

S.N.M. SHAH M.ED. COLLEGE,  
KAKANPUR, TA. GODHRA. DIST.PANCHMAHAL-388713 (GUJARAT)  
Phone: 02672-286521, 02672-286550, Telefax: 02672-286431

E-mail: sctrust\_med@yahoo.com

Website: www.snmshahmedcollege.com

Ref.No.:

Dt: 21/11/2014

To,

The Director,

National Assessment and Accreditation Council,

P. O. Box. No. 1075, Nagarbhavi, BANGALORE – 560072

Sub.: Submission of uploading SAR on the Institutional Website one month prior  
(i.e. before 23<sup>rd</sup> Nov. 2014) to submission of the final document.

Ref.: Your Letter NAAC/WR/GEN/JP/2014, 14<sup>th</sup> July, 2014.

Respected Sir,

We have prepared Self-Appraisal Report (SAR) based on the guidelines for assessment and accreditation.

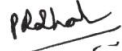
We, here with, submit the duly filled in Performa of Self-Appraisal Report (SAR) in a soft copy.

The nearest airport is Ahmedabad. We shall be glad to furnish any other information that may be required in this connection.

We earnestly request you to depute the peer team at a suitable time and oblige.

With regards,

For, S.N.M Shah M.Ed. College



(Dr. Paragi R. Shah)  
I/c - Principal



## Self-Study Report CONTENTS

Particulars				
				Page No.
A	Profile of the Affiliated College			3-29
B	Executive Summary			30
	A Brief Note on Teacher Education Scenario			31
C	Criterion wise analysis			
	1	Criterion-I	Curricular Aspects	32-40
	2	Criterion-II	Teaching – Learning and Evaluation	41-58
	3	Criterion-III	Research, Consultancy and Extension	59-70
	4	Criterion-IV	Infrastructure and Learning Resources	71-84
	5	Criterion-V	Student Support and Progression	85-97
	6	Criterion-VI	Governance, Leadership and Management	98-113
	7	Criterion-VII	Innovation and Best Practices	114-118
	Maping of Academic Activity			119
D	Declaration by the Head of the Institution			120
	Annexure to the Report			
	1	Self Appraisal Report of the Teacher and Admin Staff		121-194
	2	Institutional academic calendar and time table		195-198
	3	A copy of the syllabus		199-200
	4	Master Plan of the institution		201
	5	Sample of student feedback on curriculum and faculty		202
	6	Audited Income and Expenditure statement for the previous financial year (2012-13)		203-208
	7	A copy of the recognition order issued by NCTE		209-210
	8	University results for previous academic year		211
E	CD in MS Word format			

**A PROFILE OF THE INSTITUTION**

1. Name and address of the institution : S.N.M.Shah M.Ed. College,  
At.& Po.Kakanpur,  
Ta.Godhra,  
Dist. Panchmahals (Gujarat)
2. Website URL : [www.snmshahmedcollege.com](http://www.snmshahmedcollege.com)
3. For communication :

**Office**

Name	Telephone Number with STD Code	Fax No.	E-Mail Address
Dr.Paragiben R Shah (Principal)	9409021204	-	<a href="mailto:paragishahp6@gmail.com">paragishahp6@gmail.com</a>
Dr.Vinubhai D.Mogaria (Vice Principal)	(02692) 238974	-	<a href="mailto:vinubhaimogaria@yahoo.com">vinubhaimogaria@yahoo.com</a>
Dr. Harishchandra .Rathod Self-appraisal Co-ordinator	9426522568	-	hsrathod33@yahoo.com

**Residence**

Name	Telephone Number with STD Code	Mobile No.
Dr.Paragiben R Shah (Principal)	-	9409021204
Dr.Vinubhai D.Mogaria (Vice Principal)	(02692) 238974	9427856512
Dr. Harishchandra .Rathod Self-appraisal Co-ordinator	-	9426522568

4. Location of the Institution :

Urban ☐ Semi-urban ☐ Rural ☒ Tribal ☐  
Any other (specify and indicate) ☐

5. Campus area in acres :

5.32+3

6. Is it a recognized minority Institution : Yes  ☒
7. Date of establishment of the institution : 

MM	YYY
06	2007
8. University / Board to which the institution is affiliated: 

Gujarat University
--------------------
9. Details of UGC recognition under sections 2(f) and 12(B) of the UGC Act.

Month & Year		Month & Year	
MM	YYYY	MM	YYYY
-	-	-	-

2f

12B

## 10 Type of institution

- |    |            |                                             |                                     |
|----|------------|---------------------------------------------|-------------------------------------|
| a. | By funding | i. Government                               | <input type="checkbox"/>            |
|    |            | ii. Grant-in-aid                            | <input type="checkbox"/>            |
|    |            | iii. Constituent                            | <input type="checkbox"/>            |
|    |            | iv. Self-financed                           | <input checked="" type="checkbox"/> |
|    |            | v. Any other (specify and indicate)         | <input type="checkbox"/>            |
| b. | By Gender  | i. Only for Men                             | <input type="checkbox"/>            |
|    |            | ii. Only for Women                          | <input type="checkbox"/>            |
|    |            | iii. Co-education                           | <input checked="" type="checkbox"/> |
| c. | By nature  | i. University Department                    | <input type="checkbox"/>            |
|    |            | ii. IASE                                    | <input type="checkbox"/>            |
|    |            | iii. Autonomous College                     | <input type="checkbox"/>            |
|    |            | iv. Affiliated College                      | <input checked="" type="checkbox"/> |
|    |            | v. Constituent college                      | <input type="checkbox"/>            |
|    |            | vi. Dept. of Education of Composite college | <input type="checkbox"/>            |
|    |            | vii. CTE                                    | <input type="checkbox"/>            |
|    |            | viii. Any other (specify and indicate):     | <input type="checkbox"/>            |

## 11 Does the University / State Education Act have provision for autonomy?

Yes ☒ No ☐

If yes, has the institution applied for autonomy ?

Yes ☐ No ☒

12 Details of teacher Education programmes offered by the institution

Sl No	Level	Programme /Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
1	Pre-Primary	-	-	Certificate	-	-
		-	-	Diploma	-	-
		-	-	Degree	-	-
2	Primary/ Elementary	-	-	Certificate	-	-
		-	-	Diploma	-	-
		-	-	Degree	-	-
3	Secondary / Sr.Secondary	-	-	Certificate	-	-
		-	-	Diploma	-	-
		-	-	Degree	-	-
4	Post Graduate	-	-	Certificate	-	-
		-	-	Diploma	-	-
		M.Ed.		Degree	1 Year	Gujarati
5	Other (Specify)	-	-	Certificate	-	-
		-	-	Diploma	-	-
		-	-	Degree	-	-

13 Give details of NCTE recognition (For each programmed mentioned in Q.12 above)

Level	Programme	Order No. & Date	Valid upto	Sanctioned intake
Pre-Primary	-	-	-	-
Primary/ Elementary	-	-	-	-
Secondary / Sr.Secondary	-	-	-	-
Post Graduate	M.Ed.	WRC/5-6/98 <sup>th</sup> /2007 /C- 18275 : Date 14/06/2007	Till Date	35
Other (Specify)	-	-	-	-

**B) Criterion-wise inputs****Criterion I : Curricular Aspects**

1 Does the institution have a stated

Vision

Yes	√	No	-
Yes	√	No	-
Yes	√	No	-
Yes	√	No	-

Mission

Values

Objectives

2 a) Does the institution offer self-financed programme(s) ? If yes,

Yes	√	No	-
-----	---	----	---

a) How many programmes ?

One
-----

b) Fee charged per programme

Rs.70,000
-----------

3 Are there programmes with semester system

Yes
-----

4 Is the institution representing/participating in the curriculum development/revision process of the regulatory bodies?

Yes	-	No	√
-----	---	----	---

If yes, how many faculty are on the various curriculum development / vision committees / boards of universities / regulating authority.

-
---

5. Number of methods/ elective options (programme wise)

D.Ed.

-
---

B.Ed.

-
---

M.Ed. (Full Time)

02-Elective Subject
01-Foundation Subject

M.Ed. (Part Time)

-
---

Any other (specify and indicate)

-
---

6. Are there Programmes offered in modular form

Yes		No	√
-----	--	----	---

Number	-
--------	---

7. Are there Programmes where assessment of teachers by the students has been introduced?

Yes	√	No	-
-----	---	----	---

Number	01
--------	----

8. Are there programmes with faculty exchange/visiting faculty

Yes	-	No	√
-----	---	----	---

9. Is there any mechanism to obtain feedback on the curricular aspects from the

<input type="checkbox"/> Heads of practice teaching schools	Yes		No	√
-------------------------------------------------------------	-----	--	----	---

<input type="checkbox"/> Academic peers	Yes		No	√
-----------------------------------------	-----	--	----	---

<input type="checkbox"/> Alumni	Yes		No	√
---------------------------------	-----	--	----	---

<input type="checkbox"/> Students	Yes		No	√
-----------------------------------	-----	--	----	---

<input type="checkbox"/> Employers	Yes		No	√
------------------------------------	-----	--	----	---

10. How long does it take for the institution to introduce a new programme within the existing system?

1 Year
--------

11. Has the institution introduced any new courses in teacher education during the last three years?

Yes		No	√
-----	--	----	---

Number	-
--------	---

12. Are there courses in which major syllabus revision was done during the last five years?

Yes	√	No	-
-----	---	----	---

Number	-
--------	---

13. Does the institution develop and deploy action plans for effective implementation of the curriculum?

Yes	√	No	-
-----	---	----	---

14. Does the institution encourage the faculty to prepare course outline?

Yes	√	No	-
-----	---	----	---

## Criterion II : Teaching-Learning and Evaluation

**1** How are students selected for admission into various courses?

- a) Through an entrance test developed by the institution ☐
- b) Common entrance test conducted by the University/Government ☐
- c) Through an interview ☐
- d) Entrance test and interview ☐
- e) Merit at the qualifying examination ☒
- f) Any other (Specify and indicate) ☐
- (If more than one method is followed, kindly specify the weightages) ☐

**2** Furnish the following information (for the previous academic year)

- a) Date of start of the academic year
- b) Date of last admission
- c) Date of closing of the academic year
- d) Total teaching days
- e) Total Working days

**3** Total number of students admitted

Programme	Number of Student			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed.	-	-	-	-	-	-	-	-	-
B.Ed.	-	-	-	-	-	-	-	-	-
M.Ed (Full time)	20	15	35	16	07	23	04	08	12
M.Ed (Part time)	-	-	-	-	-	-	-	-	-

**4** Are there any overseas students?

Yes  No ☒

If yes, how many?



- 5 What is the unit cost of teacher education programme? (Unit cost = total annual recurring expenditure divided by the number of students / trainees enrolled).

a) Unit cost excluding salary component

59696

b) Unit cost including salary component

70804

(Please provide the unit cost for each of the programme offered by the institution as detailed at Question 12 of profile of the institution)

- 6 Highest and Lowest percentage of marks at the qualifying examination considered for admission during the previous academic session

Programme	Open		Reserved	
	Highest(%)	Lowest (%)	Highest(%)	Lowest (%)
D.Ed.	-	-	-	-
B.Ed.	-	-	-	-
M.Ed (Full time)	78.46	69.76	75.46	65.00
M.Ed (Part time)	-	-	-	-

- 7 Is there a provision for assessing students' knowledge and skills for the programme (after admission?)

Yes ☐ No ☒

- 8 Does the institution develop its academic calendar?

Yes ☒ No ☐

- 9 Time allotted (In percentage)

Programme	Theory	Practice Teaching	Practicum
D.Ed.	-	-	-
B.Ed.	-	-	-
M.Ed (Full time)	65.00%	-	35.00%
M.Ed (Part time)	-	-	-

- 10 Pre-practice teaching at the institution **N.A.**

a) Number of pre-practice teaching days

- -

b) Minimum number of pre-practice teaching lessons given by each student.

- -

**11** Practice Teaching at school **N.A.**

a)	Number of schools identified for practice teaching	<table><tr><td>-</td><td>-</td></tr></table>	-	-
-	-			
b)	Total number of practice teaching days	<table><tr><td>-</td><td>-</td></tr></table>	-	-
-	-			
c)	Minimum number of practice teaching lessons given by each student	<table><tr><td>-</td><td>-</td></tr></table>	-	-
-	-			

**12** How many lessons are given by the student teachers in simulation and pre-practice teaching in classroom situations? **N.A.**

No. of lessons in simulation	No.	No. of lessons prepractice teaching	No.
-	-	-	-

**13** Is the scheme of evaluation made known to students at the beginning of the academic session? Yes ☒ No ☐

**14** Does the institution provide for continuous evaluation? Yes ☒ No ☐

**15** Weight age (in percentage) given to internal and external evaluation

Programme	Internal	External
D.Ed.	-	-
B.Ed.	-	-
M.Ed (Full time)	30%	70%
M.Ed (Part time)	-	-

**16** Examinations

a)	Number of sessional test held for each paper	0	1
b)	Number of assignment for each paper	0	1

**17** Access to ICT (Information and Communication Technology) and technology.

	Yes	No
Computers	√	-
Intranet	√	-
Internet	√	-
Software / courseware (CDs)	√	-
Audio resources	√	-
Video resources	√	-
Teaching Aids and other related materials	√	-
Any other (specify and indicate) Wi-Fi	√	-

**18** Are there courses with ICT enabled teaching-learning process?

Yes	-	No	√
Number	-		

**19** Does the institution offer computer science as a subject      Yes ☐ -      No ☒

If yes, is it offered as a compulsory or optional paper?

Compulsory ☐ -      Optional ☒

**Criterion III : Research, Consultancy and Extension**

- 1 Number of teachers with Ph.D. and their percentage to the total faculty strength

Number	05	100	%
--------	----	-----	---

- 2 Does the institution have ongoing research projects?

Yes		No	√
-----	--	----	---

If yes, provide the following details on the ongoing research projects.

Funding agency	Amount (Rs.)	Duration (Years)	Collaboration, if Any
No	No	No	No

(Additional rows/columns may be inserted as per the requirement)

- 3 Number of completed research projects during last three years

---
-----

- 4 How does the institution motivate its teachers to take up research in education (Mark √ for positive response and X for negative response)

<input type="checkbox"/> Teachers are given study leave	<input type="checkbox"/> √
<input type="checkbox"/> Teachers are provided with seed money	<input type="checkbox"/> x
<input type="checkbox"/> Adjustment in teaching schedule	<input type="checkbox"/> √
<input type="checkbox"/> Providing secretarial support and other facilities	<input type="checkbox"/> x
<input type="checkbox"/> Any other specify and indicate.: Computers, Internet, Personal Cabin,	<input type="checkbox"/> √

Refreshment & permission to work even on holidays & Facility to purchase related books

- 5 Does the institution provide financial support to research scholars?

Yes	<input type="checkbox"/> -	No	<input type="checkbox"/> √
-----	----------------------------	----	----------------------------

- 6 Number of research degrees awarded during the last 5 years

a)	Ph.D.	<input type="checkbox"/> -
b)	M.Phil	<input type="checkbox"/> -

7 Does the institution support student research projects (UG & PG) ?

Yes ☐ No ☒

8. Details of the publications by the faculty (Last five years)

	Yes	No	Number
International journals	√	-	6
National journals – referred papers Non referred papers	√	-	3
Academic articles in reputed magazines / news papers	√	-	12
Books	√	-	10
Any other (specify and indicate)	-	-	-

9 Are there awards recognition patents etc. received by the faculty?

Yes ☒ No ☐

Number	No
--------	----

10 Number of papers presented by the faculty and students (during last five years)

	Faculty	Students
National seminars	4	-
International seminars	-	-
Any other academic forum	-	-

11 What types of instructional materials have been developed by the institution?

(Mark "□" for yes and "X" for No)

Self-instructional materials

Print materials

Non-print materials (e.g. Teaching Aids / audio visual multimedia etc.)

