	DHANSURA ROAD
City/Town	MODASA
State	GUJARAT
Pin Code	383315
Institution e-mail address	bdsmodedu@gmail.com
Contact Nos.	02774 246484
Name of the Head of the Institution:	Dr. G.P.RAVAL (Principal-In-Charge)
Tel. No. with STD Code:	02774 246484
Mobile:	9687537848

Name of the IQAC Co-ordinator:

Dr. N.A. MAKWANA

Mobile:

94270 59468

IQAC e-mail address:

<http://www.iqac.bscecm@gmail.com>

1.3 NAAC Track ID (For ex. MHCOGN 18879)\_\_\_\_\_GJCOT 12870\_\_\_\_\_

1.4 NAAC Executive committee No. & Date:

EC/ 40/33 DATED 17-10-2006

1.5 Website address:

www. bscecm.info

Web-link of the AQAR:

<http://www.bscecm.info/aqar201415.doc>

For ex. <http://www.ladykeanecollege.edu.in/AQAR201213.doc>

1.6 Accreditation Details

Sl. No.	Cycle	Grade	CGPA	Year of Accreditation	Validity Period
1	1 <sup>st</sup> Cycle	B+	77	2006	5 years
2	2 <sup>nd</sup> Cycle	B	2.86	2015	5 years
3	3 <sup>rd</sup> Cycle				
4	4 <sup>th</sup> Cycle				

1.7 Date of Establishment of IQAC :

DD/MM/YYYY

16-09-2006

1.8 AQAR for the year (*for example 2010-11*)

2014-15

1.9 Details of the previous year's AQAR submitted to NAAC after the latest Assessment and Accreditation by NAAC ((for example AQAR 2010-11 submitted to NAAC on 12-10-2011))

- i. AQAR 2006-07 submitted to NAAC on 29.08.2014
- ii. AQAR 2007-08 submitted to NAAC on 04.09.2014
- iii. AQAR 2008-09 submitted to NAAC on 06.09.2014
- iv. AQAR 2009-10 submitted to NAAC on 07.09.2014
- v. AQAR 2010-11 submitted to NAAC on 09.09.2014
- vi. AQAR 2011-12 submitted to NAAC on 10.09.2014
- vii. AQAR 2012-13 submitted to NAAC on 19.09.2014
- viii. AQAR 2013-14 submitted to NAAC on 23.09.2014

1.10 Institutional Status

University State ☒ Central ☐ Deemed ☐ Private ☐

Affiliated College Yes ☒ No ☐

Constituent College Yes ☐ No ☒

Autonomous college of UGC Yes ☐ No ☒

Regulatory Agency approved Institution Yes ☒ No ☐

(eg. AICTE, BCI, MCI, PCI, NCI)

Type of Institution Co-education ☒ Men ☐ Women ☐

Urban ☐ Rural ☒ Tribal ☐

Financial Status Grant-in-aid ☒ UGC 2(f) ☒ UGC 12B ☒

Grant-in-aid + Self Financing ☐ Totally Self-financing ☐

1.11 Type of Faculty/Programme

Arts ☐ Science ☐ Commerce ☐ Law ☐ PEI (Phys Edu) ☐

TEI (Edu) ☒ Engineering ☐ Health Science ☐ Management ☐

Others (Specify)

1.12 Name of the Affiliating University (*for the Colleges*)

HEMCHANDRACHARYA NORTH  
GUJARAT UNIVERSITY, PATAN

1.13 Special status conferred by Central/ State Government-- UGC/CSIR/DST/DBT/ICMR etc

Autonomy by State/Central Govt. / University

--

University with Potential for Excellence

--

UGC-CPE

--

DST Star Scheme

--

UGC-CE

--

UGC-Special Assistance Programme

--

DST-FIST

--

UGC-Innovative PG programmes

--

Any other (*Specify*)

C.T.E.(By MHRD)

UGC-COP Programmes

--

## **2. IQAC Composition and Activities**

2.1 No. of Teachers

06

2.2 No. of Administrative/Technical staff

02

2.3 No. of students

02

2.4 No. of Management representatives

02

2.5 No. of Alumni

02

2. 6 No. of any other stakeholder and  
community representatives

02

2.7 No. of Employers/ Industrialists

00

2.8 No. of other External Experts

02

2.9 Total No. of members

21

2.10 No. of IQAC meetings held

03

2.11 No. of meetings with various stakeholders: No.  Faculty

Non-Teaching Staff  Students  Alumni  Others

2.12 Has IQAC received any funding from UGC during the year? Yes ☒ No ☐

If yes, mention the amount

2.13 Seminars and Conferences (only quality related)

(i) No. of Seminars/Conferences/ Workshops/Symposia organized by the IQAC

Total Nos.  International  National  State  Institution Level

(ii) Themes

- Orientation regarding Institution and B.Ed. programme (10-07-2014 to 11-07-2014)
- Workshop for preparation of bridge lesson plan (13-08-2014)
- Panel discussion with last year star-ranker student (27-08-2014)
- Sandhan Symposium with principals of practice teaching schools (28-08-2014)
- Teaching Aids Workshop (30-08-2014)
- Workshop for preparation of stray lesson plan (2-9-2014 to 6-9-2014)
- National Seminar on 27-12-2014
- Workshop on analysis of current year activity and planning for next year(17-04-2015 to 25-04- 2015)

2.14 Significant Activities and contributions made by IQAC

Under the Guidance of IQAC various Activities like Special day celebration, curricular and co- curricular activities, competition and Guest lectures etc. were organized occasionally by different committees of the college.

2.15 Plan of Action by IQAC/Outcome

The plan of action chalked out by the IQAC in the beginning of the year towards quality enhancement and the outcome achieved by the end of the year \*

Plan of Action	Achievements
<p>This year plan of action was again chalked out by BSCEM in meeting of IQAC organized on 26-07-2014 with additional inputs to plan of action chalked out in previous year three days workshop. The Plan of action chalked out by the BSCEM considering follow up of all suggestions made in previous years and in addition to these another additional suggestions in context of NAAC peer team report were taken up as under: -</p> <ol style="list-style-type: none"> <li>1. To motivate teacher –educators to apply for minor research and Major research schemes of UGC.</li> <li>2. To make feedback comments on practice teaching analytical ,diagnostic with effective suggestions for improvement and make suggestions more functional and useful for student-teachers.</li> <li>3. To motivate teacher educators and student-teachers to visit library often and make use of its resources for teaching, learning and assignment or submission work.</li> <li>4. Advise the faculty members to give such type of assignments where the student-teachers may have to use widely the reference books and various academic journals.</li> <li>5. To use DEL Lab as maximum as possible.</li> <li>6. To arrange various exhibitions of books and teaching aids, coins, etc.</li> <li>7. To arrange more creative activities in the current academic year.</li> <li>8. To arrange a national seminar.</li> </ol>	<p>Following outcomes were achieved by the college at the end of the year-</p> <ol style="list-style-type: none"> <li>1. The IQAC was newly constituted in the college for gross quality enhancement for academic year:2014-15.</li> <li>2. Dr.C.H.Rathod and Dr. B.A.Modi prepare their research proposal for Minor Research Project after NAAC peer team visit.</li> <li>3. Student-teachers and faculty actively used library throughout the year</li> <li>4. Student-teachers are given such types of assignments so that they have used more reference books from library</li> <li>5. Student-teachers and faculty actively used DEL Laboratory throughout the year</li> <li>6. Exhibition on the books of Education Commissions was arranged and also Teaching Aid &amp; different creative card exhibition was arranged</li> <li>7. Competitions, like, Pooja Thali Decoration , Mahendi, Power point presentation, Badminton, Guru Run Svikar Card, Birth day Card, Garba (Navaratri Mahotsav), Memory competiton, Chatpati Vangi Competition were organized by the college or college had participated in the competitions in other institutes.</li> <li>8. National Seminar was arranged on 27-12-2014 and nearly 132 research papers were published in ISBN book with two part.</li> </ol>

*\* The academic calendar for the academic year 2014-15 is attached in Annexure-I*

2.16 Whether the AQAR was placed in statutory body      Yes ☒      No ☐

Management ☒      Syndicate ☐      Any other body ☐

Provide the details of the action taken

Following is the details on the action taken during 2014-15:

1. The post-admission test for student-teachers was conducted and result was analysed by teacher educators.
2. Digitally Equipped Language Lab is fully used with internet facility and kept open for all the student-teachers and teacher educators. Wi-Fi facility is also provided to student-teachers also. The student-teachers and teacher-educators used DEL Lab facility optimally for practice of computer practicals, preparing digital lesson plans, preparing print and non-print material, use internet for access of desired educational material, etc.
3. Institutional web site is upgraded and preparations are made to launch new web-site with web-address: <http://www.bsceem.info> in the next year.
4. Two teacher –educators have prepared to apply for minor research schemes of UGC.
5. The teacher educators have given written feedback comments on practice teaching analytical, diagnostic with effective suggestions for improvement of teaching practices of the student-teachers and made the suggestions more functional and useful for them.
6. Teacher educators and student-teachers are scheduled to visit library often and they used its resources for teaching, learning, assignment and submission work.
7. The policy was made in staff meeting was strictly followed and accordingly student-teachers were allotted more library oriented work in their various assignments and submissions so that they used library for more hours. Before the start of the college, during recess time and after college hours the library was always kept open for staff as well as student-teachers.
8. The teacher educators assigned such type of submission work of the programme where they used more reference books and various academic magazines and journals.
9. Strategic mechanism by the principal jointly with the college management for monitoring the work efficiency of Non-teaching staff of the college was followed and they were guided for various administrative and ICT use related activities.
10. For College of Teacher Education more functional collaboration was made with GCERT, Gandhinagar and used websites of NCERT and NUEPA for improvement of academic and administrative activities of the college.
11. Competitions, like, Rangoli, Pooja Thali Decoration , Mahendi, Power point presentation, Badminton, Guru Run Svika Card, Birth day Card, Garba (Navaratri Mahotsav), Memory competition, chatpati vangi competition were organized under SRC, Saptdhara and other sister institutions.



## Part – B

### Criterion – I

#### I. Curricular Aspects

##### 1.1 Details about Academic Programmes

Level of the Programme	Number of existing Programmes	Number of programmes added during the year	Number of self-financing programmes	Number of value added / Career Oriented programmes
PhD	1	0	0	0
PG	--	--	--	--
UG	3	0	0	5
PG Diploma	--	--	--	--
Advanced Diploma	--	--	--	--
Diploma	--	--	--	--
Certificate	--	--	--	--
Others	--	--	--	--
<b>Total</b>	4	0	0	5
Interdisciplinary	--	--	--	--
Innovative	--	--	--	--

- 1.2 (i) Flexibility of the Curriculum: **CBCS Pattern** /Core/**Options for Core Elective courses** / Open options/**Options for Elective courses for second method course/Options for Foundation courses**  
(ii) Pattern of programmes:

Pattern	Number of programmes
Semester	1
Trimester	--
Annual	1 BAOU B.Ed. and Ph.d. by BAOU (1 Prog is passive by BAOU and one prog is having no strength run by IGNOU)

1.3 Feedback from stakeholders\* Alumni ☒ Parents ☒ Employers ☒ Students ☒

(On all aspects)

Mode of feedback : Online ☐ Manual ☒ Co-operating schools (for PEI) ☐

*\*The analysis of feedback taken from student-teachers and stakeholders is attached in Annexure-II*

1.4 Whether there is any revision/update of regulation or syllabi, if yes, mention their salient aspects.

--
----

1.5 Any new Department/Centre introduced during the year. If yes, give details.

--
----

## Criterion – II

### 2. Teaching, Learning and Evaluation

2.1 Total No. of permanent faculty

Total	Asst. Professors	Associate Professors	Professors	Others
7	1	3	-	3(Adhyapak Sahayak)

One Adhyapak Sahayak Sejalben B.Soni resigned on: - - 2014

2.2 No. of permanent faculty with Ph.D.

4
---

2.3 No. of Faculty Positions Recruited (R) and Vacant (V) during the year

Asst. Professors		Associate Professors		Professors		Others		Total	
R	V	R	V	R	V	R	V	R	V
-	-	-	-	-	-	-	-	-	-

2.4 No. of Guest and Visiting faculty and Temporary faculty

	1	
--	---	--

2.5 Faculty participation in conferences and symposia: 10

No. of Faculty	International level	National level	State level
Attended :2	-	2	-
Presented papers: 8	-	8	-
Resource Persons:0	-	-	-

## 2.6 Innovative processes adopted by the institution in Teaching and Learning:

After college and college campus orientation, micro-teaching theory and practice teaching lessons were organized, the time –table was separately prepared keeping in mind micro-teaching lessons only for three to four weeks. During stray lessons and before block-teaching-I and II last 60 minutes for both the elective courses subjects were kept for lesson guidance in the time table and lesson guidance was provided to the student-teachers before they went to internship for required periods.