Digitalized (computer aided instructional materials)

Question bank

Any other (specify and indicate)

√
√
√
√
√
x

12 Does the institution have a designated person for extension activities?

Yes ☐ No ☒

If yes, indicate the nature of the post.

Full time ☐ Part time ☐ Additional charge ☐

**13** Are there NSS and NCC programmes in the institution?

Yes ☐ No ☒

**14** Are there any other outreach programs provided by the institution?

Yes ☐ No ☒

**15** Number of other curricular/co-curricular meets organized by other academic agencies/NGOs on campus.

**16** Does the institution provide consultancy services?

Yes ☐ No ☒

In case of paid consultancy what is the net amount generated during last three years.

**17** Does the institution have networking/linkage with other institutions/organizations?

Local Level -

-

State level -

-

National Level -

-

International level -

-

#### Criterion IV : Infrastructure and Learning Resources

1 Built up area (in sq.mts)

2844

2 Are the following laboratories been established as per NCTE Norms?

a)	Methods lab	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
b)	Psychology lab	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
c)	Science Lab(s)	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
d)	Education Technology lab	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
e)	Computer lab	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
f)	Workshop for preparing teaching aids	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>

3 How many computer terminals are available with the institution?

45

4 What is the budget allotted for computers (purchase and maintenance) during the previous academic year?

-

5 What is the amount spent on maintenance of computer facilities during the previous academic year?

2150

6 What is the amount spent on maintenance and upgrading of laboratory facilities during the previous academic year?

-

7 What is the budget allocated for campus expansion (building) and upkeep for the current academic session/financial year?

-

8 Has the institution developed computer aided learning packages?

Yes

☐

No

☒

9 Total number of posts sanctioned

Open Reserved

Teaching

Non Teaching

M	F	M	F
2	1	2	-
3	1	2	-

10	Total number of posts vacant		Open		Reserved	
			M	F	M	F
		Teaching	-	-	-	-
		Non Teaching	-	-	-	-

11	a) Number of regular and permanent teachers (Gender-wise)		Open		Reserved	
			M	F	M	F
		Lecturers	2	1	1	-
		Readers	-	-	1	-
		Professor	M	F	M	F
			-	-	-	-

b) Number of temporary/ad-hoc/part-time teachers (Gender wise)

			Open		Reserved	
			M	F	M	F
		Lecturer	-	-	-	
		Readers	M	F	M	F
			-	-	-	
		Professor	M	F	M	F
			-	-	-	-
c)	Number of teachers from	Same State	05			
		Other state	-			

12 Teacher student ratio (Programme wise)

Programme	Teacher student ratio
D.Ed.	--
B.Ed.	--
M.Ed. (Full time)	1:7
M.Ed. (Part time)	--



1	a) Non teaching staff	Open	Reserved
		M	F
	Permanent	3	1
		M	F
	Temporary	-	-
	b) Technical Assistants	M	F
	Permanent	1	-
		M	F
	Temporary	-	-
14	Ratio of teaching non teaching staff	3.18	
15	Amount spent on the basis of teaching faculty during the previous academic session (% of total expenditure)	65.96%	
16	Is there an advisory committee for the library?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
17	Working hours of the library	7 Hours	
	On working days	3 Hours	
	On holidays	7 Hours	
	During examination		
18	Does the library have an Open access facility	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
19	Total collection of the following in the library?		
	a) Books	7083	
	Textbooks	4226	
	- Reference books	908	
	b) Magazines	13	
	c) Journals subscribed	7	
	- Indian journals	-	
	- Foreign journals	-	
	d) Peer reviewed journals	2	
	e) Back volumes of journals	-	
	f) E-information resources	-	
	- Online journals / e-journals	-	
	- CDs / DVDs	65	

- Databases	-
- Video cassettes	-
- Audio cassettes	-

20	Mention the	1139.6
	Total carpet area of the library (in sq.ft.)	
	Seating capacity of the Reading room	50

21	Status of automation of library	-
	Yet to intimate	√
	Partially automated	
	Fully automated.	-

22	Which of the following services/facilities are provided in the library?	
	Circulation	-
	Clipping	-
	Bibliographic compilation	-
	Reference	√
	Information display and notification	-
	Book bank	√
	Photocopying	√
	Computer and Printer	√
	Internet	√
	Online access facility	-
	Inter-library borrowing	-
	Power back up	-
	User orientation / information literary	-
	Any other (please specify and indicate.)	-

23	Are students allowed to retain books for examinations?	Yes	√	No	-
----	--------------------------------------------------------	-----	---	----	---

24	Furnish information on the following	
	Average number of books issued/returned per day	05
	Maximum number of days books are permitted to be retained	
	By Students	15 day
	By faculty	30 day

Maximum number of books permitted for issue

For students

02

For faculty

10

Average number of users who visited/consulted per month

45

Ratio of library books (excluding textbooks and book bank facility) to the number of students enrolled

1:25

- 25 What is the percentage of library budget in relation to total budget of the institution

5%

- 26 Provide the number of books / journals / periodicals that have been added to the library during the last three years and their cost.

	I		II		III	
	Number	Total cost (In Rs.)	Number	Total cost (In Rs.)	Number	Total cost (In Rs.)
Text books	799	64190	323	39570	5	659
Other books	-	-	-	-	-	-
Journals /	02	1700	02	1700	07	5830
Periodicals	24	6510	18	5930	13	5520
Any other specify and indicate	-	-	-	-	-	-

### Criterion V : Student Support and Progression

- 1 Programme wise “dropout rate” for the last three batches

	2011-12	2012-13	2013-14
Programmes	Year 1	Year 2	Year 3
D.Ed	-	-	-
B.Ed.	-	-	-
M.Ed. (Full time)	0	1	1
M.Ed. (Part Time)	-	-	-

- 2 Does the institution have the tutor-ward / or any similar mentoring system? Yes  No

If yes, how many students are under the care of a mentor / tutor?

- 3 Does the institution offer Remedial instruction? Yes  No

- 4 Does the institution offer bridge courses? Yes  No

- 5 Examination Results during past three years (Provide year wise data)

	UG			PG			M.Phil		
	I	II	III	I	II	III	I	II	III
Pass Percentage				92.34	68.57	85.29			
Number of First Classes				23	23	28			
Number of distinctions				09	01	01			
Exemplary performance (Gold Medal and University Ranks)				-	-	-			

- 6 Number of students who have passed competitive examinations during the last three years (provide year wise data)

	I	II	III
NET	-	-	-
SLET / SET	-	-	-
Any other TET/TAT	04	05	07

- 7 Mention the number of students who have received financial aid during the past three years.

Financial aid	I	II	III
Merit scholarship	-	-	-
Merit cum means scholarship	-	-	-
Fee concession	-	-	-
Loan facilities	-	-	-
Any other specify and indicate	-	-	-

- 8 Is there a Health centre available in the campus of the institution? Yes  No

- 9 Does the institution provide Residential accommodation for :  
Faculty Yes  No   
Non-teaching staff Yes  No

- 10 Does the institution provide Hostel facility for its students? Yes  No   
If yes, number of students residing in hostels

Men	25
Women	04

- 11 Does the institution provide indoor and outdoor sports facilities?

Sports fields	Yes	<input type="text" value="√"/>	No	<input type="text" value="-"/>
Indoor sports facilities	Yes	<input type="text" value="√"/>	No	<input type="text" value="-"/>
Gymnasium	Yes	<input type="text" value="-"/>	No	<input type="text" value="√"/>

- 12 Availability of rest rooms for women Yes  No   
13 Availability of rest rooms for men Yes  No   
14 Is there transport facility available? Yes  No   
15 Does the institution obtain feedback from students on their campus experience? Yes  No

- 16 Give information on the Cultural Events (Last year data) in which the institution participated / organized. Kabaddi – District Level

	Organized			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate	-	-	-	-	-	-
Inter-university	-	-	-	-	-	-
National	-	-	-	-	-	-
Any other (Specify and indicate)	√	-	-	-	-	-

(Excluding College day celebration)

- 17 Give details of the participation of students during the past year at the university, state, regional, national and international sports meets.

	Participation of students (Numbers)	Outcome (Medal achievers)
State	-	-
Regional	-	-
National	-	-
International	-	-

- 18 Does the institution have an active Alumni Association? Yes ☒ No ☐

2013-14

If yes, give the year of establishment.

- 19 Does the institution have a Student Association / Council? Yes ☒ No ☐
- 20 Does the institution regularly publish a college magazine? Yes ☒ No ☐
- 21 Does the institution publish its updated prospectus annually? Yes ☐ No ☒

- 22 Give the details on the progression of the students to employment / further study (Give percentage) for last three years

	Year1 (%)	Year 2 (%)	Year 3 (%)
Higher Studies	8.57	11.42	14.28
Employment (Total)	62.85	57.14	71.43
Teaching	57.14	48.57	60.11
Non Teaching	5.71	8.57	11.43

**23** Is there a placement cell in the institution? Yes ☐ No ☐

If yes, how many students were employed through placement cell during the last three years.

1	2	3
7	5	4

**24** Does the institution provide the following guidance and counseling services to students?

<input type="checkbox"/> Academic guidance and Counseling	Yes <input type="checkbox" value="√"/>	No <input type="checkbox" value="-"/>
<input type="checkbox"/> Personal Counseling	Yes <input type="checkbox" value="√"/>	No <input type="checkbox" value="-"/>
<input type="checkbox"/> Career counseling	Yes <input type="checkbox" value="√"/>	No <input type="checkbox" value="-"/>

## Criterion VI : Governance and Leadership

<b>1</b>	Does the institution have a functional Internal Quality Assurance Cell (IQAC) or any other similar body / committee	Yes	<div style="border: 1px solid black; width: 40px; height: 40px; text-align: center; line-height: 40px;">√</div>	No	<div style="border: 1px solid black; width: 40px; height: 40px; text-align: center; line-height: 40px;">-</div>			
<b>2.</b>	Frequency of meetings o Academic and Administrative Bodies : (last year)							
	Governing Body / Management	<div style="border: 1px solid black; width: 60px; height: 20px; margin: 0 auto;">07</div>						
	Staff council	<div style="border: 1px solid black; width: 60px; height: 20px; margin: 0 auto;">05</div>						
	IQAC / or any other similar body / committee	<div style="border: 1px solid black; width: 60px; height: 20px; margin: 0 auto;">-</div>						
	Internal Administrative Bodies contributing to quality improvement of the institutional processes. (Mention only for three most important bodies)	<div style="border: 1px solid black; width: 140px; height: 40px; margin: 0 auto;">-</div>						
<b>3</b>	What are the Welfare Schemes available for the teaching and non teaching staff of the institution?							
	Loan facility	Yes	<div style="border: 1px solid black; width: 40px; height: 20px; text-align: center;">-</div>	No	<div style="border: 1px solid black; width: 40px; height: 20px; text-align: center;">√</div>			
	Medical assistance	Yes	<div style="border: 1px solid black; width: 40px; height: 20px; text-align: center;">-</div>	No	<div style="border: 1px solid black; width: 40px; height: 20px; text-align: center;">√</div>			
	Insurance	Yes	<div style="border: 1px solid black; width: 40px; height: 20px; text-align: center;">√</div>	No	<div style="border: 1px solid black; width: 40px; height: 20px; text-align: center;">-</div>			
	Other (specify and indicate)	Yes	<div style="border: 1px solid black; width: 40px; height: 20px; text-align: center;">√</div>	No	<div style="border: 1px solid black; width: 40px; height: 20px; text-align: center;">-</div>			
<b>4</b>	Number of career development programmes made available for non teaching staff during the last there years	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 40px; height: 30px; text-align: center;">-</td> <td style="width: 40px; height: 30px; text-align: center;">-</td> <td style="width: 40px; height: 30px; text-align: center;">-</td> </tr> </table>				-	-	-
-	-	-						
<b>5</b>	Furnish the following details for the past three years							
	a) Number of teachers who have availed the Faculty Improvement Programme of the UGC/NCTE or any other recognized organization	<div style="border: 1px solid black; width: 100px; height: 30px; margin: 0 auto;">-</div>						
	b) Number of teachers who were sponsored or professional development programmes by the institution							
		National	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 40px; height: 20px; text-align: center;">-</td> <td style="width: 40px; height: 20px; text-align: center;">-</td> <td style="width: 40px; height: 20px; text-align: center;">-</td> </tr> </table>			-	-	-
-	-	-						
		International	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 40px; height: 20px; text-align: center;">-</td> <td style="width: 40px; height: 20px; text-align: center;">-</td> <td style="width: 40px; height: 20px; text-align: center;">-</td> </tr> </table>			-	-	-
-	-	-						
c)	Number of faculty development programmes organized by the Institution	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 40px; height: 20px; text-align: center;">-</td> <td style="width: 40px; height: 20px; text-align: center;">-</td> <td style="width: 40px; height: 20px; text-align: center;">-</td> </tr> </table>				-	-	-
-	-	-						
d)	Number of Seminars / workshops / symposia on curricular development, Teaching-learning, Assessment, etc. organized by the institution	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 40px; height: 20px; text-align: center;">-</td> <td style="width: 40px; height: 20px; text-align: center;">-</td> <td style="width: 40px; height: 20px; text-align: center;">-</td> </tr> </table>				-	-	-
-	-	-						
e)	Research development programmes attended by the faculty	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 40px; height: 20px; text-align: center;">-</td> <td style="width: 40px; height: 20px; text-align: center;">-</td> <td style="width: 40px; height: 20px; text-align: center;">-</td> </tr> </table>				-	-	-
-	-	-						



f) Invited / endowment lectures at the institution 

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

  
Any other area (specify the programme and indicate)

6 How does the institution monitor the performance of the teaching and non teaching staff?

a) Self appraisal	Yes	<table border="1"><tr><td>-</td></tr></table>	-	No	<table border="1"><tr><td>√</td></tr></table>	√
-						
√						
b) Student assessment of faculty performance	Yes	<table border="1"><tr><td>√</td></tr></table>	√	No	<table border="1"><tr><td>-</td></tr></table>	-
√						
-						
c) Expert assessment of faculty performance	Yes	<table border="1"><tr><td>-</td></tr></table>	-	No	<table border="1"><tr><td>√</td></tr></table>	√
-						
√						
d) Combination of one or more of the above	Yes	<table border="1"><tr><td>-</td></tr></table>	-	No	<table border="1"><tr><td>√</td></tr></table>	√
-						
√						
e) Any other (specify and indicate)	Yes	<table border="1"><tr><td>-</td></tr></table>	-	No	<table border="1"><tr><td>√</td></tr></table>	√
-						
√						

7 Are the faculty assigned additional administrative work?

Yes 

√
---

 No 

--

If yes, give the number of hours spent by the faculty per week

3 Hrs
-------

8 Provide the income received under various heads of the account by the institution for previous academic session

Grant – in – aid	-
Fees	15.30.000/-
Donation	-
Self funded courses	-
Any other (specify and indicate)	-

9 Expenditure statement (for last two years)

	Year 1	Year 2
Total sanctioned Budget	-	-
% Spent on the salary of faculty	68.62	56.04
% spent on the salary of non teaching employees	18.05	30.62
% spent on books and journals	3.00	5.00
% spent on developmental activities (expansion of building)	-	-
% spent on telephone, electricity and water	17%	0.05
% spent on maintenance of building, sports facilities hostels, residential complex and student amenities, etc.	6.96	3.96
% spent on maintenance of equipment, teaching aids, contingency etc	-	-
% spent on research and scholarship (seminars, conferences, faculty development programmes, faculty exchange etc.)	-	-
% spent on travel	0.93%	0.38%
Any other (specify and indicate)	2.27%	3.95%
Total expenditure incurred	100.00	100.00

- 10 Specify the institution surplus / deficit budget during the last three years? (specify the amount in the applicable boxes given below)

	Surplus in Rs.	Deficit in Rs.
2011-12	135341	-
2012-13	-	62463
2013-14	-	222479

- 11 Is there an internal financial audit mechanism? Yes ☐ No ☒
- 12 Is there an external financial audit mechanism? Yes ☒ No ☐

- 13 ICT/Technology supported activities / units of the institution:

Administration	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Finance	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Student records	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Career counseling	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Aptitude Testing	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Examinations / Evaluation	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Assessment	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Any other (specify and indicate)	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>

- 14 Does the institution have an efficient internal coordinating and monitoring mechanism? Yes ☒ No ☐
- 15 Does the institution have an inbuilt mechanism to check the work efficiency of the non teaching staff ? Yes ☒ No ☐
- 16 Are all the decisions taken by the institution during the last three years approved by a competent authority? Yes ☒ No ☐
- 17 Does the institution have the freedom and the resources to appoint and pay temporary / ad hoc / guest teaching staff? Yes ☒ No ☐
- 18 Is a grievance redressal mechanism in vogue in the institution?
- a) For teachers ☒
- b) For students ☒
- c) For non teaching staff ☒
- 19 Are there any ongoing legal dispute pertaining to the institution ?
- Yes ☐ No ☒

20 Has the institution adopted any mechanism / process for internal academic audit / quality checks?

Yes ☐ - No ☒ √

21 Is the institution sensitized to modern managerial concepts such as strategic planning, teamwork, decision making, computerization and TQM?

Yes ☒ √ No ☐ -

**Criterion VII : Innovative Practices**

- 1 Does the institution has an established Internal Quality Assurance Mechanism?

Yes ☒ No ☐

- 2 Do students participate in the Quality Enhancement of the institution?

Yes ☒ No ☐

- 3 What is the percentage of the following student categories in the institution?

	Category	Men	%	Women	%
a	SC	07	20	04	11.43
b	ST	06	17.14	-	-
c	OBC	03	8.57	03	8.57
d	Physically Challenged	-	-	-	-
e	General Category	04	11.43	8	22.86
f	Rural	10	28.57	1	2.86
g	Urban	11	31.43	13	37.14
h	Any other (specify)	-	-	-	-

- 4 What is the percentage of the staff in the following category?

	Category	Teaching Staff	%	Non –Teaching Staff	%
a	SC	2	40	-	-
b	ST	-	-	-	-
c	OBC	-	-	02	33.33
d	Women	01	20	-	-
e	Physically Challenged	-	-	-	-
f	General Category	03	60	4	66.67
g	Any other (specify)	-	-	-	-

- 5 What is the percentage incremental academic growth of the students for the last two batches ?

	Category	Admission		On completion of the course	
		Batch I	Batch-II	Batch I	Batch-II
a	SC	-	-	-	-
b	ST	-	-	-	-
c	OBC	-	-	-	-
d	Physically Challenged	-	-	-	-
e	General Category	-	-	-	-
f	Rural	-	-	-	-
G	Urban	-	-	-	-
H	Any other (specify)	-	-	-	-

Note : As the M.Ed. Programme is a one year masters programme, it cannot dutifully display the incremental academic growth of the students in comparative terms.

## **EXECUTIVE SUMMARY**

Sarvoday Charitable Trust is managed by a few visionaries dedicated to the cause of Education in the State of Gujarat. The Trust was set up in 1988 with a view to providing opportunities to students aspiring for a degree in higher education in a rural northern part of the state. The Trust has as its President, Shri Ashwinbhai Chandulal Shah, who believed that it is only education that can bring about a substantial change in the region and consequently in the country. With their vision and blessings the aforesaid Trust was formed and a commitment towards building a strong nation through education was realized. Self-reliance and character building can both happen only through education.

The Trust is currently managed by Shri Bharatbhai Ramanlal Shah, another visionary, who is an active educator. Shri Bharatbhai R. Shah dreamt to bring about a social revolution by educating the students in the rural areas of the state. Under the guidance of Shri Bharatbhai R Shah, today the Trust provides educational opportunities in a wide range of streams – Technology, Education, Humanities, Commerce and Management. For the overall growth of the students the visionaries have tried to create a conducive and comfortable environment for academic pursuits, social and community work and such other activities related to good citizenship.

## **A BRIEF NOTE ON TEACHER EDUCATION SCENARIO IN STATE OF GUJARAT**

The state of Gujarat is an economically strong state. Trade and commerce, industries and agriculture co-exist in the state at an advanced level. However, the literacy level of the state in the past has not been very encouraging. Even today the state lags behind in attainment of high literacy levels. But since the last decade the state government and several other organizations have made visible efforts to raise the educational levels in the state – both from the view point of raising the literacy levels as well as increase in provision of higher education opportunities. A host of new initiatives by the state government in association with the UGC have been undertaken to improve the quality of higher education in the state. The availability of opportunities for higher education in the rural areas now is particularly encouraging. Towns and villages are also coming up with colleges imparting quality education to students in wide range of streams and programmes.

Awareness regarding various UGC schemes related to research activities is now being spread across the state in all the Universities and Colleges. Seminars, Conferences, Workshops and Training Programmes are being organized for submitting research proposals for minor and major research programmes. The number of proposals now being sent from the state is slowly increasing.

The new semester system proposed by the UGC has been implemented by all the Universities across the state. It aims at standardization of higher education in the state. The thrust of higher education is now also being placed on newer areas like Management, Technology, management of education and varied aspects in Humanities. A holistic vision of education is now being taken in order to provide valuable exposure to students and to make them aware of the emerging global trends.

Introduction of technology in higher education and insistence on its usage for the teaching-learning process is now becoming the norm in most of the Universities and their constituent colleges. This has enriched the educational experience of the both the givers and the takers. It is being hoped that the new innovative measures introduced in higher education will take it to new heights.

# **S.N.M.SHAH M.Ed.COLLEGE**



## **Criterion I**

### **Curricular Aspects**



## C. Criteria-Wise Inputs

### CRITERION I: CURRICULAR ASPECTS

#### 1.1 Curricular Design and Development

**1 State the objectives of the institution and the major considerations addressed by them? (Intellectual, Academic, Training, Access to the Disadvantaged, Equity, Self development, Community and National Development, Issue of ecology and environment, Value Orientation, Employment, Global trends and demands etc.)**

1. To offer a platform to those aspiring for higher education in a comparatively rural location.
2. To provide a worthy degree at the Post graduate level in the stream of education to those who aspire to become future educationists.
3. To offer a conducive atmosphere wherein young student teachers are exposed to the emerging global trends of education.
4. To enable young student teachers to develop relevant ICT skills and make effective use of it in provision of further education.
5. To inculcate character-building in young student teachers who will thereby enlighten future generations through their learned educational skills and educational management.

**2 Specify the various steps in the curricular development processes. (Need assessment, development of information database pertaining to the feedback from faculty, students, alumni, employers and academic experts and formalizing the decision in statutory academic bodies)**

We are a constituent College affiliated to the Gujarat University. Hence, curriculum development and design is not in the purview of the College, but a prerogative of the University. The affiliating university has constituted the necessary Boards of Study for every Programme, and the same exists for the Faculty of Education too. The developed curriculum is uploaded on the University's website.

The Faculty of the College is ever vigilant about checking the University website regularly, especially at the commencement of the new

academic session, and the concerned curriculum is duly downloaded. The College also receives Circulars about any changes in the developed curriculum; these are passed on to the Faculty members and they translate the curriculum in to regional language and provide a copy of it to each student in a printed form.

**3      How are the global trends in teacher education reflected in the curriculum and existing courses modified to meet the emerging needs?**

Some of the emerging global trends in teacher education find a bearing in the curriculum designed and developed by the affiliating university. For instance the Affiliating University has accepted the Research Format of the American Psychological Association (APA), which has become the global norm now.

Within the curriculum there is a well-defined scope for Seminars, Workshops, Symposiums etc. Computer training too has become part of the syllabus.

Apart from these several other global aspects like education and new social order, education and economics, education for democratic living, teachers' accountability and professional ethics, educational management, stress management, education and spirituality, education learning and searching management, educational guidance for vocation, classroom management, community work, dissertation and work-based internship are included to meet the emerging needs.

**4      How does the institution ensure that the curriculum bears some thrust on national issues like environment, value education and ICT?**

An entire paper on ICT has been introduced in the curriculum called 'Education Technology'. This enables teaching and learning process based on ICT. There is provision for focusing upon value education in the curriculum with the inclusion of studies on the Upanishads, the Bhagavad Gita, study on religions like Buddhism, Jainism, a look at the life of great world personalities like Mahatma Gandhi, Dr. Radha Krishnan,

Ravindranath Tagore, and also deliberation on secularism, moral and spiritual education.

As regards environmental education, it has not been included in the designed curriculum for the M.Ed. Programme, but the Institute is making efforts to provide the same to the students. The green campus of the Institute generates a liking for greenery, cleanliness and environment protection.

**5 Does the institution make use of ICT for curricular planning? If yes give details.**

The entire faculty of the Institute is familiar with the use of Computers and uses ICT as an aid for academic planning as well as the teaching-learning process. All the Faculty members deliver lectures with the help of Computer for certain topics in their own subjects.

**1.2 Academic Flexibility**

**1 How does the institution attempt to provide experiences to the students so that teaching becomes a reflective practice?**

Within the framework of the curriculum designed by the affiliating University, the Institution offers varied learning experiences to students. These are done with the help of case studies, community work, lectures and talks by experts, successful internship programmes, exposure to ICT, and co-curricular activities.

**2 How does the institution provide for adequate flexibility and scope in the operational curriculum for providing varied learning experiences to the students both in the campus and in the field?**

The Institution expands the scope of the curriculum in the best possible manner so that the student teachers acquire a wide base of knowledge and wide range of experiences in their internships. The curriculum teaching is made flexible so as to enable the student teachers to obtain maximum exposure within the campus and during their interactions with the outside world.

- 3      What value added courses have been introduced by the institution during the last three years which would for example : develop communication skills (verbal & written), ICT skills, Life Skills, Community orientation, Social responsibility etc.**

The curriculum designed by the affiliating University for the M.Ed Programme has incorporated ICT Skills as well as Communication Skills. Hence, the Institution has not introduced any other value added course outside the curriculum in the last three years.

- 4      How does the institution ensure the inclusion of the following aspects in the curriculum?**

**(i)      Interdisciplinary / Multidisciplinary**

The Post graduate programme in teacher education is by its very nature a multidisciplinary course. Varied disciplines and their study are integrated in the curriculum and its teaching. Some of these are philosophical study, psychological study, ICT, research methodology, educational management, educational technology, education of Bhagvad Gita, educational research, communication skills and community work.

**(ii)      Multi-skill development**

There is little or no room in the prescribed curriculum for the development of multi-skills in the student teachers. However, the Institution ensures the development of certain skills by inviting experts from diverse fields who address the student teachers on varied aspects.

These interactive sessions and workshops are regularly arranged by the Institution and are related to internship planning, use of audio-visual aids for lecture delivery, planning research for dissertation, and skills related to micro-teaching.

**(iii) Inclusive education**

All students who take admission in our Institution, study together with good rapport and mutual understanding under one roof.

**(iv) Practice teaching**

At the M.Ed Programme there is no provision for practice teaching in the curriculum; but student teachers are given special lectures on how to prepare lessons for their internship assignments.

**(v) School experience / internship**

Very often the M.Ed trainees are sent to supervise the teaching sessions of the B.Ed trainees of other B.Ed Colleges as internship. Internship is a mandatory component of the M.Ed curriculum. Hence, while planning the academic calendar of the Institute, provision of the internship programme is made in advance and fifteen days are marked for the same. The required process with the constituent colleges where the M.Ed trainees are supposed to teach is also effectively completed at the commencement of the academic year. For the same, the student teachers are counseled and given advise on preparation of their lectures. The concerned faculty also overlook the final lecture that is prepared by the student teachers.

During the internship period the regular teaching at the Institute is suspended; but there is active interaction between the faculty and the student teachers and at the end of the internship, follow up and feedback of the student teachers is taken.

**(vi) Work experience / SUPW**

As part of sensitizing our student teachers towards community work, they are involved in many social activities like organizing educational training in the neighbouring villages and encourage young boys and girls to take up higher education.

**(vii) Any other (Specify and give details)**

**(Also list out the programmes / courses where the above aspects have been incorporated).**

The curriculum designed by the affiliating university covers a wide range of aspects; yet there are certain areas on which enough emphasis is not laid. The Institute therefore makes attempts to include these in the working of the academic programme. However, given the constraints of the M.Ed programme being of a year's duration only, certain areas are still uncovered. The Institute covers many areas like inviting experts to discuss the dissertation titles, research methodology, dealing with diversity generally found among students in Colleges, training in ICT, preparation of lectures with the help of computer and other technological aids, and giving wholesome contribution to community oriented work.

**1.3 Feedback on Curriculum**

**1 How does the institution encourage feedback and communication from the students Alumni, Employers, Community, Academic peers and other stakeholders with reference to the curriculum?**

Ours is a young Institute established in the year 2007. Yet, the Institute is very particular about taking feedback on the Faculty and their teaching methods; but so far formal feedback on curriculum has not been taken from the student teachers. Moreover, since the Institute does not design the curriculum of the M.Ed programme feedback on the same has not been formalized. We do plan to do so in the near future.

**2 Is there a mechanism for analysis and use of the outcome from the feedback to review and identify areas for improvement and the changes to be brought in the curriculum? If yes, give details on the same.**

As stated above, So far in our Institute formal feedback on the curriculum has not been taken. However, the Faculty does take oral/informal feedback from the students about the curriculum; this is then orally conveyed to the members of Board of Studies at the Dept of Education of

the affiliating university, who are invited by the Institute as to give expert talks on varied aspects of the curriculum.

**3 What are the contributions of the institution to curriculum development? (Member of BOS / sending timely suggestions, feedback etc.)**

So far none of our Faculty members are part of the Board of Studies as the Institute is relatively newly established. However, all the Faculty members have shown an inclination towards offering concrete suggestions and feedback for further improvement of the curriculum.

**1.4 Curriculum Update**

**1 Which courses have undergone a major curriculum revision during the last five years? How did these changes contribute to quality improvement and student satisfaction? (Provide details of only the major changes in the content that have been made)**

In the year 2011 the entire curriculum of the M.Ed Programme underwent a change in view of the application of the Semester system by the affiliating university. The new curriculum designed thereby contains aspects that are vital for quality improvement with respect to changing global trends and emerging teacher education needs.