Teaching work for all the subjects for all the working days was nicely conducted in the college. All the teaching points of the syllabus from all the subjects were qualitatively taught and justified by the teacher educators. During classroom teaching the teacher educators used demonstration, lecture, inductive, deductive, group discussion, assignment, cooperative learning, CAI, Lecture-demonstration, Debates (formal), Flash cards, CAL, seminar, Problem solving, Field trips, Drama, role playing, Open textbook study, panel discussion, etc using various teaching aids like, LCD projector, Tape recorder, flannel Board, Laptop, Computer, OHP-Transparencies, Print material, Charts, Models, Maps, globes, Slide Projector, reference books, TV, Radio, VCRs, CD/DVD Player, Readymade/Self made or student-teacher made teaching aids, etc.

Library section provided all necessary books, scrape books, news cutting files, and literature to the students for learning, teaching, preparing for examinations, providing old question papers, literature for conducting practice teaching lessons, reading facility for news papers and magazines and journals were highly appreciable. A separate space was kept in the library for reading and study for teacher-educator which was productively used by the teacher educators in the free period time. Administrative staff provided all necessary information as usual about fees, when to bring migration certificate, to fill up registration form, to fill up examination form, examination time table of term end, preliminary and university examination, guidance provided to fill up forms for scholarship for various categories, etc. Computer lab section provided effective practical sessions in various batches for practical of I.T.E. subject and guided for practicing computer practical for college level and university level examinations. Help was also provided by library and computer sections for B.Ed. part-II examination that is Annual lesson examination in which all student-teachers delivered their annual lessons bi digital lesson plan using Power Point Presentations.

Apart from teaching work, the student teachers were guided for practical work to be conducted in the college and submitted in time to concerned teacher educator. In semester-I, this includes explanation Psychological testing, social work, explanation of book review, co-curricular activity in prayer assembly and on some special day, explanation of creative work and submission, yoga and sports. Similarly in semester-II along with teaching many practical activities were also included, like, explanation and conduct of psychological experiments, explanation and construction of ideal question papers based on blue-prints for both elective courses, social work conducted in practice teaching schools, co-curricular activities in prayer assembly, special day celebrations, annual day celebrations, sports and yoga activities were conducted. For both the semesters viva-voce examination were conducted in two groups for their oral assessment .to know progress and creative suggestions for B.Ed. programme of this institution.

2.7 Total No. of actual teaching days  
during this academic year

161

## 2.8 Examination/ Evaluation Reforms initiated by the Institution (for example: Open Book Examination, Bar Coding, Double Valuation, Photocopy, Online Multiple Choice Questions)

This year examination reform initiated by the institution are as under:

1. The student-teachers were explained in panel discussion by the star-student-teachers of previous year on 07.07.2014 about how to read, remember and write in the examination to score high marks and entire procedure of training programme of B.Ed. at our college was explained by all ten student-teachers under the chairmanship of SRC in charge Pro.G.N.Patel
2. Student-teachers were asked to write answers of given two questions from each general subjects.
3. Student-teachers were given continuous practice to write answer managing given time in tutorials.
4. Star-batch guidance was given to the student-teachers stood in first ten ranks in the college preliminary examination by organizing full day workshop and written material of the workshop was sent to rest of the student-teachers by post through Human Potential Development Centre of alumni association of the college.
5. All the student-teachers were given their assessed answer books for each examination to observe their answers and know where the mistakes were made and how to improve them was discussed in individual period of that subject by concerned teacher educator. The student-teachers were given chance to introspect themselves to score more marks in the university level examinations.
6. Exhibition of answer books of all the subjects of first ten ranker student-teachers was done
7. Lectures were organized by teacher educators and principal about examination reforms required on the part of student-teachers in the prayer assembly and separately where needed.
8. Before start of terminal, preliminary and university examination two to three day reading time was given to all the student-teachers of the class so that students get time for revision and written practice to write better answers.
9. Advanced learner Student-teachers were given assignments individually and in groups to prepare question bank for different subjects.
10. More time is given to learners in the library before and after the college hours to refer various resource material and reference books.
11. After every examination mark sheet was put up on the notice board after one week time.

The part of student-teachers in the prayer assembly and separately where needed.

**B. Tutorials (Assignment/Field Work/Seminar/Quiz):** This was organized for all the student-teachers in zero periods 10.00am to 10.45am twice in a week till the need of the student-teachers were completed. It was found useful in understanding each and every point of theory and practical activities of B.Ed. programme for student-teachers and found to developing continuous study habit among student teachers. In each tutorial methodology and core paper assignments were given and student-teachers were guided how to write and submit them in time to concerned teacher educator of the subjects. Seminar and /or Quiz programmes were held in tutorial periods for different subjects where student-teachers presented effectively seminar using PPT or Transparencies and in some subjects questions of quiz programme were correctly answered by student teachers individually or in group.

Thus, tutorial periods were found very useful to student-teachers for continuous reading, preparation of their practical submission or its presentation before teacher educators and enabled them to take guidance for obstacles in understanding particular topic or to solve their difficulties.

**C. Content Enrichment Programme (C.E.P):** To enrich the student-teachers content, Content Enrichment Programme (C.E.P.) was conducted in the form of test. This test was used to check the subject knowledge of the student teachers. Two C.E.P tests were conducted of 20 marks each (10 marks for each elective course) during the year. Before the exams, a work shop on C.E.P was conducted in all the elective course subjects for the student teachers in which they studied content problems with their peer group members under the guidance of method subject professor-in-charge.

**D. Internal Test:** Two Internal tests were conducted, one before end of first semester in the month of October before Diwali vacation and the other as second semester internal examination before university examination in the month of February/March.

Each paper was of 70 marks for core courses ,elective courses and core elective courses except for EDCE-116/216 it was for 35 theory and 35 marks for practicals and foundation paper EDFC-144 and EDFC-244 consist of 50 marks for theory only. These tests were used to check the achievement level of the students in various subjects. According to the results of these tests guidance to improve and score more marks was provided for all subjects by concerned teacher educator of the subject .

**E. External Test:** Two external tests were conducted by university as sem-1 in Oct-Nov & as sem-2 in March-April.

2.9 No. of faculty members involved in curriculum restructuring/revision/syllabus development as member of Board of Study/Faculty/Curriculum Development workshop

--	--	--
----	----	----

2.10 Average percentage of attendance of students

87.28

2.11 Course/Programme wise distribution of pass percentage :

Title of the Programme	Total no. of students appeared	Division				
		Distinction %	I %	II %	III %	Pass %
B.Ed.	98	?	?	?	?	?

2.12 How does IQAC Contribute/Monitor/Evaluate the Teaching & Learning processes:

- IQAC has lion share in planning and implementation of curricular and co-curricular activities focusing on quality enhancement.
- Mechanism for performance measurement for teaching and administrative staff is decided by IQAC for qualitative improvement in teaching, administrative and related activities of the college.
- We show the students answer sheet of internal examination question paper so that paper writing skill can be Improved.
- Add-on courses like,Computer Literacy,Personality Development,Yoga and Life Development,Event Management and Social Responsibility are conducted as per the suggestions made by IQAC of the college from year 2010-11 onwards.
- Star batch guidance is provided to the ranker student-teachers of the college.
- Feedback from various stake holders are taken and after that following this feedback teaching Learning process is improved.
- IQAC and Alumni association of the college work together for various programmes of the college and alumni association.
- IQAC plays vital role in motivating teacher educators, administrative staff and student-teachers to work keeping quality enhancement at the centre of each activity.

### 2.13 Initiatives undertaken towards faculty development

<i>Faculty / Staff Development Programmes</i>	<i>Number of faculty benefitted</i>
Refresher courses	-
UGC – Faculty Improvement Programme	-
HRD programmes	-
Orientation programmes	-
Faculty exchange programme	-
Staff training conducted by the university	-
Staff training conducted by other institutions	-
Summer / Winter schools, Workshops, etc.	7
Others	-

The IQAC of the college creates and promote research environment in the college and therefore the teacher educators focus their attention also on conducting and publishing research work as described below:

- Research workers are supported psychologically by assuring them support and assistance in their entire research endeavors by providing them necessary available literature and providing guidance.
- Any research work is always appreciated at appropriate platforms and occasions.
- Four out of seven faculty members have Ph.D. degree and two teacher-educators are pursuing Ph.D. research study.
- All Teacher- Educators have P.G. recognition and provide guidance to M.Ed. students as, where and when required.
- Most of the teacher educators publish their research papers in ISSN Peer reviewed International and National Journals.
- Most of the teacher educators attend and present research papers in National and International Seminars/Workshops, etc.

### 2.14 Details of Administrative and Technical staff

Category	Number of Permanent Employees	Number of Vacant Positions	Number of permanent positions filled during the Year	Number of positions filled temporarily
Administrative Staff	3	9	-	-
Technical Staff	1	1	-	-

## Criterion – III

### 3. Research, Consultancy and Extension

#### 3.1 Initiatives of the IQAC in Sensitizing/Promoting Research Climate in the institution

The IQAC of the college encourage lecturers and promote research environment in the college and therefore the teacher educators focus their attention also on conducting and publishing research work as described below:

- Research workers are supported psychologically by assuring them support and assistance in their entire research endeavors by providing them necessary available literature and providing guidance.
- Any research work is always appreciated at appropriate platforms and occasions.
- Four out of seven faculty members have Ph.D. degree and two teacher-educators are pursuing Ph.D. research study.
- All Teacher- Educators have P.G. recognition and provide guidance to M.Ed. students as, where and when required.
- Most of the teacher educators publish their research papers in ISSN Peer reviewed International and National Journals.
- Most of the teacher educators attend and present research papers in National and International Seminars/Workshops, etc.

#### 3.2 Details regarding major projects

	Completed	Ongoing	Sanctioned	Submitted
Number	-	-	-	-
Outlay in Rs. Lakhs	-	-	-	-

#### 3.3 Details regarding minor projects

	Completed	Ongoing	Sanctioned	Submitted
Number				-
Outlay in Rs. Lakhs				-

#### 3.4 Details on research publications

	International	National	Others
Peer Review Journals	5	-	-
Non-Peer Review Journals	-	-	6
e-Journals	-	-	-
Conference proceedings	-	-	-

3.5 Details on Impact factor of publications:

Range  Average  h-index  Nos. in SCOPUS

3.6 Research funds sanctioned and received from various funding agencies, industry and other organisations

Nature of the Project	Duration Year	Name of the funding Agency	Total grant sanctioned	Received
Major projects				
Minor Projects				
Interdisciplinary Projects				
Industry sponsored				
Projects sponsored by the University/ College				
Students research projects <i>(other than compulsory by the University)</i>				
Any other(Specify)(GCERT)				
Total				

3.7 No. of books published i) With ISBN No.  12 Chapters in Edited Books

ii) Without ISBN No.