Some of the changes incorporated in the new syllabus are introduction of a paper on Psychological Testing, Educational Management, Educational Research, Educational Technology, and emphasis on value-oriented education through the study of the Bhagvad Gita.

**2 What are the strategies adopted by the institution for curriculum revision and update? (Need assessment, student input, feedback room practicing schools etc.)**

Drafting of the syllabus and the revision of the curriculum is in the purview of the affiliating University. The Institute does not have any role in it. The University keeps on updating its website and any changes in curriculum are notified to us immediately.

## **1.5 Best Practices in curricular Aspects**

### **1 What is the quality sustenance and quality enhancement measures undertaken by the institution during the last five years in curricular aspects?**

As regards the quality sustenance and enhancement measures undertaken by the institution in curricular aspects, the following may be noted:

- (1) Group discussions are regularly conducted
- (2) Reference Books are suggested to the students and even carried to class by the Faculty members.
- (3) It is made mandatory for students to take membership of at least two more libraries other than using the Institute's own library. Generally, the library of Gujarat University, the library of M.S.University, the library of S.P.University and the library of Gujarat Vidyapeeth are suggested. However, students can take membership of any other library they wish to.
- (4) Critically analyzing on Formative and Summative Assessments and feedbacks.

### **2 What innovations / best practices in “Curricular Aspects” have been planned / implemented by the institution?**

Our Institute is based in a rural location. Hence, for the best deliverance of the curriculum, a focused thrust is placed on ICT. Moreover, the kind of briefing and orientation that is delivered by experienced hands have a very good and lasting impact on the morale of the student teachers.



# **S.N.M.SHAH M.Ed.COLLEGE**



## **Criterion II**

### **Teaching-Learning and Evaluation**

## **CRITERION II: TEACHING-LEARNING AND EVALUATION**

### **2.1 Admission Process and Student Profile**

#### **1 Give details of the admission processes and admission policy (criteria for admission, adherence to the decision of the regulatory bodies, equity, access, transparency, etc.) of the institution?**

The admission for the M.Ed Programme is centralized system under the aegis of the affiliating University, Gujarat University. The process could be briefly described as follows:

- ☐ The affiliating University posts on its website the availability of forms for the M.Ed Programme conducted in all the constituent colleges. Interested students fill up these forms and submit them back to the University.
- ☐ The University then makes a merit list on the basis of the marks obtained by the students in their B.Ed programme.
- ☐ This list is then posted on the University website. A window period of a few days is given to the students to check if the posted list is correct on the basis of marks.
- ☐ The final merit list is then declared by the University.
- ☐ The students pay the requisite fee amount at the University and then with the receipt proceed to the Institute wherein they have been given admission.

#### **2 How are the programmes advertised? What information is provided to prospective students about the programs through the advertisement and prospectus or other similar material of the institution?**

As mentioned above our Institute is located in a comparatively rural region. Therefore the M.Ed programme needs to be properly advertised. The Institute's reputation does reach far and wide through word-of-mouth of the past students. Apart from these the Institute takes some other steps to attract prospective students, particularly from the rural areas.

- ☐ Pamphlets bearing the name of the Institute and its programme are posted to all the ex-students at the beginning of the academic year.
- ☐ Sometime in the month of July or August, an advertisement about the M.Ed programme along with the name of the Institute appears in the local newspaper.
- ☐ In a radius of about 100 kms. all schools and Colleges are sent a pamphlet containing all details about the M.Ed programme.
- ☐ The additional pull-outs with the main newspaper carry a press release on the various activities of the M.Ed programme, like the results, community service programmes and likewise.

**3      How does the institution monitor admission decisions to ensure that the determined admission criteria are equitably applied to all applicants?**

All the admissions to the M.Ed programme are done by the affiliating university. The Institute has no role in it. However, out of the 35 seats allotted to the Institute, 06 fall in the category called Management Quota. The Principal of the Institute checks and verifies the applicants to the same and offers admission to the most meritorious in a transparent manner. It is noteworthy that the Institute charges discounted fees from those who are admitted in the Management Quota.

**4      Specify the strategies if any, adopted by the institution to retain the diverse student population admitted to the institution. (e.g. individuals of diverse economic, cultural, religious, gender, linguistic, backgrounds and physically challenged)**

The Institute has no specific strategy to retain the diverse student population. We witnessed very few drop outs from the M.Ed Programme since its inception in 2008. Though based in a relatively rural location, the teaching-learning process of the Institute has been widely appreciated.

So far two students have left the Institute since 2008 to 2014. The first such instance was observed in the year 2012-13. The reason for leaving

has been either getting attractive job or matrimonial purposes. . The second such instance was observed in the year 2013-14. The reason for leaving the institute was matrimonial purposes.

**5 Is there a provision for assessing students knowledge / needs and skills before the commencement of teaching programmes? If yes, give details on the same.**

No, there is no such provision. But we do it to some extent. As soon as the process of admission orientation is completed we do such exercise. Some students can be there who have passed their B.Ed from other than Gujarat University. Their syllabus can be different to some extent. We suggest them to read some reference material before going ahead in the M.Ed classes. We call them personally in our cabin and guide them orally.

**2.2 Catering to Diverse Needs**

**1 Describe how the institution works towards creating an overall environment conducive to learning and development of the students?**

Ever since the establishment of the College in 2008 the result obtained by all the students of the M.Ed Programme have been very encouraging. This has helped in the creation of a conducive environment for learning. Moreover, the Institute is located on a huge campus with full security; hence, the girl students too have a secure feeling. The overall atmosphere of the campus is peaceful as it is amply covered by trees and greenery.

Within the building, there is provision of a personal computer for every student enrolled in the M.Ed Programme. The library too is pretty large, with sitting arrangement for all the students. The Library houses almost 1377 reference books, a book bank and a peaceful atmosphere that encourages learning.

For better career prospects of the students, the Institute invites experts from various fields, who provide able guidance to the student teachers. This enables the student teachers to get varied exposure and concrete ideas about career establishment.

**2      How does the institution cater to the diverse learning needs of the students?**

The Institute gets students from diverse mediums, like the Gujarati medium, the English medium and even the Hindi medium. Hence, the Faculty members identify the varied mediums and take up the teaching in diverse languages. The Question papers for such students are also set in separate languages. Explanation for various topics are given in dual language. In the Library too, books are available in all the three mediums – English, Gujarati and Hindi. The Institute also invites experts who offer guidance and help to students in belonging to medium other than English or Gujarati, particularly for providing help in selecting dissertation topics. Students are moreover encouraged to consult the Faculty members in case of any help they require in syllabic understanding of the curriculum.

**3      What are the activities envisioned in the curriculum for student teachers to understand the role of diversity and equity in teaching learning process?**

The curriculum does not envision any activity as such for explaining the role of diversity and equity in the student teachers. However, the Institute in its own way takes care of inculcating a sense of gender equity among the student teachers. Activities such as poster making are conducted regularly wherein the student teachers participate enthusiastically. The topics for poster making are selected from a wide array. Some of the topics have been: AIDS awareness, Environment awareness, Female Foeticide, Mental Health and Hygiene and Child Labour. The research done by student teachers in these topics and the pictorial presentation that they come up with opens their eyes to the importance of equity in the teaching-learning process.

**4      How does the institution ensure that the teacher educators are knowledgeable and sensitive to cater to the diverse student needs?**

Frequent group discussions are carried out on nearly every topic. Talks by invited experts, periodical meetings with the Faculty members and Trustees, exposure to global trends and practices with the provision of ICT facilities

and subscription to a large number of newspapers and magazines help in catering to the diverse needs of the students.

**5 What are the various practices that help student teachers develop knowledge and skills related to diversity and inclusion and apply them effectively in classroom situations?**

The practice of presenting difficult topics of curriculum through PPTs, having group discussions on a wide range of topics, encouraging student teachers to explore various websites related to curriculum and otherwise all help the student teachers in developing knowledge and skills related to diversity and inclusion. The methodology of the teaching-learning process adopted by the Institute also gives valuable inputs to the student teachers about effective teaching in their classrooms during internships as well as for their future career.

**2.3 Teaching Learning Process :**

**1 How does the institution engage students in “active learning” (Use of learning resources such as library, web site, focus group, individual projects, simulation, peer teaching, role playing internships, practicum etc.)**

The Institute has a spacious library with a sitting arrangement for all the students. Apart from the books, there are also computers with internet placed in the library. Reprographic facility is also offered in the Library. All the Faculty members surf the net regularly and hence keep on suggesting useful and informative websites to the students.

A list of the useful websites suggested to the students is attached at the end here. Power point presentations are made by every faculty member on important topics. Seminars, group discussions, assignments and even video-recording of micro teaching sessions is indulged in to engage students in active learning.

<b>List of Website suggested to students by Dr. V.D.Mogaria</b>	
1	psychcentral.com
2	<a href="http://www.apa.org">www.apa.org</a>
3	<a href="http://www.nimh.nih.gov">www.nimh.nih.gov</a> (national institute of mental health)
4	wikipedia.org
5	<a href="http://www.kspope.com">www.kspope.com</a> – articles, research & resources in psychology
6	<a href="http://www.webmd.com">www.webmd.com</a>
7	about.com
8	psychology.about.com
9	<a href="http://www.psychology.today.com">www.psychology.today.com</a>
10	<a href="http://www.spring.org.uk">www.spring.org.uk</a>
11	<a href="http://www.bbc.co.uk">www.bbc.co.uk</a> – science : human body & mind
12	webpace.ship.edu/egboer/genpsy.html
13	<a href="http://www.advancedpsychology.com.au">www.advancedpsychology.com.au</a>
14	www.iear.org.
<b>List of Website suggested to students by Dr. P.R.Shah</b>	
1	online.sagepub.com
2	<a href="http://www.doag.org">www.doag.org</a>
3	shodhganga.inflibnet.ac.in
4	<a href="http://www.ersnet.org">www.ersnet.org</a>
5	<a href="http://www.wcer.wisc.edu">www.wcer.wisc.edu</a>
6	journal.cambridge.org - research paper & lecture series
7	services.oxfordjournal.org
8	<a href="http://www.jstor.org">www.jstor.org</a>
9	raijm.com (IJRE – ISSN : 2320-091X)
10	<a href="http://www.oxforddictionaries.com">www.oxforddictionaries.com</a>
11	www.merriam – Webster.com
12	www.slideshare.net (for ppts)
13	en.wikipedia.org
14	eric.ed.gov

15	Googlescolar
16	<a href="http://www.scirus.com">www.scirus.com</a>
17	<a href="http://www.intute.ac.uk/education">www.intute.ac.uk/education</a>
18	<a href="http://www.virtualrc.com">www.virtualrc.com</a>
19	www.worldcat.org (cd & dvds are available on this site)
20	<a href="http://www.highbea.com">www.highbea.com</a>
<b>List of Website suggested to students by Dr. H.S.Rathod</b>	
1	<a href="http://www.mkgandhi.org">www.mkgandhi.org</a>
2	<a href="http://www.bhagavad.org">www.bhagavad.org</a>
3	philosophyx.com
4	en.wikipedia.org
5	<a href="http://www.nobelprize.org">www.nobelprize.org</a>
6	sociology.about.com
7	steinhardt.nyu.edu
8	soe.sagepub.com
9	educationnext.org
10	<a href="http://www.oecd.org">www.oecd.org</a>
11	<a href="http://www.nafsa.org">www.nafsa.org</a>
<b>List of Website suggested to students by Dr. V.K.Vyas</b>	
1	www2.ed.gva/about/office/list/ovae/pi/cte/egcp.html
2	<a href="http://www.wallacefoundation.org">www.wallacefoundation.org</a>
3	<a href="http://www.worldbank.org/leg">www.worldbank.org/leg</a>
4	<a href="http://www.asha.org/site_help/websites.html">www.asha.org/site help/websites.html</a>
5	<a href="http://www.info.com/web+sites+tools">www.info.com/web+sites+tools</a>
6	<a href="http://www.vsabilityhome.corn.com/framedli.htm">www.vsabilityhome.corn.com/framedli.htm</a>
7	<a href="http://www.ask.com/evaluation+techniques">www.ask.com/evaluation+techniques</a>
<b>List of Website suggested to students by Dr. J.B.Patel</b>	
1	<a href="http://www.careerbuilder.co.in">www.careerbuilder.co.in</a>
2	www.dedefop.europa.eu/.../guidance and counseling for learning career
3	<a href="http://www.agca.com.au">www.agca.com.au</a>



**2 How is 'learning' made student-centered? Give a list of the participatory learning activities adopted by the institution and those, which contributed to self management of knowledge, and skill development by the students?**

Apart from maximum use of ICT tools, learning is made student-centered through various other methods.

- ☐ To decide upon the dissertation topics and titles, the Faculty members organize a seminar every year. This helps the students to discuss their topics and also get idea about the direction they are supposed to take.
- ☐ Every year a review session of old dissertations is undertaken. This enables the current student teachers to know the type of research methodology to be followed, the language to be used and the extent of research to be undertaken.
- ☐ The summary of dissertations discussed are circulated among the current students and some questions and answers about the same are also answered.
- ☐ Organization of social activities
- ☐ Community work wherein collection of data on a particular problem like illiteracy is taken.
- ☐ Training and advise given for using ICT for teaching during internship
- ☐ Debates and Quiz on relevant topics of the curriculum are conducted regularly.
- ☐ Peer teaching of minor topics is indulged in by student teachers

**3 What are the instructional approaches (various models of teachings used) and experiences provided for ensuring effective learning? Detail any innovative approach/method developed and/used.**

The basic teaching is done through the lecture method. Yet there are various other ways adopted for making the learning effective.

- ☐ Outlines prepared by respective Faculty members on each topic or subject
- ☐ Problem-solving session is conducted after the completion of each topic.
- ☐ Names of those experts are suggested to the students who can guide in Research Methodology
- ☐ Inductive and deductive based reasoning method is used for instruction

The Institute can boast of an innovative method of making learning effective. As per the new Choice Based Semester System of teaching, curriculum completion becomes slightly difficult at times. Hence, the comparatively easier topics of the curriculum are given to the students to be covered by them in the Seminars, which are a syllabic requirement. In this way the curriculum also gets covered, and the students are able to effectively handle the seminar too. During the Seminars moreover, the students circulate printed material, along with the names of the reference books. This facilitates further effective grasping of the said topic.

**4 Does the institution have a provision for additional training in models of teaching? If yes, provide details on the models of teaching and number of lessons given by each student.**

No such significant models for teaching have been organized so far. At the M.Ed Programme there are no Method papers in the curriculum; however research dissertation is of course compulsory. Guidance for them is given to the students daily for an hour.

**5 Do the student teachers use micro-teaching technique for developing teaching skills? If yes, list the skills practiced and number of lessons given by each student per skill.**

At the M.Ed Programme, the micro-teaching technique for teaching skills is not provided for in the curriculum. There is moreover, no provision for practice teaching in schools; there is an internship programme which is compulsory for all student teachers.

**6 Detail the process of practice teaching in schools. (Lessons a student gives per day, lessons observed by the teacher educators, peers / school teachers, feedback mechanism, monitoring mechanisms of lessons plans etc.)**

At the M.Ed Programme, practice teaching in schools is not a part of the curriculum; but practice teaching exists in the B.Ed colleges. During the internship, the student teachers teaching in B.Ed colleges are regularly observed, monitored and effective feedback of their performance is also taken. M.Ed students during their internship are also often deputed as supervisors to observe the B.Ed trainees in various schools.