3.8 No. of University Departments receiving funds from

UGC-SAP  CAS  DST-FIST   
DPE  DBT Scheme/funds

3.9 For colleges Autonomy  CPE  DBT Star Scheme   
INSPIRE  CE  Any Other (specify)

3.10 Revenue generated through consultancy

3.11 No. of conferences

organized by the Institution

Level	International	National	State	University	College
Number	-	1	-	-	-
Sponsoring agencies	-	-	-	-	-

3.12 No. of faculty served as experts, chairpersons or resource persons



3.13 No. of collaborations International  National  Any other

3.14 No. of linkages created during this year

3.15 Total budget for research for current year in lakhs :

From Funding agency 

FROM GCERT & UGC

 From Management of University/College

Total

3.16 No. of patents received this year

Type of Patent		Number
National	Applied	--
	Granted	--
International	Applied	--
	Granted	--
Commercialised	Applied	--
	Granted	--

3.17 No. of research awards/ recognitions received by faculty and research fellows Of the institute in the year

Total	International	National	State	University	Dist	College
3	-	-	1(Dr.C.H.Rathod recognized as Ph.D. Guide in C.U.Shah Uni., RAI Uni. & JJTU Uni.)	-	-	-

3.18 No. of faculty from the Institution who are Ph. D. Guides and students registered under them

1(GPR-BAOU,Singhania Uni),6 HNGU,Patan

3.19 No. of Ph.D. awarded by faculty from the Institution

3.20 No. of Research scholars receiving the Fellowships (Newly enrolled + existing ones)

JRF  SRF  Project Fellows  Any other

3.21 No. of students Participated in NSS events:

University level  State level   
National level  International level

3.22 No. of students participated in NCC events:

University level	<input type="text" value="-"/>	State level	<input type="text" value="-"/>
National level	<input type="text" value="-"/>	International level	<input type="text" value="-"/>

3.23 No. of Awards won in NSS:

University level	<input type="text" value="-"/>	State level	<input type="text" value="-"/>
National level	<input type="text" value="-"/>	International level	<input type="text" value="-"/>

3.24 No. of Awards won in NCC:

University level	<input type="text" value="-"/>	State level	<input type="text" value="-"/>
National level	<input type="text" value="-"/>	International level	<input type="text" value="-"/>

3.25 No. of Extension activities organized

University forum	<input type="text" value="-"/>	College forum	<input type="text" value="-"/>	
NCC	<input type="text" value="-"/>	NSS	<input type="text" value="-"/>	Any other <input type="text" value="02"/>

3.26 Major Activities during the year in the sphere of extension activities and Institutional Social Responsibility

This college strongly believes in working for extension activities and Institutional Social Responsibility.

Following activities were performed by the “Community Services and Decoration Committee” under SRC throughout the year:

1. College cleanliness was managed in the college building on regular bases.
2. Adopted Ramos Village cleanliness Campaign was conducted under Village Cleanliness Campaign.
3. Blood Donation was done at various occasions by student-teachers and staff members.
4. Drawing competition was held on the subject ‘Mahatma Gandhi and Cleanliness’ to celebrate Gandhi death anniversary on 30-01-2015
5. District Education Officer, Anand Shri Kamleshbhai Patel visited the college on 16-02 2015 and gave a lecture on the topic ‘Teachers’ Responsibilities towards Society’
6. Adopted primary and Secondary school of Dugharwada village was visited by college and cultural programme was arranged in secondary school and sports activity was arranged at primary school of village.
7. On death of Pradyuman Bhatt (Alumni member & Ex-Principal, J. S. Mehta High School, Dhansura) the college members and many Alumni members visited his family as consolation.

## Criterion – IV

### 4. Infrastructure and Learning Resources

#### 4.1 Details of increase in infrastructure facilities:

Facilities	Existing	Newly created	Source of Fund	Total
Campus area	51.60 Acres	--	--	51.60 Acres
Class rooms	4	--	--	4
Laboratories	3	--	--	3
Seminar Halls	1	--	--	1
No. of important equipments purchased ( $\geq$ 1-0 lakh) during the current year.	--	1(Smart Board) +2(LCD Projector)--	--	3
Value of the equipment purchased during the year (Rs. in Lakhs)	--	--	--	--
Others	--	--	--	--

#### 4.2 Computerization of administration and library

1. Computerization of stock of all the books is going on for improvement in library services using SOUL software.
2. All the student-teachers were provided all necessary literature and resources for their practice teaching lessons and other practical submissions and they were given facility for reading in the library.
3. Guidance and material provided to the trainee for TET, TAT, and other competitive exams.
4. Library Internet facility was provided for access to student-teachers and staff members for educational resource access.
5. Research books, journals and thesis were provided to research scholar for their M.Ed.; M. Phil.; and Ph.D. studies.
6. Some e-journals were made available free of cost in library through internet connection access for student-teachers, teacher educator and research scholars.

It was continued to train the office staff to use computer for correspondence by printing letters/text in MS-word or using E-mail application. The Accounts were manage and kept using tally software. All the administrative work was computerized, like, preparation of staff salary bill, internal evaluation report, maintaining admission record, Scholarship, terminal examination results, keeping accounts and its maintenance, etc. Some teacher educator delivered their lessons using OHP and transparencies, Power Point Presentation by CAI method. The admission process was performed by Central Admission Cell of Parent University, following norms and regulations of NCTE for admission and allot the candidate different colleges depending upon their preferences. After getting allotment letter from CAC of HNGU, students approached our college and completed the admission process by submitting necessary documents and paying the fees. As ours is grant-in-aid college qualitative students with higher merit were admitted according to university general merit list.

The details of website of the college was prepared and asked the management for re-launching it. Data of B.Ed. examination were declared by the HNG University according to class obtained by the student-teachers on University website showing the examination number of the student-teachers. The mark sheets were prepared by the University using computers and soft ware and after declaration of result within week sent to the college and college distributed mark sheets of the student-teachers from the college. The degree certificates will be sent to the student-teachers by post to student-teachers' address after one year of passing of B.Ed. examination.

#### 4.3 Library services:

	Existing		Newly added		Total	
	No.	Value	No.	Value	No.	Value
Text Books						
Reference Books						
e-Books						
Journals						
e-Journals						
Digital Database						
CD & Video						
Others (specify)						

#### 4.4 Technology up gradation (overall)

	Total Computers	Computer Labs	Internet	Browsing Centres	Computer Centres	Office	Departments	Others
Existing	34+1 <sub>(AO)</sub> = 35	2	27	27(Including Lib.)	1	1	0	0
Added	--	--	--	--	--	--	--	--
Total	34+1 <sub>(AO)</sub> = 35	2	27	27	1	1	0	0

#### 4.5 Computer, Internet access, training to teachers and students and any other programme for technology up gradation (Networking, e-Governance etc.)

##### **Technology up gradation:**

As the DEL Laboratory came in to existence from 2012-13 with Broad Band Internet Connectivity the facility to access internet to the student-teachers were provided. Internet connectivity was also made available in the staff room, library room and college office. The student-teachers were allowed to practice for their computer practical in the Dell and computer laboratory for preparing of power point presentations for their educational purpose of lesson plan, digital lesson plan and to write them on CDs/DVDs etc. Wi fi facility is also provided to student-teachers

##### **Computer and internet access and training to students.**

Student-teachers were given facility free of cost to access internet from DELL, Computer laboratory, the staff room under the guidance of any teacher educator which student-teachers used in preparation of their submissions, practicals and other works.

Student-teachers were trained in the computer practical to use computers, internet, sent e-mails etc. Apart from this they prepared their lesson plans and power points on computer. They prepared their practical submissions using computer through which they learned to use word document, power point, excel, etc.

All the teacher-educators are computer literate and used technology for class room teaching so they also motivated student-teachers for the same.

4.6 Amount spent on maintenance in lakhs :

i) ICT	--
ii) Campus Infrastructure and facilities	-
iii) Equipments	Podium, Smart Boart
iv) Others	-
<b>Total :</b>	-

## Criterion – V

### 5. Student Support and Progression

#### 5.1 Contribution of IQAC in enhancing awareness about Student Support Services

IQAC has played vital and catalytic role in enhancing awareness about Student Support Services as under:”

-Student-teachers Representative Committee (SRC) is one of the dynamic and vibrant part of the college in which according to norms of the parent university representative in each method subject having highest merit in that subject in the college is selected to represent SRC for that method subject group of student-teachers. There are eight method subjects run by this college therefore eight representatives were appointed on merit base for SRC. General Secretary (G.S.) and Ladies Representative (L.R.) each were selected on the bases of cleverness, their qualities and experience for leadership and looking at their willingness to work for the designation of GS and LR. For the position of G.S. appointment can be made from boy or girl student-teachers and for L.R. as it is the representation of girl student-teachers, girl student-teacher is to be selected for the same. When G.S. and/or L.R. selected from representative of particular method subject, in that case the next student-teacher in the method subject merit in the college is selected to represent the method subject.

-Parent teacher-educator Association is formed and it co-operated the college for helping in smooth functioning and frequently give feed back to the college for qualitative improvement

- The Morning Assembly is an occasion for a spiritual upliftment and inculcates values among the student-teachers. This was kind of getting potential to work throughout the day for student-teachers as well as teacher educators.

#### 5.2 Efforts made by the institution for tracking the progression

Following efforts were made by the institution for tracking the progression of the student-teachers:

-Orientation for College, Campus, Curriculum, Practical Submissions, Activities ,SRC Committees ,Internal Evaluation scheme of marking, Internal Examinations, Practice teaching component, University examinations, etc. was made by teacher educators individually or in team or group in plenary sessions in the first two weeks of the beginning of the first semester.

-Panel discussion with star ranker student-teachers of 2013-14 was organized on 27.08.2014.

-Star batch guidance is provided to ranker students who got more marks in internal exam. On how to write effective answer paper with speed and perfection.

-The literature prepared by teacher educators to counsel the ranker student-teachers in star-batch guidance workshop was made brief and material was provided to the rest of the student-teachers.

-Home room is the unique activity and best practice of the college where the group in charge teacher educators make inquiry about their submissions submitted ,any difficulty they felt and thus help student-teachers to progress in the B.Ed. programme objectives.

-The first ten ranker student teachers names are announced in the prayer assembly after declaration of result of internal examinations of Semester-I & II and University Sem-I examination.

-The college used to invite first ten ranker student-teachers in forth coming year regularly in which they orient new entrants of B.Ed. programme of this college. This opportunity is also a motivational aspect for the student-teachers.

5.3 (a) Total Number of students

UG	PG	Ph. D.	Others
100	-	9(GPR)	-

(b) No. of students outside the state

(c) No. of international students

Men	No	%

Women	No	%

Last Year (2013-14)						This Year (2014-15)					
General	SC	ST	OBC	Physically Challenged	Total	General	SC	ST	OBC	Physically Challenged	Total
24	09	14	53	-	100 (2 left after admission)						100 (2 left after admission)

Demand ratio 100%

Dropout 2%

5.4 Details of student support mechanism for coaching for competitive examinations (If any)

No. of students beneficiaries

5.5 No. of students qualified in these examinations

NET	<input type="text"/>	SET/SLET	<input type="text"/>	GATE	<input type="text"/>	CAT	<input type="text"/>
IAS/IPS etc	<input type="text"/>	State PSC	<input type="text"/>	UPSC	<input type="text"/>	Others	6 PASSED TET-II

## 5.6 Details of student counselling and career guidance

- Three major workshops were organized for preparation of lesson plan, to prepare print and non print material, to prepare teaching aid.
- Star batch guidance programme was arranged for talking on various topics which clarify their doubts, needs and create in them the awareness about how to go with for achieving excellent results
- Student-teachers were given practice to write answer managing given time in tutorials.
- The student-teachers explained in panel discussion about how to read, remember and write in the examination to score high marks
- All the student-teachers were given their assessed answer books to observe their answer and known where the mistakes were made and how to improve them was discussed in individual period of that subject by concerned teacher educator.
- SANDHAN programme with head masters of practice teaching schools was organized to guide the students about practice teaching schools.
- Panel discussion with star ranker student-teachers was organized to provide the guidance about how to get more marks in exam.
- Content Enrichment Programme was conducted in all the method subject for the teachers in whom they studied content problems with their peer groups members under the guidance of method subject professor-in-charge in teaching periods of each methodology subjects.
- Student-teachers were given facility free of cost to access internet from the staff room under the guidance of all the teacher educator.

No. of students benefitted

98

## 5.7 Details of campus placement

<i>On campus</i>			<i>Off Campus</i>
Number of Organizations Visited	Number of Students Participated	Number of Students Placed	Number of Students Placed



## 5.8 Details of gender sensitization programmes

Details of gender sensitization programmes conducted by the college:

-Save Girl, Teach Girl campaign was arranged at Adopted village i.e. Ramos

-Awareness seminar about law related to women welfare was arranged

-Women defence programme was attended by all girl student-teachers and lady teacher educators of the college

-Dr.G.P.Raval presented research paper in the prayer assembly as lecture on “Attitude of Teachers of Secondary School towards Sex of the Students(Male or Female )” which was published in Shikshan Chintan (ISSN:2278-5647) ,International Multidisciplinary Peer Reviewed E-Journal (www.edupublication.com)

## 5.9 Students Activities

### 5.9.1 No. of students participated in Sports, Games and other events

State/ University level  National level  International level

No. of students participated in cultural events

State/ University level  National level  International level

### 5.9.2 No. of medals /awards won by students in Sports, Games and other events

Sports : State/ University level  National level  International level

Cultural: State/ University level  National level  International level

## 5.10 Scholarships and Financial Support

	Number of students	Amount
Financial support from institution		
Financial support from government		

Financial support from other sources	-	-
Number of students who received International/ National recognitions	-	-

#### 5.11 Student organised / initiatives

Fairs : State/ University level  National level  International level

Exhibition: State/ University level  National level  International level

5.12 No. of social initiatives undertaken by the students

5.13 Major grievances of students (if any) redressed: \_\_\_\_\_-

## Criterion – VI

### **Vision of the institution is-**

To prepare competent, committed and responsible secondary and higher secondary school teachers striving towards excellence fostering multifarious quality teaching-learning in various school subjects.

### **Mission of the institution-**

1. To make Internal Quality Assurance Cell (IQAC) as institute's nodal agency and create networking with other institutions for quality assurance.
2. To develop effective teacher education programme keeping quality as main parameter in context of designing of syllabus and co-curricular activities in collaboration with parent University.
3. To organize teacher education programme comprising of all necessary skills required to be developed among the student-teachers for transaction of instructions and related school activities and responsibilities.
4. To stimulate the institutional academic environment to develop scientific temperament to use and promote advance teaching-learning technology and methods of teaching in classrooms.
5. To create awareness among pre-service student-teachers and in-service teachers and headmasters of schools by conducting training programmes and related researches to motivate them by making quality as defining element.

### **Aims of the institution are as follow:**

1. To develop positive attitude among the student-teachers towards teaching profession.
2. To establish and develop the skill of teaching and life skills among the student-teachers.
3. To develop critical and rational thinking abilities amongst the student – teachers.
4. To develop confidence among the student –teachers for strong self esteem and high personal expectations.
5. To develop teaching qualities and behavioural habits and induct & inculcate values among the student-teachers through organization of various curricular, co-curricular and cultural activities.
6. To use ICT equipments in the class-room teaching by the teacher-educators and promote and motivate the student-teachers to use the same in their practice teaching in the schools.
7. To create societal and national sensitization among the student-teachers through community work and celebration of national days.
8. To provide orientation and training regarding current trends in education, pedagogy and various new methods of teaching in education through in-service training programmes by College of Teacher Education (C.T.E) .
9. To promote, develop and guide educational research activities among the school teachers and headmasters of this region.
10. To develop networking with schools and other local, national and international institutions for enhancement of institutional growth and development.
11. To continuously provide support and motivation to student-teachers and alumni for their overall development to be the best teacher.
12. To develop this institution as one of the best and leading institutions in teacher education at state and national level.

## 6.2 Does the Institution has a management Information System

Yes, it being developed.

## 6.3 Quality improvement strategies adopted by the institution for each of the following:

### 6.3.1 Curriculum Development

CBCS Pattern was applied From 2011-12 in B.ED. Programme of H.N.G.U., Patan for that 'NATIONAL' seminar on curriculum framework (CBCS) was organized by L.N.K. College Of Education, Patan.

New objectives for B.Ed. Programme were formulated and semester system was applied. Theory credit, Practical credit, Grading system and other concerning matters were decided.

Applied course structure for semester-I and semester –II B.Ed. Programme (CBCS) for the year is as under.

A new pattern of practice teaching was decided in which student teachers give 16 lessons in semester-I and 18 lessons in semester-II. They also observed 40 lessons during a year.

The demonstration lesson in Gujarati, Hindi, Sanskrit, Science & Technology and Mathematics were given with innovative method of teaching like CAI, Audio-visual teaching, activity based teaching, Demonstration method. The teaching of theory of micro-teaching and bridge lesson were performed using team-teaching method. These were the novel approaches.

For the transaction of the curriculum in class room teaching different ways were used like cooperative learning, lecture, discussion, technology based classes, CAI, supervised study, assignment method and seminar. These methods of teaching helped the student teachers to become skillful teacher, independent learners and also developed many qualities in them like cooperation, depth of knowledge, inductive thinking ,caring and sharing with student-teachers, co-ordination, respect for others views, rational thinking and creativity to develop lesson and other activities related to teaching.

### 6.3.2 Teaching and Learning

Following Quality improvement strategies were adopted by the institution for Teaching and Learning:

Since semester system is applied by HNGU, Patan for B.Ed. programme, two different types of Time-tables (Time-table-A, & Time-table-B), like previous year, were prepared. According to weekly time table class-room teaching was organized after prayer assembly every day. The timing of the college was from 11.00 am to 5.20 pm. Each period was taken for 60 minutes and Prayer time was for 15 minute duration from 11.00 am to 11.15am from Monday to Friday and on Saturday as it was morning time of the college the college was from 7.30 am to 01.00 pm and Prayer time was for 15 minutes from 7.30am to 7.45am. Every day in the college attendance of student teachers were strictly taken before prayer assembly began. Every day prayer assembly performed with chanting of Omkar Mantra, Sarswati Stavan sloka and Guru Vandana Sloka in mass. Individual song as per planned schedule was sung by the student-teacher with Khanjari ,Harmonium and Tabala playing, which created harmonious, melodious and pious atmosphere in the assembly hall provided potential spirituality and working efficiency to work with concentration for the whole day for the student-teachers as well as teacher-educators. After that thought of the day was presented by scheduled time table for the student-teacher and lecture on particular topic of education was delivered by student-teacher. The teacher-educators also delivered occasional lectures on various topic of education useful to the student-teachers. Lastly necessary announcements were made by prof-in-charge of concerned SRC committee. At the last principal delivered lecture on current issue, event, news of education, instruction, advises to be followed etc.

-The teacher –educators were motivated by the principal and other colleagues to develop various innovative technique and methods for presentation of teaching points in the demonstration lessons and classroom teaching. The teacher educators started using demonstration, lecture, inductive, deductive, group discussion, assignment, cooperative learning, CAI, Lecture-demonstration , Debates (formal), Flash cards, CAL, seminar, Problem solving ,Field trips, Drama, role playing, Open textbook study, panel, etc using various teaching aids like, LCD projector, Tape recorder, flannel Board, Laptop, Computer, OHP-Transparencies, Print material, Charts, Models, Maps, globes, Slide Projector, reference books, TV,VCRs, CD/DVD Player, Radio, Readymade/Self made or student-teacher made teaching aids, etc. Library section provided all necessary books and literature to the students for learning, teaching, preparing for examinations, providing old question papers, literature for conducting practice teaching lessons, reading facility for news papers and magazines and journals were highly appreciable. A separate space was kept in the library for reading and study for teacher-educators. Administrative staff provided all necessary information about fees, when to bring migration certificate, to fill up registration form, to fill up examination form, examination time table of term end, preliminary and university examination, guidance provided to fill up forms for scholarship for various categories, etc. Computer lab section provided effective practical sessions in various batches for practicals of I.T.E. subject and guided for practicing computer practicals for college level and university level examinations. Help was also provided by library and computer sections for B.Ed. part-II examination that is Annual lesson examination in preparing lesson plan using various literature and power point slides etc.

-For the transaction of the curriculum in class room teaching different ways were used like cooperative learning, lecture, discussion, technology based classes, supervised study, assignment method and seminar. These methods of teaching helped the student teachers to become skillful teacher, independent learners and also developed many qualities in them like depth of knowledge, cooperation, co-ordination, caring and sharing with student-teachers, respect for others views, inductive thinking ,rational thinking and creativity to develop lesson and other activities related to teaching.

-The demonstration lesson in Gujarati, Hindi, Sanskrit, Science, and Mathematics were given with innovative method of teaching like CAI, Audio-visual teaching, activity based teaching, Demonstration method. The teaching of theory of micro-teaching and bridge lesson were performed using team-teaching method. These were the novel approaches.

### 6.3.3 Examination and Evaluation

- This year following steps were taken for examination reform-

1. The student-teachers were explained in panel discussion by the star-student-teachers of previous year on 27.08.2014 about how to read, remember and write in the examination to score high marks and entire procedure of training programme of B.Ed. at our college was explained by all ten student-teachers under the chairmanship of SRC in charge Pro.G.N.patel
2. Exhibition of answer books of all the subjects of first ten ranker student-teachers was done
3. Student-teachers were given continuous practice to write answer managing given time in tutorials.
4. Lectures were organized by teacher educators and principal about examination reforms required on the part of student-teachers in the prayer assembly and separately where needed.
5. Star-batch guidance was given to the student-teachers stood in first ten ranks in the college preliminary examination by organizing full day workshop and written material of the workshop was sent to rest of the student-teachers by post through Human Potential Development Centre of alumni association of the college.
6. All the student-teachers were given their assessed answer books for each examination to observe their answers and know where the mistakes were made and how to improve them was discussed in individual period of that subject by concerned teacher educator. The student-teachers were given chance to introspect themselves to score more marks in the university level examinations.
7. Student-teachers were asked to write answers of given two questions from each general subjects.
8. Before start of terminal, preliminary and university examination two to three day reading time was given to all the student-teachers of the class so that students get time for revision and written practice to write better answers.
9. Advanced learner Student-teachers were given assignments individually and in groups to prepare question bank for different subjects.
10. More time is given to learners in the library before and after the college hours to refer various resource material and reference books.
11. After every examination mark sheet was put up on the notice board after one week time.

The part of student-teachers in the prayer assembly and separately where needed.

**Content Enrichment Programme (C.E.P):** To enrich the student-teachers content, Content Enrichment Programme (C.E.P.) was conducted in the form of test. This test was used to check the subject knowledge of the student teachers. Two C.E.P tests were conducted of 20 marks each (10 marks for each elective course) during the year. Before the exams, a work shop on C.E.P was conducted in all the elective course subjects for the student teachers in which they studied content problems with their peer group members under the guidance of method subject professor-in-charge.

**Internal Test:** Two Internal tests were conducted, one before end of first semester in the month of October before Diwali vacation and the other as second semester internal examination before university examination in the month of February/March.

Each paper was of 70 marks for core courses, elective courses and core elective courses except for EDCE-116/216 it was for 35 theory and 35 marks for practicals and foundation paper EDFC-144 and EDFC-244 consist of 50 marks for theory only. These tests were used to check the achievement level of the students in various subjects. According to the results of these tests guidance to improve and score more marks was provided for all subjects by concerned teacher educator of the subject.

**External Test:** Two external tests were conducted by university as sem-1 in Oct-Nov & as sem-2 in March-April.

#### 6.3.4 Research and Development

In house training seminar was organized by the college for faculty development on the subject “use of power point presentation in teaching”. It was discussed that how it is useful in delivering lessons and class room transaction by the teacher educator and can be used to motivate the student-teachers for the same.

**Dr. G.P. Raval** (Associate Professor & Principal-in-charge)

- 2 Research papers **published in ISSN National Refereed Journals**
- 1 books published with ISBN by Ret international Academic Publishing, Dediyaan, Mehsana
- Participated in two workshop
- 2 Research Paper presented in national seminars
- 7 M.Ed. students were guided for their dissertation by him
- **Rai University, Dholaka, Ahmedabad**

Dr.Girishkumar P.Raval, Associate Professor & Principal-in-charge recognized as Ph.D. Supervisor by Rai University, Dholaka, Ahmedabad vide its letter no.RU/CRD/14/208 dtd.20.05.2014 in the year 2013-14 and allotted one student to get Ph.D. Guidance in year 2013-14 on 20.05.2014:

1. Girishbhai Kharadi ,Santarampur

**Hemchandracharya North Gujarat University, Patan**

He has got recognition as a Research Guide for Ph.D. from Hemchandracharya North Gujarat University, Patan on 12.06.2014 vide letter no. PG/Guide/1434/2014 and 6 research scholars pursuing their Ph.D. guidance under him.

Minor Research Project Proposal is Submitted to UGC, Western Region Office, Ganesh Khind, Pune by Dr. G.P.Raval under the scheme of Minor Research Project Grant(2012-17) entitled, “DESIGN AND DEVELOP E-GOVERNANCE MODEL FOR TEACHER EDUCATION UNIVERSITY IN GUJARAT STATE ON CLOUD COMPUTING PLATFORM AND OPINIONS”.