**7 Describe the process of Block Teaching / Internship of students in vogue.**

The process of the Internship for the M.Ed trainees takes places in a systematic manner.

☐ At the commencement of the academic session the student teachers are instructed to visit the B.Ed colleges located in and around their residential areas, or those wherein they have to go for data collection as regards their dissertation.

☐ The student teachers then approach the Principals of such B.Ed colleges and obtain oral permission for the internship as convenient to the constituent college as well as the student teacher's parent Institute.

☐ An official request letter is then issued to the said colleges giving details of the name of the M.Ed trainee.

☐ The approached B.Ed colleges too issue an official confirmation of the internship dates and the name of the M.Ed trainee.

**8 Are the practice teaching sessions / plans developed in partnership, cooperatively involving the school staff and mentor teachers? If yes, give details on the same.**

The Internship planning is chalked out with the help of all the Faculty of the college. Issuance of official permission letter along with details of the M.Ed trainee are sent to the concerned B.Ed college. Generally, the M.Ed trainee is made to meet the head of the department of the subject which the trainee will be teaching. That enables the trainee to understand first-hand the kind of teaching that is to be done, points to be included in the lecture, the diversity of the students in the said college and many other such factors. Such details help the M.Ed trainees to deliver the lectures in a more effective manner.

**9 How do you prepare the student teachers for managing the diverse learning needs of students in schools?**

The student teachers of the M.Ed programme are encouraged to plan out their entire lecture and consult the concerned Faculty at the Institute for the same. The trainees are then encouraged to take part in all the activities of the B.Ed college where they are involved in their internship. For instance, if the said college is organizing the Teachers' Day, or the Republic Day, then the M.Ed trainees are encouraged to participate in its organisation enthusiastically.

**10 What are the major initiatives for encouraging student teachers to use / adopt technology in practice teaching?**

The M.Ed trainees are encouraged to prepare their lectures with the aid of modern tools like computers and other ICT oriented audio-visual tools. Most of these trainees deliver their lectures through PPTs. They surf the net to gather extra material and information for their lectures. They carry names of websites and links to useful information related to the relevant topic to be taught. The M.Ed trainees insist on the use of LCD Projectors for classroom

teaching in the college where they are engaged in internship. The Faculty at our Institute systematically check the Power Point Presentations prepared by the M.Ed trainees and give in their inputs for improvements.

## **2.4 Teaching Quality**

### **1 Are the practice teaching plans developed in partnership, cooperatively involving the school staff, and mentor teachers? If yes, give details.**

Yes, the practice teaching plans, i.e. the internship programme at the M.Ed level is definitely planned in partnership with the staff of the constituent B.Ed college. Usually, when the official permission for internship is obtained, the M.Ed trainee meets the concerned Faculty for taking inputs about the topics to be taught and other useful information. Generally, this entire exercise is carried out through oral discussions with the Faculty and Principal of the B.Ed college where the internship of the M.Ed trainee has been fixed.

### **2 What is the ratio of student teachers to identified practice teaching schools? Give the details on what basis the decision has been taken?**

Our Institute has 35 M.Ed trainees. All of them take up internship in various B.Ed colleges. On an average, each student teacher of the M.Ed programme gets in touch with nearly two to three B.Ed college. Hence, the ratio of the student teachers to identified B.Ed colleges is approximately 3:1. While selecting the B.Ed colleges for internship, the Institute asks the students to give first priority to grant-in-aid B.Ed colleges. However, reputed SFIs are also approached.

### **3 Describe the mechanism of giving feedback to the students and how it is used for performance improvement.**

Every M.Ed trainee carried feedback forms to the constituent B.Ed college where his/her internship has been fixed. The feedback forms are given to the Principal of the said college. They are then duly filled by the students, teachers and the Principal of the B.Ed college, and posted back to our Institute. The Faculty of the Institute also keep a check on the deliverance of the student teachers. Sometimes surprise visits are paid by the Faculty to the

B.Ed colleges to observe the lectures of the student teachers; at times, their presence in the college is verified telephonically as well. The Institute is very keen that the during the internship the student teachers give their best.

**4      How does the institution ensure that the student teachers are updated on the policy directions and educational needs of the schools?**

The Institute corresponds with the B.Ed colleges wherein the internship has been finalized. In this way the Institute keeps a tab on the specific policies of the said colleges and also gets details on the system being followed there. The correspondence is then shared with the M.Ed trainees and thus it is ensured that they are updated on the policy directions.

There are also interactive sessions of the student teachers and the Faculty of the Institute. All queries related to internship are solved in these sessions. Orders of the affiliating university, government resolutions and curriculum changes are also discussed in this manner.

**5      How do the students and faculty keep pace with the recent developments in the school subjects and teaching methodologies?**

The student teachers are counseled on a one-to-one basis and offered guidance on developments or changes in the curriculum of the B.Ed colleges. Since the teaching methodologies at the Institute itself are highly upgraded and modern, the student teachers as it is get trained to use the same. The Faculty of the Institute keep themselves fully in sync with the changing and emerging global trends by attending Seminars, Conferences, Workshops and also attending the orientation organized by the Academic Staff College of the affiliating university.

**6      What are the major initiatives of the institution for ensuring personal and professional / career development of the teaching staff of the institution (training, organizing and sponsoring professional development activities, promotional policies etc.)**

The Institute encourages Faculty members to attend Seminars, Conferences and Workshops. Duty leaves for the same are granted and delegation fees are also paid by the college for the same. In-house training programmes are

also regularly organized to enable the Faculty and the Administrative Section to upgrade themselves on varied aspects. Similarly, an in-house training session was conducted for learning latest computer technology and how to use it for teaching purposes. A look at the Seminars/Conferences/Workshops attended by the Faculty of the Institute will give an idea about the efforts made by the Institute for development of the staff.

**7 Does the institution have any mechanism to reward and motivate staff members for good performance? If yes, give details.**

The Trust under whose aegis the M.Ed College is managed, issues a letter of Appreciation to those staff members who have shown exemplary qualities of good teaching, leadership, innovative methods of teaching, and maximum use of ICT for the teaching-learning process.

In a given subject when students obtain 100% result, then the Faculty member of the concerned subject is honoured by the Trustees of the Institute.

**2.5 Evaluation Process and Reforms**

**1 How are the barriers to student learning identified, communicated and addressed? (Conducive environment, infrastructure, access to technology, teacher quality etc.)**

The Institute is located in a peaceful green environment in the northern part of the state of Gujarat. Since the location is rural, the Institute is away from the din and noise of the city. Hence, the learning atmosphere becomes conducive to learning. The area of the campus is large and infrastructural, it satisfies all the major and minor needs of the staff and the students. There is round-the-clock security at the campus gates.

Apart from spacious and airy classrooms, the Institute offers a large library with seating arrangement as well as a separate computer for all. During all the working hours of the Institute, the students have access to the wi-fi which enables them to use the internet at all times. Since most of the

teaching is done with the aid of technology, the teaching quality has proved to be highly satisfactory to the students.

**2 Provide details of various assessment / evaluation processes (internal assessment, mid term assessment, term end evaluations, external evaluation) used or assessing student learning?**

There is one internal examination conducted at the end of the semester before the final University exams. The question paper style for each topic is discussed well in advance with the students. As per the marks distribution outlined by the University, the internal evaluation by the Institute is also conducted on the same lines. In these exams, the Formative and Summative Assessments are conducted. The internal marks are then sent to the affiliating University.

**3 How are the assessment / evaluation outcomes communicated and used in improving the performance of the students and curriculum transaction?**

The evaluation process in all the papers does not take more than a week's time. The marks of each student are posted on the notice board in the form of a marksheet. The students are welcome to contact the Faculty members and take a look at their answer sheets. In this way they get to know the loopholes and inadequacies in their answers.

The Faculty members while showing the evaluated papers to the students give vital tips on how to improve in the final University exams.

**4 How is ICT used in assessment and evaluation processes?**

The Question papers in each subject are duly computer typed and printed for the internal evaluation. The result is also declared to the students through the computerized marksheets. Some general mistakes of the students are highlighted through O.H.P suggestion for improvement are given orally among the class



## **2.6 Best Practices in Teaching Learning and Evaluation Process**

### **1 Detail on any significant innovations in teaching / learning / evaluation introduced by the institution?**

There are a few significant innovations in the teaching-learning process adopted by the Institute. Introduction of Power Point Presentations, Video Recording and use of ICT mark the most significant innovations.

A few lectures by very good student teachers are recorded every year. These are then played to the subsequent batches; thus, research, presentation and use of technology's taught to the successive batches.

After the completion of every topic, there is a lecture devoted to problem-solving session. Hesitant students are encouraged to meet the Faculty personally for resolving their doubts. They are even told to write their problems and give them to the Faculty. Topics are given to the student teachers for presentation; they are then asked to give the presentation without prior notice. This keeps the student teachers in a ready state all throughout. Periodical seminars are conducted, discussions are carried out, community service issues are paid attention to and trips to old-age homes, orphanages etc. are also arranged.

Most significantly, to encourage student teachers to prepare lectures for their internship, they are given minor topics from the curriculum itself to be taught. This not only prepares them further for the internship, but also gives them vital inputs about how to research on a particular topic, how to present it to the students, and what aids to use for better delivery of the same.

As far as the evaluation process is concerned, the Faculty members conduct a special class after the results have been declared. In this class they openly discuss well written papers and point out mistakes, loopholes and inadequacies in their written answers.

**2      How does the institution reflect on the best practice in the delivery of instruction, including use of technology?**

All the Faculty members of the Institute use ICT tools for delivery of their lectures. However, the most significant aspect here has been the practice of video recording a few of the lectures by student teachers. These lectures are recorded in the Institute as well as in those colleges wherein the M.Ed trainees are doing their internship. This takes care of stage-fear, grip on the subject, psychological aspects to be understood while teaching, and also inputs on well-researched topics that are being taught.

Hard copies of all the PPTs are made available to the students during the lectures by the Faculty members of the Institute to facilitate a total grasp of the topic being taught.

# **S.N.M.SHAH M.Ed.COLLEGE**



## **Criterion III**

### **Research, Consultancy & Extension**

## **CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION**

### **3.1 Promotion of Research**

#### **1 How does the institution motivate its teachers to take up research in education?**

The Faculty members of the Institute have always expressed interest in research activities. Five Faculty members have already obtained their doctoral degree.

The publications of all the Faculty members in reputed journals furthers their interest in research activities. There is an atmosphere of encouragement and appreciation for research oriented effort in the Institute.

In the M.Ed programme there is a compulsory paper entitled “Methodology of Educational Research”. Through this paper the student teachers are motivated towards research. Along with this paper, the M.Ed students also have to submit a well-researched dissertation of 200 marks as partial fulfillment of the M.Ed degree. The choices of the research topics are done by consulting the thrust areas of research enumerated by the NCTE. A seminar is conducted to decide upon the title and topic of the research to be done by each student. A process of critical analysis and discussion is undertaken for the selection of the research areas and the direction of the research to be conducted. Old dissertations done by prior batches are discussed and valuable points from the same are also tabled. Points for improvement and modification are suggested by the faculty members in this seminar. The M.Ed student teachers are thus geared towards research.

#### **2 What are the thrust of research prioritized by the institution?**

While deciding upon the research topics by the Faculty members and by the students, the practical implications of the researches to be taken up are kept in mind. The research topics are consistent with the thrust areas of research given by the NCTE.

Common areas of research are concerned with the teaching-learning process, contexts of learning, teacher competency, methods of teaching, problems faced by teachers and students, and use of ICT tools in the

teaching methodology. The survey type of research is the most common form of research.

**3 Does the institution encourage Action Research? If yes give details on some of the major outcomes and the impact.**

Considering the role of action research in teaching, encouragement is given to the Faculty members to be aware of its importance. In fact, reflective teaching is supported by action research.

**4 Give details of the Conference / Seminars / Workshop attended and / organized by the faculty members in last five years.**

**Dr. Vinubhai D. Mogaria**

Sr No.	Title of seminar / workshop	Type of Seminar	Date	Organized by
1	Human Rights	National Seminar	8/2/2009	Sociology Dept. V.V.Nagar
2	Case Study	Ph.D Guide Conference	2 to 4 /1/2009	Surat
3	Impact of Diaspora	Int. Seminar	18/2/2009	S.P.University, V.V.Nagar
4	Quality concern in practice teaching	State Seminar	2 to 4/3/2009	P.G.Dept.Educaion V.V.Nagar
5	Multimedia in Distance Education	National Seminar	7 to 8/3/2010	N & A Arts V.V.Nagar
6	Concept & Scope of Distance Education	National Seminar	13 to 14/3/2010	C.V.M V.V.Nagar
7	Role of Edu. In Environment	State Seminar	12/4/2009	Gandhidham
8	Ambedkar's Contribution	One Day Seminar	6 to 7/2/2009	Ambedkar Chair V.V.Nagar
9	Weaker sections in local self govt.	State Seminar	20/2/2010	Political Science Dept. V.V.Nagar
10	'E' Content Development	Workshop	21/8/2010	S.P.University, V.V.Nagar
11	Live Lecture		26/7/'10	Gandhinagar
12	Quality teacher training	Chaired a session	27/7/'10	Anand Education College

**Dr J.B.Patel**

<b>Sr No.</b>	<b>Title of seminar / workshop</b>	<b>Type of Seminar</b>	<b>Date</b>	<b>Organized by</b>
1	Empowering Woman Through Education	National Seminar	13-14 <sup>th</sup> Feb 2010	Surat
2	Environmental Challenges of 21 <sup>st</sup> Century	National Seminar	3 <sup>rd</sup> January 2010	Ahmedabad

**3.2 Research and Publication Output**

- 1 Give details of instructional and other materials developed including teaching aids and/or used by the institution for enhancing the quality of teaching during the last three years.**

The materials provided outlines on all the topics that are taught to the students. These instructional materials are given to the students in printed format. Moreover, there is a Book Bank in the Library which enables the students to collect books for their personal use.

- 2 Give details on facilities available with the institution for developing instructional materials?**

The Institute offers rooms, computers, special seating in the library, stationery material, internet, books and invitation to experts to give their opinion on varied aspects of teaching-learning process.

- 3 Did the institution develop any ICT / technology related instructional materials during the last five years? Give details.**

Power point presentations have been developed and that are to be taught in the M.Ed programme. However, this technology related instructional materials are for the internal use of the Institute; they are not circulated in other colleges. The development of such instructional materials.

**1.Dr.Paragiben R.Shah :** a) Hypothesis, b) Sampling, c) Data Analysis, d) Historical Research Method, e) Educational Technology f) ET and Education.

**2. Vinubhai D.Mogaria :** a) Psychology- Definition, b) Mental Health, c) Defense Mechanism d) Concept & approaches of Guidance and Counseling, e) Theory of Ginzberg, f) Theory of Holland.

**3. Dr. Vijaykumar K. Vyas :** a) Steps of Criterion Reference Test, b) Steps of Non-Criterion Reference Test, c) Steps of ANOVA, d) Steps of ANCOVA, e) Naturalism Philosophy

**4. Dr. Harishchandra S. Rathod :** a) Social Mobility & Education, b) Education and Society, c) Educational and Economics growth, d) Pragmatism, e) Mahatma Gandhi, f) Bhagwad Gita- An overview, g) Various chapters of Bhagwad Gita.