He has been teaching as a visiting faculty at Shri K.H.Patel M.Ed. Institute, Modasa since 2009

**Dr. N.A.Makwana**

- Two Research paper was published in ISSN national Multidisciplinary Refereed Journal
- Participated in two workshop
- Paper presented in three national seminar/conference
- 7 M.Ed. students were guided for their dissertation by him

**Pro. G.N. Patel**

- Participated in two Workshop
- Participated in one national seminar
- 7 M.Ed. students were guided for their dissertation by him

**Dr.C.H.Rathod**

- Participated in one day national seminar and presented a paper
- Participated in two workshop
- He has got recognition as a Research Guide for Ph.D. from C.U.Shah University, Surendranagar, Rai University,Saroda, Dholka and JJTU University, Jhunjhunu, Rajasthan
- 6 books were published, 1 paper published in ISSN book
- Presented research paper in college organized National Seminar on 27 December, 2014 & served as reporter.

**Dr.B.A.Modi**

- Paper presented in one day national seminar,-5 M.Ed. students were guided for their dissertation by her
- 1 book was published,-1 paper published in ISSN book, Participated in two workshop
- Presented research paper in college organized National Seminar on 27 December, 2014 & served as reporter.

**Pro.S.B.Soni**

- Participated in one National seminar,- Participated in one workshop

**Pro.M.H.Rathod**

- Paper presented in one day national seminar ,- 5 books were published
- 3 paper published in ISSN peer reviewed international journal, 1 paper published in ISSN book
- Participated in two workshop
- Presented research paper in college organized National Seminar on 27 December, 2014 & served as reporter.



### 6.3.5 Library, ICT and physical infrastructure / instrumentation

#### **Improvements in the library services:**

1. Library Internet facility was provided for access to student-teachers and staff members for educational resource access.
2. All the student-teachers were provided all necessary literature and resources for their practice teaching lessons and other practical submissions and they were given facility for reading in the library.
3. Guidance and material provided to the trainee for TET, TAT, and other competitive exams.
4. Computerization of stock of all the books is going on for improvement in library services using SOUL software.
5. Research books, journals and thesis were provided to research scholar for their M.Ed.; M. Phil.; and Ph.D. studies.
6. Some e-journals were made available free of cost in library through internet connection access for student-teachers, teacher educator and research scholars.

#### **Computer and internet access and training to students.**

All the teacher-educators are computer literate and used technology for class room teaching so they also motivated student-teachers for the same.

Student-teachers were given facility free of cost to access internet from DELL, Computer laboratory, the staff room under the guidance of any teacher educator which student-teachers used in preparation of their submissions, practicals and other works.

Student-teachers were trained in the computer practical to use computers, internet, sent e-mails etc. Apart from this they prepared their lesson plans and power points on computer. They prepared their practical submissions using computer through which they learned to use word document, power point, excel, etc.

#### **Computerization of administration and the process of admission and Examination results, issue of certificates.**

It was continued to train the office staff to use computer for correspondence by printing letters/text in MS-word or using E-mail application. The Accounts were manage and kept using tally software. All the administrative work was computerized, like, preparation of staff salary bill, internal evaluation report, maintaining admission record, Scholarship, terminal examination results, keeping accounts and its maintenance, etc. Some teacher educator delivered their lessons using OHP and transparencies, Power Point Presentation by CAI method. The admission process was performed by Central Admission Cell of Parent University, following norms and regulations of NCTE for admission and allot the candidate different colleges depending upon their preferences. After getting allotment letter from CAC of HNGU, students approached our college and completed the admission process by submitting necessary documents and paying the fees. As ours is grant-in-aid college qualitative students with higher merit were admitted according to university general merit list.

The details of some necessary information was added in website of the college was prepared and asked the management for re-launching it. Data of B.Ed. examination were declared by the HNG University according to class obtained by the student-teachers on University website showing the examination number of the student-teachers. The mark sheets were prepared by the University using computers and soft ware and after declaration of result within week sent to the college and college distributed mark sheets of the student-teachers from the college. The degree certificates will be sent to the student-teachers by post to student-teachers' address after one year of passing of B.Ed. examination.



### 6.3.6 Human Resource Management

Equality is seen in work distribution. Decided points for enhancing understanding about varied papers of B.Ed. programme and they were distributed to each teacher educator with subject wise points in the beginning of the year as decided in three day workshop and again decided after IQAC establishment. Even the role of each teacher educator was decided and they played it effectively for administrative activities like, SRC committee in charge and in charge of all committees of SRC, PTA in charge, management of records for internal assessment work, attendance management, planning for school experiences, home room in-charge ship, administration of internal examination, college time-table and monthly calendar, manage daily report of each day activities, management of various labs, departments and other sections etc. Placement cell, PTA, OSA, Women cell etc. plays vital role in interactions between college & society

### 6.3.7 Faculty and Staff recruitment

--

### 6.3.8 Industry Interaction / Collaboration

The college used to organize campus interviews under its Placement Cell inviting interested management of the primary, secondary and higher secondary schools in which there is good demand of the student-teachers to serve as teacher in various Self-finance Schools. The student-teachers serve as teacher in that school where they are selected by the time some of them prepare for TET or TAT and appear in it and get job in Government School or Grant-in-high school.

**Feedback from stakeholders is a way to interact about qualitative functioning of the college, its teacher educators and administrative staff-**

- The feedback of the parents was found very positive with certain creative suggestions.
- The member of Alumni Association were very happy to see that the college has certain rules, regulation and values still cherished by the college. The regular activities of Alumni Association and teaching learning process were highly appreciated by them.
- The management used to meet every Wednesday in the campus and our concerned secretary pays visit to the college regularly. The President and Secretary always remain present in various programmes of the college. The members of parent management committee says many times in public programmes that B.Ed. College is a colourful feather in the turban of this Management and the Principal, Teacher Educators, Librarian and Administrative staff found working qualitatively, untiring and with commitments.

**Linkage developed with National, International Academic/research bodies:**

The linkages were established with following organizations at National, International level-

1. G.C.E.R.T. for organizing various training programmes for teachers and principals of Sabarkantha, Arvalli, Banaskantha and Dahod.

### 6.3.9 Admission of Students

The admission was announced for academic year: 2014-15 in newspaper by Parent University, Hem. North Gujarat University, Patan for on-line applications on the website of the university <http://www.hngu.net>. The Central Admission Committee (CAC) had been formed by the University for Admission Procedure to B.Ed. course. Our college was given help centre to help students to fill up and submit their on-line application to CAC of the HNGU. The admissions were given by CAC of HNGU. The intake of college is 100 student-teachers and 100 student-teachers were admitted in the college according to admissions sanctioned by CAC but towards end of first semester one student-teachers left the college under some Personal or social reasons therefore student-teachers appeared in the semester-I examination of the University were 99, and in semester-II final examination 98 student-teachers appeared as two student-teachers left the college. Thus, out of 100 admitted student-teachers only 98 student-teachers appeared in semester-II examination of HNGU for the year: 2014-15.

All 100 student-teachers are not given admission on same day at a time but admissions are made according to student choice and vacancies available for their graduation subject and for particular categories. The CAC of HNGU has adopted policy to give admission in certain rounds (i.e. three rounds). Here student-teachers admitted to a college can get chance to change college in the second or third round by applying on-line by filling required choices. Lastly, if the numbers of seats are vacant after last round of admission, the parent university advertises in the news paper for open admissions to grant-in-colleges for those who have filled up admission form on-line. Here the college prepares merit according to vacant seats subject wise and category wise and in a sequence of vacant number of seats asks student-teachers whether they want to take admission in the college by calling them on the decided day.

Thus, at the last all the vacant seats are filled up by the college and the admission list is to be sent to the university on-line and in hard copy form.

### 6.4 Welfare schemes for

Teaching	Group insu. By Govt. And Mgmt ,LIC Personal Policies
Non teaching	Group insu. By Govt. And Mgmt ,LIC Personal Policies,Local cooperative society policy
Students	OSA KALYAN NIDHI

### 6.5 Total corpus fund generated

-

### 6.6 Whether annual financial audit has been done

Yes

√

No

### 6.7 Whether Academic and Administrative Audit (AAA) have been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	Yes	Management and committee	Yes	Management & Principal
Administrative	Yes	Management and committee	Yes	Management & Principal

6.8 Does the University/ Autonomous College declare results within 30 days?

For UG Programmes	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
For PG Programmes	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

6.9 What efforts are made by the University/ Autonomous College for Examination Reforms?

Following efforts are made by the HNG University for Examination Reforms:

1. Semester examinations are conducted by the University in which the sticker system was applied to hide identification of the student-teachers till the results are declared. The white stickers are pasted by the examinee in the examination hall at the beginning of examination everyday provided by block supervisor which indicate name of student, subject, seat number for examination, date, time of examination, unrecognized already coded bar-code white colour sticker.
2. The block supervisors are explained to paste brown sticker in the examination hall itself covering half the white sticker and keeping bar-code section open on white bar-code stickers for main answer book and covering all student details in supplementary answer books. This practice of examination reform helps university in specifically CBCS to fasten the evaluation work soon after the examination is over by saving time to paste the brown stickers on all the answer books.
3. The remuneration to senior supervisor, block supervisors, factotum, and others related to examination duty are raised.
4. Result is declared online by examination number indicating class obtained and mark sheets are send to the concerned teacher education colleges.
5. Examination committee is formed by University and it takes various steps for necessary changes in examination system.

This year following step were taken for examination reform by the college-

1. The student-teachers were explained in panel discussion by the star-student-teachers of previous year on 27.08.2014 about how to read , remember and write in the examination to score high marks and entire procedure of training programme of B.Ed. at out college was explained by all ten student-teachers under the chairmanship of SRC in charge Pro. G. N. Patel
2. Student-teachers were asked to write answers of given two questions from each general subjects.
3. Student-teachers were given continuous practice to write answer managing given time in tutorials.
4. Star-batch guidance was given to the student-teachers stood in first ten ranks in the college preliminary examination by organizing full day workshop and written material of the workshop was sent to rest of the student-teachers by post through Human Potential Development Centre of alumni association of the college.
5. All the student-teachers were given their assessed answer books for each examination to observe their answers and know where the mistakes were made and how to improve them was discussed in individual period of that subject by concerned teacher educator. The student-teachers were given chance to introspect themselves to score more marks in the university level examinations.
6. Exhibition of answer books of all the subjects of first ten ranker student-teachers was done

7. Lectures were organized by teacher educators and principal about examination reforms required on the part of student-teachers in the prayer assembly and separately where needed.
8. Before start of terminal, preliminary and university examination two to three day reading time was given to all the student-teachers of the class so that students get time for revision and written practice

6.10 What efforts are made by the University to promote autonomy in the affiliated/constituent colleges?

Following efforts are made by the University to promote autonomy in the affiliated colleges:

- Autonomy is provided to the college to evaluate student-teachers performance for internal marking.
- All the 34 lessons are observed and assessed by Teacher-educators of the college.
- College is autonomous to decide and select better practice teaching schools to conduct lessons of the student-teachers.

## 6.11 Activities and support from the Alumni Association

### **Activities and Supports from the Alumni Association are as under :**

-Alumni association gives medal and cash prizes to the ranker student-teachers of the college in its Annual conference and meet.

-As per the requirement many Alumni members and Alumni Association itself has shown its readiness to help for educational, social, financial support to the student-teachers, college, teacher educators ,management of the college for any programme or activity to conduct in the college.

-Welfare Scheme of Alumni Association found financially supportive up to the amount Rs.10000.00 to the nominees of members when the Alumni member expires. This scheme has also provision to help financially up to Rs.5000.00 help in the condition of medical sickness of the Alumni member.

-The college has its very strong, dedicated, ideal and unique Alumni Association, namely, Old Students' Association (OSA) established since its first batch completed their study in 1969, organizes its annual conference and alumni meet (Varshik Adhiveshan ane Sneh Milan) on regular basis every year in different districts by advance invitations from single Alumni member or group of the same at particular taluka or school level.

This year annual conference and alumni meet of Alumni Association was organized at Chanakya Vidyalaya, Modasa, dist: Arvalli on 01.03.2015. The secretary of the school trusts Shri Amrutbhai Patel is a President of Chanakya Vidyalaya, management, Shri Pinakinbhai Patel(Student-teacher of 1998-99 batch), Managing Trustee, Chankya Educational Institutes, Modasa) took much interest to invite Alumni Association for this function at Modasa. In the function Dr.Dawoodbhai A.Ghanchi remained present to grace the function and delivered effective and eye opener lectures by presenting their thoughts and issues in the field of education and in general. Dr. Arunbhai N.Shah also remain present. Shree V.J.Valand and Shree Akashbhai Patel delivered useful lecture. In this function retired Alumni members were felicitated by bouquet and shawl, the alumni members promoted to higher designations were felicitated by the guests of the function, the achievements of children of Alumni members in studies in various class /standard for various subjects were greeted by cash prize and certificates with the worthy hands of guests. The Alumni members who have achieved some new designation, members achieved degree of Ph.D. were also felicitated by the guests. At the end of the function vote of thanks was casted by both Alumni members and school representative members.

A lunch was organized immediately after conference got over and later general body meet was organized in the same hall for one hour.

All the staff members and current year student-teachers were invited. They took active part in the function of Alumni Association at Megharaj and keenly observed this unique activity of Alumni Association and had very interactive discussions with alumni members.

All the Alumni member gathered for general meet after lunch in the Assembly Hall of the School where certain resolutions were passed. The proposal for next year alumni association conference and meet was put forward by Dr. Rakeshbhai Shah and was accepted by body. The Alumni members also shared their experiences about their job. The function remained very successful at Chanakya Vidyalaya, Modasa from all points of view. All this helped the student-teachers to know more about the profession and also greet the achievements and felt like home coming in one bond by sharing and caring for one-other members of alumni association.

-Annual magazine "Nutan Adhyapan" is jointly published very year by the college and Alumni Association detailing progress of the college and Alumni activities with some educational articles.

-The Dr.D.A.Ghanchi Research Centre helps student of research.

#### 6.12 Activities and support from the Parent – Teacher Association

Activities and support from the Parent – Teacher Educators Association (PTA) is as under :

The parent-teacher meet was organized twice and in the first meet on 07.07.2014 parents were given introduction about the college and advised help their children by making room for them for effectively completion of B.Ed. programme without shouldering on them any other responsibilities .The Parents-Teacher –educator Association (PTA) was formed and their role in helping to uplift college’s qualitative work was demanded from the PTA representatives and all the members.

The second meet was organized on the day of Annual function on 28.07.2014 where after annual function and lunch programme got over meeting was called in room no.6 of the college building. They were asked by the principal-in-charge about any new thing they would like to suggest for qualitative improvement of the college. Suggestions, omissions, additions were also invited.PTA members were found very happy to see drastic changes in their children during B.Ed. studies and expressed all kind of satisfaction from the college and all its activities and staff members.

The PTA helps college for maintaining discipline by the student-teachers like, attend college timely and regularly, submit submissions properly and in time to the concerned teacher educator ,raise participation of student-teachers in curricular, co-curricular, cultural and join add-on course learning, provide financial support to help needy poor student-teachers, remain present in the various college programmes and activities, etc.

#### 6.13 Development programmes for support staff

The non-teaching staff was given training for written communication, use of computer, internet, e-mail, SMS to send information to student-teachers. Explained Use of MS-office and Tally software for office work. They were asked to attend seminars conducted by various colleges for non-teaching staff to enhance functioning capacity in their office work.

#### 6.14 Initiatives taken by the institution to make the campus eco-friendly

Following initiatives were taken by the institution to make the campus eco-friendly:

1. College cleanliness and Sanitation event was organized on 01.10.2014 in Semester-I to sensitize by Environment.com Committee,
2. Pri. Razakhusen A. Mansuri delivered lecture on ‘Sustainable Development: The Need of Time’ in the prayer assembly on 24-07-2014.
3. Tree plantation programme was also arranged by Environment.com Committee on 24-07-2014
4. Save bird project has worked nicely for protection of nature and preservation of environment.

## Criterion – VII

### 7. Innovations and Best Practices

7.1 Innovations introduced during this academic year which have created a positive impact on the functioning of the institution. Give details.

Following innovations introduced during this academic year with qualitative changes which have created a positive impact on the functioning of the institution - IQAC was modified

- Home room activity.
- Monthly academic calendar for curricular as well as co-curricular activities
- Feedback sessions and meetings of Teachers and School Head Masters of practice teaching schools
- Modification of present self-appraisal format
- Frequently reviewing activities related to IQAC
- Star-batch guidance related to examination reform.
- Prayer assembly.
- Placement services.
- Publication of NUTAN ADHYAPAN annual Magazine.
- Distribution of papers and topics to Teacher Educators for teaching in classrooms and responsibilities for administrative activities
- Save Birds (unchi udan)
- Charity corner
- Publication of CHANNEL-9 annual Magazine (Totally prepared, managed and published by the student-teachers).
- Publication of MAZUM annual Magazine published by M.L.Gandhi Higher Education Society, Modasa where college teacher-educators and student-teachers publish their research paper, articles and various creations.
- Financial help by Poor Student-teacher Relief Fund.
- Construction of Student-teachers Representative Committee.
- Active and unique Alumni Association of the College.
- Alumni Welfare Scheme of Alumni Association of the College.
- Advance Library Services for B.Ed. M.Ed., M.Phil. Ph.D. Students of education and other faculty.
- Construction of Parent-Teacher Educators Association.
- Symposia with Headmasters of selected practice teaching schools.
- Panel discussion with previous year first ten ranker students in front of new entrants.
- Daily Diary writing by the student-teachers.
- Unique concept of Non-teaching batch for providing administrative experiences and learns new things useful for a teacher other than theoretical activities.



7.2 Provide the Action Taken Report (ATR) based on the plan of action decided upon at the beginning of the year

Following is the details on the Action Taken Report (ATR) of 2014-15:

1. This year five add-on course were run for the student teachers which has got good response from the student-teachers.
2. Post admission test was applied.
3. Digitally Equipped Language Lab is started with internet facility and kept open for all the student-teachers and teacher educators.
4. Institutional web site is upgraded and preparations are made to launch new web-site with web-address: <http://www.bsccem.info> in the next year.
5. Two teacher –educators have prepared for applying for minor research schemes of UGC.
6. The teacher educators have given written feedback comments on practice teaching analytical, diagnostic with effective suggestions for improvement of teaching practices of the student-teachers and made the suggestions more functional and useful for them.
7. Teacher educators and student-teachers are scheduled to visit library often and they used its resources for teaching, learning, assignment and submission work.
8. The policy was made in staff meeting was strictly followed and accordingly student-teachers were allotted more library oriented work in their various assignments and submissions so that they used library for more hours. Before the start of the college, during recess time and after college hours the library was always kept open for staff as well as student-teachers.
9. The teacher educators assigned such type of submission work of the programme where they used more reference books and various academic magazines and journals.
10. Strategic mechanism by the principal jointly with the college management for monitoring the work efficiency of Non-teaching staff of the college was followed and they were guided for various administrative and ICT use related activities.
11. For College of Teacher Education more functional collaboration was made with GCERT, Gandhinagar and used websites of NCERT and NUEPA for improvement of academic and administrative activities of the college.
12. The post-admission test for student-teachers was conducted and result was analysed by teacher educators.
13. Current Institutional web-site was updated and preparation to launch new website was made.
14. The student-teachers and teacher-educators used DEL Lab facility optimally for practice of computer practicals, preparing digital lesson plans, preparing print and non-print material, use internet for access of desired educational material, etc.
15. Competitions, like, Rangoli, Pooja Thali Decoration , Mahendi, Power point presentation, Extempore speech competitions, sports, Table tennis, Guru Run Svikar Card, Birth day Card, Garba (Navaratri Mahotsav), Quiz, various exhibitions of books teaching aids and coins were organized as creative activity by SRC and Saptdhara.



7.3 Give two Best Practices of the institution (*please see the format in the NAAC Self-study Manuals*)

Following are the Best Practices of the college:

1. Prayer assembly
2. Construction of Student-teachers Representative Committee.
3. Placement services
4. Publication of NUTAN ADHYAPAN annual Magazine
5. Publication of CHANNEL-9 annual Magazine (Totally prepared, managed and published by the student-teachers)
6. Publication of MAZUM annual Magazine published by M.L.Gandhi Higher Education Society, Modasa where college teacher-educators and student-teachers publish their research paper, articles and various creations.
7. Financial help by Poor Student-teacher Relief Fund
8. Panel discussion with previous year first ten ranker student-teachers in front of new entrants
9. Active and unique Alumni Association of the College
10. Alumni Welfare Scheme of Alumni Association of the College
11. Home room activity
12. Construction of Parent-teacher educators association
13. Symposia with headmasters of selected practice teaching schools
14. Advance Library Services for B.Ed. M.Ed., M.Phil. Ph.D. Students of education and other faculty

***\*The details of two best practices is given in prescribed format in Annexure-III***

7.4 Contribution to environmental awareness / protection

The college has contributed following activity for environmental awareness and protection:

1. College cleanliness and Sanitation event was organized on 01.10.2014 in Semester-I to sensitize by Environment.com Committee,
2. Pri. Razakhusen A. Mansuri delivered lecture on 'Sustainable Development: The Need of Time' in the prayer assembly on 24-07-2014.
3. Tree plantation programme was also arranged by Environment.com Committee on 24-07-2014.
4. Save bird project has worked nicely for protection of nature and preservation of environment.

7.5 Whether environmental audit was conducted? Yes No

☒☐

7.6 Any other relevant information the institution wishes to add. (for example SWOT Analysis)

Following additional information college would like to add :

- Providing facilities of reference book, journal, Volumes of survey of Educational research (M.B.Buch) and SANSHODHAN SAR SANCHAY books (collection of abstracts of research studies) and Ph.D. Thesis and M.Ed. dissertations to research students.
- Alumni Welfare Scheme of Alumni Association provides for ill alumni member financial assistance of Rs.5000/- and in case of death of alumni members Rs.10000/- cheque given to close relatives of the alumni member. This is unique scheme of any such alumni association in the world.
- Student-teachers and faculty actively used DEL Lab. throughout the year
- Various days were celebrated throughout the year by which overall development of the student-teachers became possible.
- Institutional web-site was updated and used for educational process and interaction with various regional and national institutes and preparation was made to launch new web-site.
- Dr.C.H.Rathod has been recognized as Ph.D.(Education) guide/supervisor by RAI UNIVERSITY, AHMEDABAD, C.U.Shah university, Surendranagar and JITU university, Jhunjhunu, Rajasthan
- All the teacher educators have served as counsellors for the 100 (First Year B.Ed.-50 and Second Year B.Ed.-50) student-teachers of Dr. Baba Saheb Ambedkar Open University, Ahmedabad for its study centre housed in this college.
- Eleven research papers are published in ISSN Peer Reviewed Journal of Education and Research during the year.
- Twelve books were published by teacher educators.

Research Guidance to Ph.D. and M.Ed. students:

**1. Dr.Baba Saheb Ambedkar Open University, Ahmedabad:**

Dr.Girishkumar P.Raval, Associate Professor & Principal-in-charge recognized as Ph.D. Supervisor by Dr.Baba Saheb Ambedkar University, Ahmedabad vide its letter No. BAOU/REG/Ph.D./34-119/2013 Dtd.02.04.2013 and allotted two student for Ph.D. guidance in year 2013-14 : 1. Rajubhai Patel, M.K.Institute of teacher education, Patan; 2. Hiteshbhai Patel, Visnagar

**2. Rai University, Dholaka, Ahmedabad**

2.Dr.Girishkumar P.Raval , Associate Professor & Principal-in-charge recognized as Ph.D. Supervisor by Rai University, Dholaka, Ahmedabad vide its letter no.RU/CRD/14/208 dtd.20.05.2014 in the year 2013-14 and allotted one student to get Ph.D. Guidance in year 2013-14 on 20.05.2014: 1. Girishbhai Kharadi, Santarampur

**Post-Graduate Teaching and Dissertation Guidance By Faculties :**

- 1. Dr.G.P.Raval:** 7 M.Ed. students were guided for their dissertation by him.
- 2. Dr.Navinchandra A.Makwana:** 7 M.Ed. students were guided for their dissertation by him.
- 3.Prof.G.N.Patel :** 7 M.Ed. students were guided for their dissertation by him
- 4. Dr.B.A.Modi:** 5 M.Ed. students were guided for their dissertation by her

## 8. Plans of institution for next year

1. To motivate the teacher-educators for publishing ISBN books.
2. To arrange creative activity in the next year.
3. To conduct regional, national and international conference, seminars.
4. To conduct regional, national and international Research Methodology Workshop in collaboration with KCG, Gandhinagar.
5. To conduct training workshop on use of ICT.
6. To start E-journal (probably naming: <http://www.researchaura.org>) for promoting and publishing research work conducted in various fields of education is in pipeline.
7. To motivate teacher educators to apply for Minor/Major research scheme of UGC.
8. To make feedback comments on practice teaching analytical, diagnostic with effective suggestions for improvement and make suggestions more functional and useful for student-teachers.
8. To provide add-on-inputs to the new B.Ed. curriculum.