**5. Dr. Jigneshbhai B Patel :** a) Abraham Maslow, b) Various psychological Tests, c) Theory of Karma, d) Bhakti from Bhagwad Gita.

**4 Give details on various training programmes and/or workshop on material development (both instructional and other materials)**

**a) Organized by the institution**

Internal workshops for developing instructional material are conducted from time to time in the Institute. However, they are informal in nature and hence their dates and timings are not recorded as such. But from now onwards we will begin to do so.

**b) Attended by the staff**

There have been no workshop or training programmes for material development organized by a recognized institution. However, when the CBCS system was introduced, the Department of Education, Gujarat University had invited the Faculty for a one-day training programme, which was duly attended by all the Faculty members.

**c) Training provided to the staff.**

In-house training of use of upgraded technology is generally provided to the staff from time to time.

**5 List the journals in which the faculty members have published papers in the last five years.\**

**Dr.Paragi R.Shah**

<b>Sr No.</b>	<b>Topic of Research Paper or other achievement</b>	<b>Journal Name</b>	<b>Vol No.</b>	<b>Month &amp; Year</b>	<b>ISSN No.</b>
1	Role of a teacher for quality in education	IJRE	1	Dec-2012	2320-091x Online
2	Memory : The essential part of organism	IJRE	1	Mar-2013	2320-771x Online
3	Theory Need and functions of teaching	IJRE	2	Mar-2013	2320-091x Online
4	Teacher's interest in technology	IJRE	2	Jan-2013	2320-091x Online
5	Challenges of 21 <sup>st</sup> century Education	IJRE	2	Feb-2013	2320-091x Online

**Dr. Vinubhai D.Mogaria**

<b>Sr No.</b>	<b>Topic of Research Paper or other achievement</b>	<b>Journal Name</b>	<b>Vol No.</b>	<b>Month &amp; Year</b>	<b>ISSN No.</b>
1	Mental Health & Education	Vanche Gujarat	Book-I	2012	978-93-8214503-5
2	Jealousy in Children	Prajna S.P.U	03	2010 Yearly	9380983134
3	Rajiya Chhajkya & Marshiya	Prajna S.P.U	05	2011 Yearly	9380983134
4	Book Review	Journal of Education & Psychology	125	2011	9789351620709
5	Status of women in India : Yesterday, Today & Tomorrow	Dalit Writers Conference (U.K)	2	2010	81-7229042-x

**6 Give details of the awards, honors and patents received by the faculty members in last five years.**

So far no Faculty members have received any awards or patents.



**7 Give details of the Minor / Major research projects completed by staff members of the institution in last five years.**

Since ours is a young college, the faculty members are totally involved in the teaching-learning process; hence, so far no major or minor research project has been applied for. But all the faculty members plan to do so in the near future.

**3.3 Consultancy**

**1 Did the institution provide consultancy services in last five years? If yes, give details.**

Any formal consultancy services are not provided by the institution. However, a few faculty members have been involved in the assessment work of the University and with a few NGOs in their personal capacity.

**2 Are faculty / staff members of the institute competent to undertake consultancy? If yes, list the areas of competency of staff members and the steps initiated by the institution to publicise the available expertise.**

Yes, the faculty members are competent enough to undertake consultancy. However, none of them have taken it up in a formal manner. Though a few of them do advise some NGOs on their working patterns, fund raising drives and better educational management of orphanages etc.

**3 How much revenue has been generated through consultancy in the last five years? How is the revenue generated shared among the concerned staff members and the institution?**

Since the consultancy offered by the Institute's faculty is not in a formal manner, there is no question of any revenue being generated at all.

**4 How does the institution use the revenue generated through consultancy?**

So far there has been no revenue generated through consultancy of the faculty members.

### **3.4 Extension Activities**

#### **1 How has the local community benefited from the institution? (Contribution of the institution through various extension activities, outreach programmes, partnering with NGOs and GOs)**

Our Institute is located in a rural area of the state of Gujarat. Though economically a very strong state, Gujarat lags behind in terms of literacy rates, especially that of the girl child. The Institute has so embarked on a mission to spread the message of literacy, and thereby education in the areas surrounding the institution.

A ‘Sarva-Shiksha Abhiyaan’ was carried out by the faculty and the students in the nearby villages, encouraging parents to send their children, especially the girl child, to the local schools of Kakanpur.

In fact the very idea of the Sarvoday Education Trust to establish colleges of higher education in a rural location, was to encourage students from the rural areas to receive education in a stream of their liking.

#### **2 How has the institution benefited from the community? (Community participation in institutional development, institution community networking, institution school networking etc.)**

Our Institute was the first one offering opportunities for higher education in a rural area of central Gujarat. Hence, the local community was happy and enthusiastic about sending their children to our Institute. Their queries related to education, career, educational opportunities and teaching prospect has given new dimensions to the Institute.

The Institute’s network with the B.Ed colleges where our students go for Internship. It is very informative and useful feedback on teaching processes, methodology and sense of ICT aids.

**3 What are the future plans and major activities the institution would like to take up for providing community orientation to students?**

The Institute will like to formally become associated with an NGO that is engaged in literacy drive. Spread of education is the main motto of our Institute; hence, this is one area where the Faculty members and the students will like to work.

**4 Is there any project completed by the institution relating to the community development in the last five years? If yes, give details.**

No formal project has been taken up by the Institute regarding any community development. But informally, lot of work is done by the Institute and its staff and students towards upliftment of the community, especially the local community in the surrounding areas.

**5 How does the institution develop social and citizenship values and skills among its students?**

By involving student teachers in various social and community services the Institute tries to develop social and citizenship values and skills among its students.

**3.5 Collaborations**

**1 Name the national level organizations, if any, with which the institution has established linkages in the last five years. Detail the benefits resulted out of such linkages.**

So far, no national level linkages have been formed with any organisation. However, at the state level there are links with the Gujarat University, the affiliating University. Through a linkage with them valuable inputs on curriculum development, changes therein, and planning of the academic calendar is facilitated.

**2 Name the international organizations, with which the institution has established any linkage in the last five years. Detail the benefits resulted out of such linkages.**

The Institute has no international linkages with any organisation.

**3 How did the linkages if any contribute to the following?**

☐ **Curriculum development**

Linkage with the affiliating university has given the Institute a wide base of curriculum. The curriculum developed by the university is used for the teaching-learning process.

☐ **Teaching**

Teaching-learning process is totally guided by norms and regulations of the affiliating university; of course, the Institute has its own innovations too.

☐ **Training**

The affiliating university's staff academic college provides source for training like orientation and refresher programmes.

☐ **Practice Teaching**

The broad schedule for academic activities helps the Institute in planning its own academic calendar and days for practice teaching.

☐ **Research**

Almost all the staff members of our Institute have obtained their doctoral thesis from the affiliating university. It has enabled to widen the outlook of the Faculty.

☐ **Consultancy**

No significant contribution has been recorded in terms of consultancy

☐ **Extension**

Extension services are the Institute's own initiative.

☐ **Publication**

Many research papers of the faculty members have already been published.

☐ **Student Placement**

So far the Student placement cell has not benefitted by the link with the affiliating university.

**4      What are the linkages of the institution with the school sector?  
(Institute school-community networking)**

The Institute maintains links with various schools who visit the Institute for placement activities, and also with many B.Ed colleges for the Internship programme.

**5      Are the faculty actively engaged in schools and with teachers and other school personnel to design, evaluate and deliver practice teaching. If yes, give details.**

All the members of Institute maintain cordial relations with the teachers and management of the B.Ed colleges where our student teachers go for internship programmes, and also with schools in the surrounding areas. Such relations help the Institute to plan and design the internship programme and the lectures to be delivered therein. Use of technology is also discussed thereby.

**6      How does the faculty collaborate with school and other college or university faculty?**

The faculty of the Institute get together with faculties of other colleges and universities during seminars, workshops, conferences and such other activities. The relationship established therein helps in the collaboration for inviting experts to give talks on various issues, community development activities, collaborations with NGOs and such others are thus developed.

**3.6      Best practices in Research, Consultancy and Extension**

**1      What are the major measures adopted by the institution to enhance the Quality of Research, Consultancy and Extension activities during the last five years?**

As a young college, the Institute is making all efforts to inculcate an interest in research among the students; for the same the Faculty themselves are engaged in research oriented activities like attending seminars, workshops etc., and publication of papers in research journals.

**2      What are significant innovations / good practices in Research Consultancy and Extension activities of the institution?**

Faculty members are constantly making use of the library and the internet to upgrade their knowledge in every aspect of the curriculum and for current issues. Their thrust is towards research oriented activities. Publication of papers in national level journals is on the topmost priority.

# **S.N.M.SHAH M.Ed.COLLEGE**



## **Criterion IV**

### **Infrastructure and Learning Resources**

## **CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES**

### **4.1 Physical Facilities**

- 1 Does the institution have the physical infrastructure as per NCTE norms ? If yes, specify the facilities and the amount invested for developing the infrastructure. Enclose the master plan of the building.**

The physical infrastructure of the Institute is as per the norms of the NCTE. The total amount invested for developing the infrastructure is approximately rupees 15.5 lacs The Institute has all the facilities in terms of infrastructure:

- Library (1139.6 Sq.F)
- Principal's Room (27.00 Sq.F.)
- Administration Section (54 Sq. F)
- Common room (54.00 Sq. F.)
- Ladies' room (8.06 Sq.F)
- Washrooms
- Drinking water facility
- Computer Lab (870.25 Sq. F.)
- Multipurpose Hall ( 2323.12 Sq. F.)
- Refreshment Centre
- Two classrooms (54.00 Sq. F. Each)
- ICT Hall (54.00 Sq. F.)
- Multipurpose Lecture room (49.5 Sq. F.)
- Hostel–For both boys (42 rooms) and girls(48 rooms)  
(90 rooms)
- Electricity
- Generator
- Playgrounds (16000 Sq.Mt)

- 2 How does the institution plan to meet the need for augmenting the infrastructure to keep pace with the academic growth?**

The Institute has veritable resources to meet the need for adding infrastructural facilities in case of an increase in the student-intake. The Master Plan of the building attached makes it clear that there is lot of space



available for any extra space. For instance, keeping in sync with the global demands for use of ICT in teaching-learning process, the Institute relegated a separate room for the same.

**3 List the infrastructure facilities available for curricular activities and extra curricular activities including games and sports.**

The Institute has an LCD and a full-sized TV. There is a separate Hall, generally known as the Prayer Hall in the Institute for any curricular activities. Apart from this the Institute offers full facilities for games and sports.

- Large sized playground
- Volleyball kit
- Badminton kit
- Carom
- Chess board
- Tread mill
- Weights
- Dumbbells
- Reprography facility
- Printers
- Computers

**4 Give details on the physical infrastructure shared with other programmes of the institution or other institutions of the parent society or university.**

The physical infrastructure of the Institute is shared with the B.Ed programme run by the same Trust. The playground and all the other faculties are shared with them.

**5 Give details on the facilities available with the institution to ensure the health and hygiene of the staff and students (rest rooms for women, wash room facilities for men and women, canteen, health center etc.)**

- There is a Ladies Room for the girl students which has a washroom right near to it.

- There are one washrooms for males and another one washrooms for the females.
- There is a Refreshment Centre for both the Faculty and the students. It offers a wide variety of snacks, tea, coffee and cold drinks.
- There is an RO plant in the Institute's building as well as in the Hostel.
- A hospital with basic medical facilities is located near the Institution.
- The Institute also keeps the First Aid facilities in the Administrative section, access of which is easily available to the students.
- Moreover, the services of the 108 Ambulance is available in case of an emergency.

**6 Is there any hostel facility for students? If yes, give details on capacity, no of rooms, occupancy details, recreational facilities including sports and games, health and hygiene facilities etc.**

- Yes, there is a hostel facility for both boys and girls. The hostel comprises of totally 90 rooms.
- For the girl students there are 42 rooms, while for the boy students there are 52 rooms.
- Each room houses 4 students has an attached washroom.
- There is an RO plant within the hostel that ensures clean drinking water round the clock.
- The students living in the hostel are offered breakfast, lunch, tea as well as dinner on all the seven days of the week.
- For the girls hostel, a lady is appointed as a rector.
- Twenty four hours power supply is given in the hostel.
- There is a heater also provided for heating water.
- Within the room there is a study table, a bed and cupboards for the students.

## 4.2 Maintenance of Infrastructure

1 What is the budget allocation and utilization in the last five years for the maintenance of the following? Give justification for the allocation and unspent balance if any.

- Building
- Laboratories
- Furniture
- Equipments
- Computers
- Transport / Vehicle

Particulars	2008-09	2010-11	2011-12	2012-13	2013-14
Budget allotted for building Expansion, Maintenance etc	89868	89868	179737	89868	89868
Amount spent of Maintenance and Upgrading of Laboratory	-	-	-	-	-
Furniture	3900	11000	-	-	-
Budget Allotted for computers	-	-	-	-	-
Budget allotted for maintenance of computer	1700	-	-	2150	600
Budget allotted for Transport/ Vehicle	6991	8983	21766	14294	9054

The funding received by the college is from the parent trust, Sarvajik Education Trust. The budget allotted for all the categories above has been fully utilized and hence no unspent balance reflects in the college accounts.

**2      How does the institution plan and / ensure that the available infrastructure is optimally utilized?**

The Institute has designed ways and means to optimally utilize the available infrastructure. The building is three- storied which facilitates all the classrooms and other infrastructural requirement. The community service activities like prize distribution and the literacy drives are conveniently carried out in Multipurpose Hall. No room of the Institute's building is left unutilized. Photocopy facilities are provided in the Administration Section. The sports facilities, recreational facilities and the computer lab are optimally utilized during the course. Staff meetings are held either in the Principal's room or in the common room. The refreshment centre is open on all the working days for the students and the Faculty.

**3      How does the institution consider the environmental issues associated with the infrastructure?**

Our Institute is located in lush green environment, completely surrounded by green trees, green fields and peaceful atmosphere. One can say that our Institute is located in the lap of nature. The serene atmosphere encourages and inspires both teachers and students towards academics. In the near future the Institute further plans to plant trees, flower beds and eye-catching lawns.

**4.3    Library as a Learning Resource**

**1      Does the institution have a qualified librarian and sufficient technical staff to support the library (materials collection and media / computer services)?**

The Institute has a fully qualified librarian, duly assisted by a qualified assistant. The library of the Institute is computerized. It has four computers with full internet facility. The process of issuance and return of books is fully computerized.