*Name : Dr. N. A. MAKAWANA*

*Name : I/C Pri. Dr. G. P. RAVAL*

\_\_\_\_\_  
*Signature of the Coordinator, IQAC*

\_\_\_\_\_  
*Signature of the Chairperson, IQAC*

\_\_\_\_\_\*\_\*\_\*\_\_\_\_



**ANNEXTURE-I :B.D.SHAH COLLEGE OF EDUCATION,C.T.E.,MODASA,ACADEMIC CALANDER:2013-14 :June to November**

Date	JUNE	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	Date
1	summer vacation	Theory & comp. practical	Skill of BB work : Theory , demo, lesson guidance: T,RT	Sunday,AOC	Theory	Divali vacation	1
2	Sunday	Theory 2nd method selection		Practice teaching Block -1	Gandhi Jayanti		2
3	summer vacation	Theory	Theory , IQAC Meeting		Theory	Sunday	3
4		Theory	Sunday Add-on Course(AOC)			Divali vacation	4
5			BB work:RT		College building cleaning		5
6			Explanation in bridge lesson: concept , demo. & lesson guidance: T,RT		Sunday,AOC		6
7		Sunday			Theory		7
8		Theory, birthday card comp.		Sunday,AOC			8
9	Sunday	Theory	Ramras EID	Ganesh Chaturthi	Theory & Navaratri Garaha	શુભ દીપાવલી	9
10	Summer vacation		Theory	Practice teaching Block -1	Theory	Sunday	10
11		Microteaching theory	Sunday,AOC	Theory. filling Exam form	Theory	Divali vacation	11
12		Skills theory,demo, guidance	Theory.TLM workshop	Practice teaching Block -1	Sem-1 viva-voce exam		12
13		Theory	Theory & Symposium with HM		Sunday,AOC		13
14		Sunday	Theory	Yoga,sports	Theory & internal Assessment		14
15	Admi Process,staff acti.	Theory	Celebration of Indep	Sunday,AOC			15
16	Sunday	Theory,Career Dev. Aca.semi	Demo. lesson by Tes	Theory OZONE day celebra.	Prati 14		16
17	Praveshotsav, PTA constr.	Theory	Theory , formation of SRC	Theory	Theory & internal Ass	Sunday	17
18	Orientation of STs		Sunday,AOC			Divali vacation	18
19		Theory	Theory				19
20		Theory cele.of U.Joshi jaganti	Rakhsabandhan		Sunday,AOC		20
21		Sunday	Explain. Subrni. Digi.Plan		sem-1 internal Exam		21
22		Theory,Gurupurnima compe.	School visit lesson	Sunday,AOC		NAAC report preparation & reading & guidance time for sem-1 Uni. Exam.	22
23	Sunday	Theory	Lesson planning guidance & workshop in method 1&2	Theory,campus museum visit			23
24	Theory,Panel discussion with STs	Theory, 2nd method selec.		Visited IITE and science city		Sunday	24
25	Theory,cele. world musicday	Theory	Sunday,AOC	Theory		sem-1 Uni. Exam	25
26	Theory		Local Holiday				26
27	Theory & comp. practical		Local Holiday		Sunday Last day of AOC		27
28		Sunday	Ramnavami	Theory & IQAC meeting	Sem-1 internal Exam		28
29	Theory, comp.prac IQAC meet	Theory	Lesson planning guidance	Sunday,AOC			29
30	Sunday	Skill of questioning :T, Guid. For RT, Lesson for RT		Theory			30
31					Prati 14		31



**ANNEXTURE-I :B.D.SHAH COLLEGE OF EDUCATION,C.T.E.,MODASA,ACADEMIC CALANDER: 2013-14 :December to May**

Date	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	Date
1	Sunday	Theory	Yoga & Sports Acti. 	Sem-2 uni Exam 	Chetickand 	Summer Vacation 	1
2	Sem-1 Uni. Exam	Theory,cultural : Natya Dhara	Sunday	Sunday	Sem-2 Uni Exam		2
3		Internship prog	Theory Prog by Arvind Ashrarm	sem-2 uni Exam		Sunday	3
4			Theory & tour preparation			Summer Vacation	4
5		Sunday	Edu Tour to Raj/Maharashtra		Sunday	5	
6		internship prog. For eight days eighteen schools			Sem-2 Uni Exam	6	
7					Sunday		7
8	Sunday		Sunday	Sunday		Sunday	8
9	Theory, cele. World AIDS day		Sunday	Sunday	Sem-2 Uni Exam		9
10	School visit for block-2		Theory,BEd Part2 Less. Guidance	Viva-voce, Kapilaben Lecture series		Sunday	10
11	Theory			Theory & Viva voce 51 to 100		Summer Vacation	11
12		Sunday		Theory & comp.practical			12
13		Local Holiday		Theory & Psychological Experiment	Sunday		13
14	Theory,IQAC meet 	Udayan 		Psy.exp. & Social service Activity			14
15	Sunday	Theory ,IQAC Meet	Theory & B.ed. Part-2 Guidance	Sem-2 comp pract. exam	NAAC RAR preparation		15
16	Block-2 Lesson in various practice teaching school		Sunday	Sunday	Answer book ass. At Patan		16
17		Theory & IQAC meeting	B.Ed. Part-2 uni. Exam			Sunday	17
18		Sunday		Comp. pract.internal assessment	Good Friday 	Summer Vacation	18
19		Theory			NAAC RAR preparation		19
20				Sunday	Sunday		20
21			Theory, Internal work submission	Internal assess. , starbatch guidance	TES Workshop for review &		21
22	Sunday		Theory, Internal work submission	Internal Assessment work			22
23	Block-2 Lesson		Sunday	Sunday		Sunday	23
24			Theory & prep. for annual day	Internal Assessment			24
25	Christmas 	To attend tribal carnival	Annual day celebration			Sunday	25
26	Theory	Sunday,Republic day 	Local Holiday		Last working day,Staff Meet	Summer Vacation	26
27		Theory	Mahashivratri 	Sem-2 uni Exam	Sunday		27
28	Theory & IQAC meet 		Sem-2 uni Exam		Summer Vacation		28
29	Sunday	School visit for B.Ed part-2 Exam.			Summer Vacations 2014		29
30	School visit for internship	Theory,atnd shibir(creative thinking)		Sunday			30
31	Theory	Theory		Sem-2 uni Exam 			31

## ANNEXURE-II: ANALYSIS OF FEEDBACK

### 1. ANALYSIS OF FEED BACK FORM FOR TEACHER EDUCATORS BY THE STUDENT-TEACHERS FOR THE ACADEMIC YEAR : 2013-14

1. Total Marks scored by each teacher educator ;

S.N.	NAME	A	Marks	B	Marks	C	Marks	D	Marks	E	Marks	Total
1.	Dr.G.P.Raval	974	4870	155	620	22	66	0	0	0	0	5556
2.	Dr. N.A.Makwana	1038	5190	106	424	7	21	0	0	0	0	5635
3.	Prof.G.N.Patel	1047	5235	102	408	2	6	0	0	0	0	5649
4.	Dr..C.H.Rathod	1116	5580	35	140	1	3	0	0	0	0	5723
5.	Dr. B.A. Modi	1078	5390	71	284	3	9	0	0	0	0	5683
6.	Prof. S. B. Soni	1085	5425	66	264	1	3	0	0	0	0	5692
7.	Prof. M.H. Rathod	1113	5565	36	144	3	9	0	0	0	0	5718

2.Average grade scored & result of feedback analysis :

S.N.	NAME	Total Marks Scored	Average Marks Scored	Average Grade	Result of Analysis
1.	Dr.G.P.Raval	5556	4.72	A	VERY EXCELLENT
2.	Dr. N.A.Makwana	5635	4.79	A	VERY EXCELLENT
3.	Prof.G.N.Patel	5649	4.80	A	VERY EXCELLENT
4.	Dr..C.H.Rathod	5723	4.87	A	VERY EXCELLENT
5.	Dr. B.A. Modi	5683	4.83	A	VERY EXCELLENT
6.	Prof. S. B. Soni	5692	4.84	A	VERY EXCELLENT
7.	Prof. M.H. Rathod	5718	4.86	A	VERY EXCELLENT

Formula for calculation of

average marks scored = Total Marks Scored / No of student-teachers X 1/ No of statements  
 $= 5556/98 \times 1/12 = 56.69 \times 1/12 = 4.72$

Explanation of grading:

Sr.No.	Grade	Marks	Status
1.	A	4.1 to 5.0	Very Excellent
2.	B	3.1 to 4.0	Excellent
3.	C	2.1 to 3.0	Good
4.	D	1.1 to 2.0	Poor
5.	E	0 to 1.0	Very Poor

## 2. ANALYSIS OF FEED BACK FORM FOR VARIOUS STAKEHOLDERS OF THE COLLEGE FOR THE COLLEGE TEACHING AND ACTIVITIES CONDUCTED FOR THE ACADEMIC YEAR: 2013-14

### (1) FEED BACK OF COLLEGE MANAGEMENT (10):

Sr. No. of Statement	Total Marks	Average Marks	Average Grade	Result of Analysis
1	50	5.0	A	Very Excellent
2	50	5.0	A	Very Excellent
3	48	4.8	A	Very Excellent
4	48	4.8	A	Very Excellent
5	48	4.8	A	Very Excellent
6	47	4.7	A	Very Excellent
7	46	4.6	A	Very Excellent
8	49	4.9	A	Very Excellent
9	48	4.8	A	Very Excellent
10	49	4.9	A	Very Excellent
11	45	4.5	A	Very Excellent
12	49	4.9	A	Very Excellent
13	49	4.9	A	Very Excellent
14	50	5.0	A	Very Excellent
15	47	4.7	A	Very Excellent
16	48	4.8	A	Very Excellent
17	48	4.8	A	Very Excellent
18	49	4.9	A	Very Excellent
19	48	4.8	A	Very Excellent
20	48	4.8	A	Very Excellent
21	49	4.9	A	Very Excellent
22	48	4.8	A	Very Excellent

Formula for calculation of

average marks scored = Total Marks Scored / No of stakeholders  
 $= 45/10 = 4.5$

Explanation of grading :

Sr.No.	Grade	Marks	Status
1.	A	4.1 to 5.0	Very Excellent
2.	B	3.1 to 4.0	Excellent
3.	C	2.1 to 3.0	Good
4.	D	1.1 to 2.0	Poor
5.	E	0 to 1.0	Very Poor

### (2) FEED BACK OF COMMUNITY MEMBER (15) :

Sr. No. of Statement	Total Marks	Average Marks	Average Grade	Result of Analysis
1	75	5.0	A	Very Excellent
2	74	4.9	A	Very Excellent



3	75	5.0	A	Very Excellent
4	71	4.7	A	Very Excellent
5	72	4.8	A	Very Excellent
6	71	4.7	A	Very Excellent
7	73	4.9	A	Very Excellent
8	72	4.8	A	Very Excellent
9	71	4.7	A	Very Excellent
10	69	4.6	A	Very Excellent
11	70	4.7	A	Very Excellent
12	74	4.9	A	Very Excellent
13	72	4.8	A	Very Excellent
14	74	4.9	A	Very Excellent
15	72	4.8	A	Very Excellent
16	73	4.9	A	Very Excellent
17	74	4.9	A	Very Excellent
18	72	4.8	A	Very Excellent
19	72	4.8	A	Very Excellent
20	70	4.7	A	Very Excellent
21	72	4.8	A	Very Excellent
22	73	4.9	A	Very Excellent

(3) FEED BACK OF PRINCIPAL OF PRACTICE TEACHING SCHOOL (10):

Sr. No. of Statement	Total Marks	Average Marks	Average Grade	Result of Analysis
1	43	4.3	A	Very Excellent
2	48	4.8	A	Very Excellent
3	48	4.8	A	Very Excellent
4	42	4.2	A	Very Excellent
5	46	4.6	A	Very Excellent
6	43	4.3	A	Very Excellent
7	47	4.7	A	Very Excellent
8	47	4.7	A	Very Excellent
9	48	4.8	A	Very Excellent
10	48	4.8	A	Very Excellent
11	47	4.7	A	Very Excellent
12	47	4.7	A	Very Excellent
13	41	4.1	A	Very Excellent
14	45	4.5	A	Very Excellent
15	48	4.8	A	Very Excellent
16	47	4.7	A	Very Excellent
17	47	4.7	A	Very Excellent
18	49	4.9	A	Very Excellent
19	48	4.8	A	Very Excellent
20	47	4.7	A	Very Excellent
21	43	4.3	A	Very Excellent
22	48	4.8	A	Very Excellent



(4) FEED BACK OF MEMBER OF ALUMNI ASSOCIATION (15):

Sr. No. of Statement	Total Marks	Average Marks	Average Grade	Result of Analysis
1	75	5.0	A	Very Excellent
2	73	4.9	A	Very Excellent
3	63	4.2	A	Very Excellent
4	74	4.9	A	Very Excellent
5	72	4.8	A	Very Excellent
6	71	4.7	A	Very Excellent
7	72	4.8	A	Very Excellent
8	71	4.7	A	Very Excellent
9	69	4.6	A	Very Excellent
10	70	4.7	A	Very Excellent
11	70	4.7	A	Very Excellent
12	71	4.7	A	Very Excellent
13	69	4.6	A	Very Excellent
14	74	4.9	A	Very Excellent
15	71	4.7	A	Very Excellent
16	71	4.7	A	Very Excellent
17	71	4.7	A	Very Excellent
18	74	4.9	A	Very Excellent
19	71	4.7	A	Very Excellent
20	71	4.7	A	Very Excellent
21	73	4.9	A	Very Excellent
22	73	4.9	A	Very Excellent

(5) FEED BACK OF PARENTS (10):

Sr. No. of Statement	Total Marks	Average Marks	Average Grade	Result of Analysis
1	49	4.9	A	Very Excellent
2	47	4.7	A	Very Excellent
3	46	4.6	A	Very Excellent
4	48	4.8	A	Very Excellent
5	48	4.8	A	Very Excellent
6	45	4.5	A	Very Excellent
7	49	4.9	A	Very Excellent
8	44	4.4	A	Very Excellent
9	48	4.8	A	Very Excellent
10	42	4.2	A	Very Excellent
11	48	4.8	A	Very Excellent
12	42	4.2	A	Very Excellent
13	47	4.7	A	Very Excellent
14	44	4.4	A	Very Excellent
15	49	4.9	A	Very Excellent
16	48	4.8	A	Very Excellent
17	45	4.5	A	Very Excellent

18	48	4.8	A	Very Excellent
19	47	4.7	A	Very Excellent
20	48	4.8	A	Very Excellent
21	49	4.9	A	Very Excellent
22	46	4.6	A	Very Excellent

(6) FEED BACK OF SCHOOL TEACHERS (15) :

Sr. No. of Statement	Total Marks	Average Marks	Average Grade	Result of Analysis
1	74	4.9	A	Very Excellent
2	74	4.9	A	Very Excellent
3	71	4.7	A	Very Excellent
4	73	4.9	A	Very Excellent
5	73	4.9	A	Very Excellent
6	71	4.7	A	Very Excellent
7	69	4.6	A	Very Excellent
8	70	4.7	A	Very Excellent
9	63	4.2	A	Very Excellent
10	73	4.9	A	Very Excellent
11	71	4.7	A	Very Excellent
12	71	4.7	A	Very Excellent
13	66	4.4	A	Very Excellent
14	74	4.9	A	Very Excellent
15	73	4.9	A	Very Excellent
16	72	4.8	A	Very Excellent
17	72	4.8	A	Very Excellent
18	72	4.8	B	Excellent
19	73	4.9	A	Very Excellent
20	72	4.8	A	Very Excellent
21	73	4.9	A	Very Excellent
22	71	4.7	A	Very Excellent

(7) FEED BACK OF SCHOOL PRINCIPAL (10) :

Sr. No. of Statement	Total Marks	Average Marks	Average Grade	Result of Analysis
1	50	5.0	A	Very Excellent
2	50	5.0	A	Very Excellent
3	47	4.7	B	Excellent
4	48	4.8	A	Very Excellent
5	48	4.8	A	Very Excellent
6	45	4.5	A	Very Excellent
7	48	4.8	A	Very Excellent
8	50	5.0	A	Very Excellent
9	50	5.0	A	Very Excellent
10	47	4.7	A	Very Excellent
11	48	4.8	A	Very Excellent

12	49	4.9	A	Very Excellent
13	49	4.9	A	Very Excellent
14	48	4.8	A	Very Excellent
15	48	4.8	A	Very Excellent
16	48	4.8	A	Very Excellent
17	48	4.8	A	Very Excellent
18	48	4.8	A	Very Excellent
19	49	4.9	A	Very Excellent
20	43	4.3	A	Very Excellent
21	48	4.8	A	Very Excellent
22	49	4.9	A	Very Excellent

(8) FEED BACK OF SOCIAL WORKERS, MEMBERS OF NGOs, LOCAL RESIDENTS, ETC. (15) :

Sr. No. of Statement	Total Marks	Average Marks	Average Grade	Result of Analysis
1	74	4.9	A	Very Excellent
2	74	4.9	A	Very Excellent
3	72	4.8	A	Very Excellent
4	68	4.5	A	Very Excellent
5	73	4.9	A	Very Excellent
6	71	4.7	A	Very Excellent
7	68	4.5	A	Very Excellent
8	72	4.8	A	Very Excellent
9	78	5.2	A	Very Excellent
10	78	5.2	A	Very Excellent
11	73	4.9	A	Very Excellent
12	75	5.0	A	Very Excellent
13	71	4.7	A	Very Excellent
14	69	4.6	A	Very Excellent
15	70	4.7	A	Very Excellent
16	74	4.9	A	Very Excellent
17	69	4.6	A	Very Excellent
18	71	4.7	A	Very Excellent
19	71	4.7	A	Very Excellent
20	72	4.8	A	Very Excellent
21	71	4.7	A	Very Excellent
22	74	4.9	A	Very Excellent

**ANNEXTURE-III**  
**B.D.SHAH COLLEGE OF EDUCATION, C.T.E.**  
**MODASA, DIST: SABARKANTHA, GUJARAT**

**Datasheet to Record the Best Practice-I: 2014-15**

**1. Title :**

Advanced library services for B.Ed./ M.Ed./ M.Phil./ Ph.D. students of education and other faculty

**2. The Context that required initiation of the practice:**

The college has very strong Alumni association which run “OSA” Dr.Dawoodbhai Ghanchi Educational Research Centre. This Research centre used to organize M.Ed. Dissertation competition for students of Department of Education/PG College of all the universities of the Gujarat State in which First, Second and Third winner students are given cash prize and certificate. Because of this practice of organizing competition for many years there is huge collection on variety of topics of dissertations. The providing advanced library facility for PG students was also based upon making open access to needy students of research in education.

As the educational span is expanded in this area, more and more students are getting higher education. Many old students of this college and other students of this area are getting the higher education for the degree like M.Ed., M.Phil. & Ph.D. But for all these students no place was available to read and to get material for particular degree. So by view a noble aim of providing all these students platform for reading material and guidance this service is come into existence.

Many poor students of Regular and distance mode (BAOU and other Uni)B.Ed. also cannot afford to purchase of B.Ed. books & reference material. So for the sake of all these degree students advanced library services are run by B. D. Shah College of Education, Modasa.

**3. Objectives:**

- More and more student-teachers can take advantage of reading materials available in library.
- To be helpful to the in-service teachers of this area who are getting higher education through correspondence/Distance mode of education.
- To carry out the social and educational institution responsibility towards the community.

**4. Practice:**

The students who get education for M.Ed., M.Phil. & Ph.D. etc. degree from other institutions are provided reference materials after having been presented

recommendation letter of the principal of their degree college. Books, reference material, Research Volumes, research material, Book on research abstracts and other possible aid are provided for limited time period (and if they need it for more period is extended also). And after that they have to return it back ,so that ,other needy students can get the advantage of these materials. After completion of their degree, these students also submit one copy of their dissertation or thesis work to the library of the college. So, the college library is becoming rich day by day in research material.

## **5. Obstacles:**

- In some cases college has to send students letter to send back the reference material. Careful students are seen less now who return borrowed material in time.
- It happens in some cases that the students copy the material in their dissertations directly which is painful.
- Students of nearby area take advantage of this service but the students of remote area have no suitability to visit the library frequently.
- Some time serious offence of tearing off pages from the material and steal the CDs from the dissertation were observed.

Strategies to overcome them:

1. In service teachers who do not return the material in time are informed through their schools, principal by phone or letter and thus, attempts are made to get the material back.
2. Instructions are given not to copy the material blindly to the users by the Librarian.
3. Material is provided to remote area schools by other regular batch students.
4. In some cases student-teachers are asked to sit in the Library itself and write down whatever material they need for their research work.

## **6. Impact:**

- In-service teachers who joined correspondence course get handy material from the library so they feel easiness in completing the course successfully.
- College feels satisfaction by fulfilling the noble objective of library reading service.
- Library reading material became rich gradually by this practice.
- The users acquire good results like professional promotion, readiness etc.

## **7. Resources:**

Librarian  
Principal

## **8. Contact person:**

Principal  
Librarian

**B.D.SHAH COLLEGE OF EDUCATION, C.T.E.  
MODASA, DIST: SABARKANTHA, GUJARAT**

Datasheet to Record the Best Practice-II: 2014-15

**1. Title:**

Panel discussion with previous year first ten ranker student-teachers in front of new entrants.

**2. Context:**

During the B.Ed. course, student-teachers have to perform many curricular, co-curricular and extra-curricular activities. It is the noble aim of the college that the student-teachers get orient with the functions and activities they have to perform throughout the year and they also try to get good marks in the exam by inspiring new entrants through motivational and successful ranker students of previous year.

**3. Objective:**

- Student-teachers get familiar with teaching methods in B.Ed.
- Student-teachers get orient with the activities what they have to perform throughout the year.
- Student-teachers acquire confidence to work smoothly throughout the year.
- Trainees' wholistic development level get increase.

**4. Practice:**

After completion of B.Ed. admission process by HNGU and college, previous year first ten ranker student-teachers are invited in the college for the orientation of new entrants in a panel discussion way to present how various functions, activities, submissions, practice teaching, preparation of examination are done qualitatively in this college so that new trainees can get the information about the scenario of B.Ed. work and working styles for various activities. SRC In-charge of current year remains as a chairperson of this panel discussion programme and handle all the programme. Chairperson sits in the middle of the dais and both the side 5-5 ranker student-teachers take their place. In the beginning of the programme all the ten ranker student-teachers are introduced by Chairperson and then he/she asks various questions to all the student-teachers one by one related to B.Ed. training. Some time same question may be asked to other student-teachers also to give more clarification about the question asked. At last in open session new entrants are asked for any question they need more clarification or understanding by indicating particular student-teacher or in general. At the last, it is seen that new student-teachers are found having created higher level of confidence to complete their B.Ed. with flying colours. They are paid travelling fair by the college for remaining present in the panel discussion programme.

**5. Obstacles:**

1. It is too difficult to call all the 10 rankers after completed B.Ed. at a time in running days.

2. It is difficult to decide at what time they are called.
3. Some student-teachers get job in the school so they show inability to remain present.
4. Some student-teachers get job in the far remote area therefore they express their inability to attend the programme

### **Strategies to overcome them:**

- College tried its best to call all the ten ranker at a time but if some one or two do not in position to come then next ranker student of particular methodology is invited.
- Mostly panel discussion is arranged in the very beginning every year but if admission process becomes late, then panel discussion is held before arranging stray lessons.
- Principal telephonically talks to the principal of the school of ranker student-teachers to allow him/her to attend panel discussion programme which has got positive results.
- The student-teacher staying far remote area is asked to come to college at his/her convenient time to share his/her experience during the academic year.

### **6. Impact of the practice:**

Student-teachers are oriented and get more confidence to perform work they have follow during the year like practical works, social works, seminar presentation, assignment work, internal & external exam, computer practical work, annual lessons, annual day celebration and celebrations of other days etc. and by this programme they perform all the activities easily. Confidence of trainee is increased by listening successful student-teachers of the college.

### **7. Resources:**

- Principal
- SRC In-charge
- Previous year ranker student-teachers
- Current year all the new entrants

### **8. Contact:**

- Principal
- SRC In-charge
- Teacher-Educators
- Administrative staff

\*\*\*\*\*