**2 What are the library resources available to the staff and students?**

**(Number of books-volumes and titles, journals-national and international magazines, audio visual teaching learning resources, software, internet access etc.)**

The area of the library is 1139.6sq.ft. It has totally 2578 titles. It has Two computers with the internet facility for the students. The list of magazines and journals subscribed by the Institute's library are as under:

**Name of Magazine**

Sr.No.	Name
1	Achala
2	Chitralkha
3	Cricket Samrat
4	Shikshan Darshan
5	Latest Fact In General Knowledge
6	Liberty Career News
7	Pragatishil Shikshan
8	Pustkalay
9	Reader Digest
10	Safari
11	Stri
12	Vigyan Darshan
13	Yog Sandesh

**Name of Journals**

Sr.No.	Name
1	University News
2	Edutracks
3	Experiments In Education
4	Education World
5	India Today
6	New Frontiers In Education
7	Yojna (English)

The software installed in the Library computers is as follows:

**Library**

Dual core 3.0

RAM - 1.00 GB

Harddisk – 160 GB

Monitor - 14.5 LG LED

Keyboard & Mouse

Window-XP

**Asst. Librarian's Computer**

Pentium (R)D CPU 3.0 GHz

RAM – 512 M.B

Harddisk – 80 GB

Monitor - 17.5 LG

Keyboard & Mouse

Window-XP

- 3 Does the institution have in place, a mechanism to systematically review the various library resources for adequate access, relevance, etc. and to make acquisition decisions. If yes, give details including the composition and functioning of library committee.**

Yes, the Institute regularly reviews various library resources for purchase of new titles, offering

Library committee: 1) Dr. V.D.Mogaria  
2) Dr. P.R.Shah  
3) Dr. H.S.Rathod  
4) Dr. V.K.Vyas  
5) Dr. J.B.Patel  
6) Mr. B.A.Parekh

The Librarian in consultation with the Management and the Faculty invites lists of additional books to glorify and enhance the library resources. Thus, a sense of collective acquisition is in practice. The seating arrangement for all

the students provides ideal atmosphere for maximum use of the library resources.

**4 Is your library computerized? If yes, give details.**

Yes, the Library is computerized. All the books have bar-codes. Issuance and return of books is also done with the help of the computers.

**5 Does the institution library have Computer, Internet and Reprographic facilities? If yes, give details on the access to the staff and students and the frequency of use.**

The Library has four computers with internet facility. Reprographic facilities is not available in the Library. The students and the staff have full access to all these during the college hours.

**6 Does the institution make use of Infflibnet / Delnet / IC facilities? If yes, give details.**

Yes, the Institute does make use of the Infflibnet facility. A few online journals have been subscribed with the help of Infflibnet.

**7 Give details on the working days of the library? (Days the library is open in an academic year, hours the library remains open per day etc.)**

The Library is open on all the working days of the Institute. From Monday to Friday the Library is open from 10.20 am to 5.00 pm; while on Saturdays it is open from 8.00 am to 12.00 pm. During the exam time the Library is kept open for the students even on Sundays and other public holidays.

**8 How do the staff and students come to know of the new arrivals?**

There is a separate shelf in the Library for the new arrivals.

**9 Does the institution's library have a book bank? If yes, how is the book bank facility utilized by the students?**

Yes, there is a book bank facility in the Library. The students are informed by the Faculty about the purchase of volumes/titles under the book bank. The students can then display their I-cards and get the books issued for the entire semester. At the end of the semester the students return the book back to the Library.

**10      What are the special facilities offered by the library to the visually and physically challenged persons?**

The Institute has had no instances of visually or physically challenged persons so far. Yet, whenever there have been any such students, they will be treated properly.

**4.4    ICT Learning Resource**

**1      Give details of ICT facilities available in the institution (Computer lab, hardware, software, internet connectivity, access, audio visual, other media and materials) and how the institutions ensures the optimum use of the facility.**

ICT facilities in the Institute are of the best quality. There are in all 45 computers in the Institute.

In the computer lab there are 35 computers. Their configuration is as follows:

Pentium (R)D CPU 3.0 GHz

RAM - 1.00 GB

Hard disk – 80 GB

Monitor – 17.5 L.G.

Keyboard & Mouse

Window-XP

The Administration section is also computerized and has two computers. Its configuration is as follows:

Pentium (R)D CPU 3.0 GHz

RAM – 512 MB

Hard disk – 80 GB

Monitor - 17.5 L.G.

Keyboard & Mouse

Window-XP



The computer at the Principal's desk has the following configuration:

Pentium (R)D CPU 3.0 GHz

RAM - 1.00 GB

Harddisk – 80 GB

Monitor – 17 L.G.

Keyboard & Mouse

Window-XP

There are one computers in the common room for the use of the Faculty members. Their configuration is as follows:

Pentium (R)D CPU 3.0 GHz

RAM – 512 MB

Hard disk – 80 GB

Monitor - 17.5 L.G.

Keyboard & Mouse

Window-XP

All the Faculty members use the ICT facilities for the teaching-learning process to the maximum.

**2 Is there a provision in the curriculum for imparting computer skills to all students? If yes, give details on the major skills included.**

Computer skills features as an elective subject in the curriculum designed by the affiliating university. At our Institute we have made it as an elective for all the students to offer it as computer skills are of utmost necessity in the emerging global scene.

**3 How and to what extent does the institution incorporate and make use of the new technologies / ICT in curriculum transactional processes?**

Power point presentation is a regular feature of delivering lectures in the Institute. Certain internal seminars and topics taught by the use of computer. Internet surfing and access to e-resources and audio-visual aids are incorporated in classroom transaction.

**4      What are major areas and initiatives for which student teachers use / adopt technology in practice teaching? (Developing lessons, plans, classroom transactions, evaluation, preparation of teaching aids)**

Student teachers use technology for conducting research for their dissertation areas, for making presentations during the internal seminars, and for making power point presentations during their internship.

When the student teachers are called upon for peer teaching, they make maximum use of computers.

**4.5    Other Facilities**

**1      How is the instructional infrastructure optimally used? Does the institution share its facilities with other for e.g. serve as information technology, resource in education to the institution (beyond the program), to other institutions and to the community.**

The Institute shares its infrastructural facilities with the B.Ed and the Arts Institutes as well. Faculty members and students use the facilities optimally for all the processes.

**2      What are the various audio-visual facilities / materials (CDs, audio and video cassettes and other materials related to the program) available with the institution? How are the student teachers encouraged to optimally use them for learning including practice teaching?**

CDs and various educational documentaries are stocked in the Institute. LCD projector is also available for teaching-learning process. The student teachers are themselves taught with the help of ICT tools for most of the topics, so they too get vital inputs on the usage of the same during their internship.

**3      What are the various general and methods Laboratories available with the institution? How does the institution enhance the facilities and ensure maintenance of the equipment and other facilities?**

For the M.Ed Programme there is no requirement of Laboratories.

**4 Give details on the facilities like multipurpose hall, workshop, music and sports, transports etc. available with the institution.**

The Institute does have a multi-purpose Hall. Lectures by invited experts are generally held in this hall. Sports facilities are definitely made available to the students, a list of which has been mentioned above.

There is no transport facility generated for the students so far. However, if and when such a need arises, the Institute will take positive steps towards it.

**5 Are the classrooms equipped for the use of latest technologies for teaching? If yes, give details. If no, indicate the institution's future plans to modernize the classrooms.**

The classrooms are equipped for the use of latest technologies for teaching. In fact the Institute has an ICT Hall and a multi-purpose room too. The computer lab with 35 computers, internet facility, and LCD projectors offer full opportunity to Faculty members and the student teachers to use latest technology.

**4.6 Best Practice in Infrastructure and Learning Resources**

**1 How does the faculty seek to model and reflect on the best practice in the diversity of instruction, including the use of technology?**

The Institute used Power Point presentations, video-recording and different audio-visual aids for the teaching-learning process. Since the teaching in the Institute is done through such aids, the Faculty insists upon the student teachers too to adopt the same and make it the norm for their internship and future teaching careers.

**2 List innovative practices related to the use of ICT, which contributed to quality enhancement.**

Provision of an individual computer to all the students at the M.Ed Programme was a major contribution towards quality enhancement of the Institute. Provision of the Wi-Fi system, availability of the internet connectivity in the Library, and completion of major part of the teaching-learning process through ICT signals its innovative use.

**3      What innovations / best practices in “Infrastructure and Learning Resources” are in vogue or adopted / adapted by the institution?**

A large green campus in a serene atmosphere, well-designed building, provision of the most modern ICT facilities at very low costs, having a Library with a seating arrangement for over 40 students and teaching-learning done through ICT are some of the best practices in terms of Infrastructure and Learning Resources.

# **S.N.M.SHAH M.Ed.COLLEGE**



## **Criterion V**

### **Student Support & Progression**

## **CRITERION V: STUDENT SUPPORT AND PROGRESSION**

### **5.1 Student Progression**

- 1 How does the institution assess the students' preparedness for the programme and ensure that they receive appropriate academic and professional advise through the commencement of their professional education programme (students pre-requisite knowledge and skill to advance) to completion?**

The Institution makes efforts to assess the students' preparedness for the M.Ed programme as soon as the academic session begins.

At the beginning of the session, the Institute organizes an Orientation Programme. It is attended by the Faculty members and of course by the newly admitted student teachers. Introduction about the Institute, the Faculty members and that of the student teachers is given to all present. The student teachers are taken to the Library. They are given a copy of the syllabus, the time-table, the academic calendar, the list of holidays, the general code of conduct, and also the importance of inclusion of various subjects in the curriculum as core or elective papers.

The Orientation Programme takes care of theoretical as well as practical aspects of the M.Ed Programme. Since students come from diverse backgrounds, they are enlightened on the career prospects too after the completion of the M.Ed Programme.

- 2 How does the institution ensure that the campus environment promotes motivation, satisfaction, development and performance improvement of the students?**

The Institute is based in a rural location, away from the din and noise of the nearest city, Godhra. One of the major purposes of starting an institute in a rural location was to give an opportunity for higher education to the rural population. The campus is located among lush green trees and fields. It invites peace and generates a desire for study and research. The campus is large and also has an adjoining playground. It has round-the clock security and hence provides utmost satisfaction to the students and improves their performance.

The free and fair treatment given to students improves their performance.

Modern ICT facilities, teaching and learning carried out by competent and knowledgeable faculty, well-ventilated classrooms, well-stocked and computerized Library – all these are factors that contribute to making the campus improve the students' performance year after year.

3. **Give gender-wise drop out rate after admission in the last five years and list possible reasons for the drop out. Describe (if any) the mechanism adopted by the institution or controlling the drop out?**

Year	Name of students	Reason for dropout	Male	Female	Total
2013-14	Patale Varsha V.	Govt Job	-	1	01
2012-13	Patel Jitendra J.	Marriage Purpose	-	1	01
2011-12	Nil	Nil	Nil	Nil	Nil
2010-11	Nil	Nil	Nil	Nil	Nil
2009-10	Nil	Nil	Nil	Nil	Nil

- 4 **What additional services are provided to students for enabling them to compete for the jobs and progress to higher education? How many students appeared / qualified in SLET, NET, Central / State Services through competitive examination in the last two years.**

The Faculty members suggest books to be consulted and referred for appearing in competitive exams; if these books are not available in the Library, then the Faculty suggests to the Library committee for the purchase of the same. The Institute informs the students about the organisation of any seminars on how to appear for competitive exams.

Question papers of past competitive exams of the last few years are collected and filed in the Library for the current students to go through.

The NET/SLET exam question papers are given to all those who are appearing for the said exam. Faculty members also inform the students

about the Coaching classes for the SLET/NET exams being conducted by the University. However, this information is given to the students orally. The number of students who appeared in such exams in the last three years are as follows:

Academic Year	2010-2011	2011-2012	2012-2013
SLET	02	04	06
NET	-	-	-

**5 What percentage of students on an average go for further studies / choose teaching as a career? Give details for the last three years.**

Student go for further studies					
Year	Master Degree	M.Phil	Ph.D	Total	% age
2012-13	5	2	0	7	20
2011-12	4	1	0	5	14.2
2010-11	4	1	0	5	14.2

Students choose teaching as career				
Sr.No	Year	Total Students	Number of Students in Teaching Field	% age
1	2012-13	35	20	57.14
2	2011-12	35	17	55.00
3	2010-11	35	21	60.11

**6 Does the institution provide training and access to library and other education related electronic information, audio / video resources, computer hardware and software related and other resources available to the student teachers after graduating from the institution ? If yes, give details on the same.**

The Institution provides such facilities during and after the course.



**7 Does the institution provide placement services? If yes, give details on the services provided for the last two years and the number of students who have benefited.**

Yes, the Institution has recently started the Placement Cell. The Institute has a very good networking with schools in the surrounding areas and in the city of Godhra. These schools regularly approach the Institute for giving placement to our student teachers. Some of the schools who have given placement to our students are:-

Year	Number of Students	Students Name	Institute Name
2012-13	03	1 Ghadiyadi Anand	K.C.M.Shah B.Ed.College, Kakanpur
		2 Shah Naisarg	Arts and Commerce College, Kakanpur
		3 Chauhan Jyoti	Kasturba School, Devgadh Baria
2013-14	02	1 Rathwa Narsing	Premlata Devi Primary School , Chhota Udepur
		2Bamaniya Ranjitsinh	S.F. High School, Chhota Udepur

**8 What are the difficulties (if any) faced by placement cell? How does the institution overcome these difficulties?**

So far no difficulties have been faced by the Placement Cell.

**9 Does the institution have arrangements with practice teaching schools for placement of the student teachers?**

At the M.Ed level, the student teachers do have an internship programme at the B.Ed colleges. Hence, looking at their work and the resulting levels of satisfaction these colleges suggest the names of deserving student teachers at various Higher Secondary Schools. Hence, in the long run, it will facilitate the newly formed Placement Cell in arranging for placement of our student teachers.

**10      What are the resources (financial, human and ICT) provided by the institution to the placement cell?**

The Placement Cell is still in its infancy right now. But very soon, the Institute will designate a separate room, for better functioning of the Placement Cell.

**5.2      Student Support**

**1      How are the curricular (teaching-learning-processes), co-curricular and extra curricular programmes planned, (developing academic calendar, communication across the institution, feedback) evaluated and revised to achieve the objectives and effective implementation of the curriculum.**

As soon as the new academic session begins from the 15<sup>th</sup> June every year, the Faculty members and the Principal get together to discuss the activities to be conducted in the coming year. After due discussions about the changes in curriculum, list of experts to be invited for various topics, days taken out for community services, days marked for internship, and internal exams, the Academic Calendar is duly prepared.

Any obstacles that are visualized are immediately resolved. Internship dates are finalized after taking due permission (orally) of the B.Ed. colleges. Thus implementation of the curriculum is planned effectively.

**2      How is the curricular planning done differently for physically challenged students?**

We have had a very few physically challenged students so far. For them special provision is made by the Institute for the internship. The Institute sends letters of request to the B.Ed. colleges in the surrounding areas of the residence of such students.

**3      Does the institution have mentoring arrangements? If yes, how is it organized?**

For the dissertation that the students have to submit we have the mentoring arrangement. Each Faculty member guides and mentors around 07 students every year. For the same, the mentor helps the student teacher in finalizing the topic and the broad area of research, suggests useful areas of research,

suggests relevant websites and links for the said topic, gives a broad outline about the writing tools and also instructs on the writing styles.

Every day each mentor spends one hour for the dissertation guidance. The mentor suggests names of experts to whom the student teachers can contact for taking further guidance in their area of research. Dissertations of former students are also discussed by the mentor with the student teachers under his/her guidance. Periodically, the mentor keeps on reviewing the progress of the student teachers under his/her guidance.

**4      What are the various provisions in the institution, which support and enhance the effectiveness of the faculty in teaching and mentoring of students?**

The use of ICT tools, availability of the internet round-the-clock, spacious and well-stocked Library, thrust to research, aesthetically designed building, lush green and peaceful campus, a conducive atmosphere of teaching-learning and the fulfillment of all teaching requirements enhances the effectiveness of the Faculty in teaching and mentoring of students.

**5      Does the institution have its website? If yes, what is the information posted on the site and how often is it updated?**

Yes the Institution has its own website. It is [www.snmshahmedcollege.com](http://www.snmshahmedcollege.com)  
The information posted on the site is about the Institute and its various stakeholders.

A short history of the Institute is given with the date of establishment. A vision and mission of college are offered on the website.

A complete profile of the Faculty members with their qualifications is also posted on the website.

Photographs of various events organized by the Institute such as lectures by invited experts and other activities are to be seen on the website.

Photographs of the lush green campus, the Library, multipurpose hall and the ICT Hall are there on the website.

**6 Does the institution have a remedial programme for academically low achievers? If yes, give details.**

Yes, the Institute has a remedial programme for academically low achievers. As soon as the Internal exam dates come closer, the Faculty members go through the entire syllabus, i.e. revise the entire syllabus for the comparatively weaker students. All guidance is provided to them for writing of the answers, preparation of topics, conduction of research work for the dissertation and even surfing the net.

**7 What specific teaching strategies are adopted for teaching**

**a) Advanced learners and b) Slow Learners**

For the relatively slow learners the Faculty members assign them a few topics to write and then present before the concerned Faculty member. Thus the topic understanding and absorption by the student is complete. Special hours are spared by the Faculty member for giving all guidance for better writing at the exams.

The Faculty members insist that all the assignments should be duly written down by the student teacher and presented before the class. This strengthens their understanding of the said topic.

**8 What are the various guidance and counseling services available to the students? Give details.**

The college does not have a formal counseling cell; but the Faculty members provide counseling services to the students in an informal basis.

Since our Institute is located in a rural area, the girl students very often come up for various problems like pressure from family for matrimony, pressure for giving up on education mid-way or even issues with in-laws if they are already married. The lady Faculty members use their wisdom and experience to handle such problems.

Moreover, counseling regarding career prospects, guidance related to research, handling of students in respective colleges and schools, keeping oneself updated with the latest technological tools and such other aspects are given to the students.

**9      What is the grievance redressal mechanism adopted by the institution for students? What are the major grievances redressed in last two years?**

The students are free to come and meet the Principal or the Faculty members at any time for any kind of grievances that they have. Their problems are solved immediately.

In the year 2009 the students had collectively requested for better drinking water facilities. The Institute immediately acceded to their demands and the RO plant was installed. It has three outlets and is available in the college building as well as in the Hostel building.

The Institute has installed a cooler too along with the RO plant.

**10    How is the progress of the candidates at different stages of programs monitored and advised?**

At the beginning of the academic year the knowledge of the newly admitted students about their intellectual levels and preparedness to take the M.Ed. Programme is being tested orally. Those students who have slightly lesser performance are individually met with the staff members and advised on how to improve their performance.

As soon as the results of the internal exam in the first semester are declared, those who have not performed up to the mark are advised to improve their performance in the final University exam.

The same system is followed in the next semester as well.

**11    How does the institution ensure the students' competency to begin practice teaching (Pre-practice preparation details) and what is the follow-up support in the field (practice teaching) provided to the students during practice teaching in schools?**

All the students have to undergo an internship period of 15 days in various B.Ed colleges. After each student's college is decided upon, the Faculty members of our Institute take a list of the topics given to each M.Ed trainee for teaching. These topics are discussed with the trainees, relevant information is given for better teaching and the student teachers are asked to

plan a lecture and share it with the Faculty member.

After the lecture is thus prepared by the student teacher, very often the concerned Faculty member also pays a surprise visit to the B.Ed college and observes the deliverance of lecture by the student teacher.

After such observation, the Faculty member gives vital inputs as feedback to the student teachers.

### 5.3 Student Activities

#### 1 Does the institution have an Alumni Association? If yes,

##### i) List the current office bearers

Name	Designation	Address & Phone No.
Sharma Mukesh R.	President	301, Bageshree Apartment, Bamroli Road, Godhra, (M) 9898546600
Chauhan Jyoti D.	Vice- President	4, Suryanagar Society, Nr. S.T. Nagar, Bhuravav, Godhra, (M) 9409590272, 9427312653
Patel Sujan K.	Secretary	B-17, Madhuvan Society, Nr. Dabhoi Dashala Bhavan, Vagjpdou road, Baroda- 390019, (M) 7567523675
Shaikh Sabnambanu Mohammad Iqabal	Jt. Secretary	Baramanpura, B/h Nurani Masid, Panigate Baroda (M) 9998495564
Ranta Rizwana A.	Treasurer	Near Gulam Backery, Kotwad, Godhra -389001 (M) 9924837395
Panda Shailesh R.	Member	38, Satyam Society, Vavdi Buzarg, Godhra – 389001 (M)9537667440

Bamaniya Ranjit K.	Member	At & Po. Mora, Ta- Morva Hadap Dist-Panchmahal- 389110
Patel Ganpat A.	Member	At Palikhada, Po. Bhadralla, Ta. Shahera, Dist-Panchmahal (M) 9428366268
Vankar Indajit K.	Member	4-B, Panchvati Society, B/H, F.C.I. Godown, Sapa Road, Godhra. (M) 9909766060
Barjod Manilal B.	Member	Atr Kalia Valundra, Ta.Fatepura, Dist. Dahod- 389172, (M) 9979963568.
Damor Parth J.	Member	At- Chalali, Po. Pandardi, Ta. Shahera, Dist.Panchmahal- 389210, (M) 9427270536
Joshi Yesha G.	Member	1, Krishnanagar, Bamroli Road, Godhra -389001 (M) 9925799576
Parekh Janki S.	Member	F-4, Shrijee Dham Flat, B/H, Mother's School, Gotri Road, Baroda- 390021, (M) 9428300092

**ii) Give the year of the last election**

2013-14

**iii) List Alumni Association activities of last two years.**

(a) Seminar was arranged for Guidance of NET & SLET.

(b) Career Talk for becoming a College Teacher was arranged.

**(iv) Give details of the top ten alumni occupying prominent position.**

Sr.No.	Name of Student	Current Position
1	Mukesh R. Sharma	Administrator : Commerce Institute
2	Jyoti D. Chauhan	Asst. Teacher : Kasturba School
3	Sujan K. Patel	Secondary School Teacher
4	Sabnambanu M. Shaikh	Teacher : Coaching Class
5	Ranta Rizwana A.	Minority School Teacher
6	Indrajit K. Vankar	Finance Partner
7	Parth J. Damor	Coaching Classes
8	Jagdish B. Patelia	Working in Tution Classes
9	Yesha G. Joshi	House Wife
10	Janki S. Parekh	Spoken English Classes

- v) **Give details on the contribution of alumni to the growth and development of the institution.**

The Alumni Association of the College has only just been formed. The Institute is sure that it will contribute immensely to the growth and development of the institution in the coming years.

- 2 How does the institution encourage students to participate in extra curricular activities including sports and games? Give details on the achievements of students during the last two years.**

At the M.Ed. Programme, the duration of which is one year only, and the curriculum of which is pretty sizable with thrust on research orientation. It calls for field work in the form of data collection and also completion of the dissertation. Hence, the students do not find too much time to devote to extracurricular activities organized by different colleges or Universities. Within the Institute we do engage the students in various co-curricular activities. Our thrust area is more of community orientation.

- 3 How does the institution involve and encourage students to publish materials like catalogues, wall magazines, college magazine, and other**



**material. List the major publications/materials brought out by the students during the previous academic session.**

The Institute has its own in-house magazine called 'Spandan'. Students contribute their articles, poems and essays to it.

**4 Does the institution have a student council or any similar body? Give details on-constitution, major activities and funding.**

No the Institute does not have a student council or any similar body. Only L.R. & G.S. are there

**5 Give details of the various bodies and their activities (academic and administrative), which have student representation on it.**

So far, there have not been constituted any academic or administrative body which has student representation in it in a formal manner.

**6 Does the institution have a mechanism to seek and use data and feedback from its graduates and from employers to improve the preparation of the programme and the growth and development of the institution?**

The Institute has a feedback mechanism for teachers and the teaching learning process. But the same does not exist from employers.

**5.4 Best Practices in Student Support and Progression**

**1 Give details of institutional best practices in Student Support and Progression?**

The Institution takes all care to make the students comfortable in the Institute. They are provided with not only the best infrastructure but are also groomed by the competent and experienced Faculty members. Exposure to ICT tools and use of technology, particularly in a rural area, are one of the best ways of providing able support to the students for their progress.

# **S.N.M.SHAH M.Ed.COLLEGE**



## **Criterion VI**

### **Governance and Leadership**

## **CRITERION VI :- GOVERNANCE AND LEADERSHIP**

### **6.1 Institutional Vision and Leadership**

- 1 What are the institution's stated purpose, vision, mission and values?  
How are they made known to the various stakeholders?**

The purpose for the establishment of the Institute was to provide opportunity of higher education in a rural area of the state of Gujarat.

**The Vision of the Institute is :**

To enlighten and empower future educationists in order to generate new horizons of knowledge and inculcate dynamism in a complex global society.

**The Mission of the Institute is :**

To create a conducive environment for student teachers by providing them comprehensive educational experience that nurtures all-round excellence.

The values of training in teaching profession are to be realized through the M.Ed Programme. They are:

- 1) To provide education at the Masters level of Teacher education in a way that teachers with exemplary leadership qualities are groomed.
- 2) To offer a medium of instruction that provides high level competency in the field of education.
- 3) To create highly qualified professionals to spread the light of education, especially in the rural areas of the state.
- 4) To inculcate principles of patriotism and character-building in the young educationists.

The Vision, Mission and the values and objectives of the Institute can be seen on the institutional website. The Vision and Mission statements are displayed at key locations in the Institute – in the campus, building, the corridors, Principal's office, the Trustees office, the Common room, the Library, in the computer lab and in the Ladies room.

The College magazine too carries all these statements.

The vision and mission are also printed in the Institute's brochure.

**2 Does the mission include the institution's goals and objectives in terms of addressing the needs of the society, the students it seeks to serve the school sector, education institution's traditions and value orientations ?**

Yes, the mission includes the institution's goals and objectives in terms of addressing the needs of the society. It is located in a rural area and seeks to provide higher education to those belonging to these areas. Though the Institute is still young, it has generated a positive reputation for its teaching-learning process and provision of the best ICT facilities to both Faculty and students.

The students are geared towards research and value-oriented education. The conducive atmosphere of the campus inspires and encourages the students to spread the light of education after the completion of their Programme.

**3 Enumerate the top management's commitment, leadership role and involvement for effective and efficient transaction of teaching and learning processes (functioning and composition of various committees and board of management, BOG, etc.)**

The Institute is run by the Sarvoday Charitable Trust, which was formed on 1<sup>st</sup> June 2007, for the sole purpose of spreading the light of higher education in the rural area of the state of Gujarat. The stakeholders of this Trust come from very humble backgrounds. The trustees of this trust were very keen to provide educational opportunities at the higher graduation and post-graduation level in the rural areas.

The motive for setting up Institutes offering Education, Engineering and Management courses in a rural location was to provide educational opportunities to the students of rural area. The main objective was to offer education as per the global trends; hence, the thrust on ICT in all the Institutes.

**4      How does the management and head of the institution ensure that responsibilities are defined and communicated to the staff of the institution?**

- The Management and Head of the Institution meet the Faculty members once every month in a formal manner.
- They listen to any problems being faced by the Faculty or the students.
- During these meetings, the Management encourages participation in Seminars, Workshops, Conferences and any research oriented activities.
- The Management shows willingness to help the Faculty members in their personal requirements also during such meetings.
- Reports of events managed, upcoming events, internship details and dissertation details are all discussed during such monthly meetings.
- At times when there are specific problems related to students, the Management meets them personally to resolve them.

**5      How does the management/head of the institution ensure that valid information (from feedback and personal contacts etc.) is available for the management to review the activities of the institution?**

The formal system of feedback has been generated in the Institution since the last three years. The feedback forms are duly sent to a professional for the statistical analysis. The report that is received is openly shared with all the Faculty members, Head of the Institution and the Management.

The Management then gives its advise for improvements in vital areas. Suggestions for better deliverance are also tabled by the Trustees.

**6      How does the institution identify and address the barriers (if any) in achieving the vision/mission and goals?**

So far the institution has not come across any barriers towards achieving the stated goals.

**7      How does the management encourage and support involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes?**

The Institute gives the maximum thrust towards research orientation of the Faculty members. They are encouraged to obtain their doctoral thesis.

They encourages all the Faculty members to attend Seminars, workshops and conferences. Duty leave for the same are always granted. In fact, the Registration fees for the same are also borne by the Management, as are the transportation costs.

One of the employees of the Institute was given higher education and was then promoted to the clerical level within the Institute.

**8      Describe the leadership role of the head of the institution in governance and management of the curriculum, administration, allocation and utilization of resources for the preparation of students.**

The Head of the Institution is always in direct communication with all the Faculty members. He heads all the committees of the college.

The Head of the Institute assigns the roles and responsibilities to the Faculty members and to the various committees. The entire teaching staff and the administration staff is guided by the Principal in case of any doubt or difficulty.

**6.2      Organizational Arrangements**

**1      List the different committees constituted by the institution for management of different institutional activities? Give details of the meetings held and the decision made, regarding academic management, finance, infrastructure, faculty, research, extension and linkages and examinations during the last year**

The various committees constituted by the Institution are as follows:

- 1)      Admission Committee**
- 2)      Examination Committee**
- 3)      Library Committee**
- 4)      Research Committee**

**5) Infrastructure Development Committee**

**6) IQAC**

**7) Grievance Redressal Cell**

**1) Admission Committee:**

Dr. Vinubhai Mogaria

Dr. Harishchandra Rathod

Dr. Paragiben Shah

A meeting of the Admission Committee was held with the Management on the 30<sup>th</sup> June, 2014, as soon as the affiliating university announced the beginning of the admission process for the M.Ed Programme. The following decisions were taken in the meeting:

(a) It was decided that the academic session will begin as soon as the affiliating university sends over the admitted candidates to the Institute.

(b) It was further decided that the 06 seats under the Management Quota allotted to the Institute should be offered to the needy students from relatively poor economic background.

**2) Examination Committee:**

Dr. Vinubhai Mogaria

Dr. Paragiben Shah

Dr. Harishchandra Rathod

A meeting of the Examination Committee was held on the 3<sup>rd</sup> Oct. 2013 to finalize the internal exam dates. The following decisions were taken:

(a) It was decided to offer a study vacation to the students for about a week before the internal exams.

(b) Between the time of the internal exams and the final exams it was further decided to have a few remedial classes for the students.

(c) A problem-solving session was also fixed soon after the internal exams.

(4) It was agreed upon that all the Question papers for the exams will be submitted in print to the Head of the Institution by the Faculty members.

3) Library Committee:

Dr. Vinubhai Mogaria

Dr. Paragiben Shah

Dr. Harishchandra Rathod

Dr. Vijaybhai Vyas

Dr. Jigneshbhai Patel

Mr. Bhaveshbhai Parekh, Librarian

A meeting of the Library Committee was held on 12<sup>th</sup> Aug. 2013.  
The decisions taken were:

- (1) The list of books suggested by two Faculty members will be forwarded to the Management for purchase of the same.
- (2) It was decided to purchase two more English language newspapers for the Library, apart from the three regional dailies and one national daily that was being purchased.
- (3) A suggestion received by a student for increasing the number of computers in the Library to be forwarded to the Management.

4) Research Committee:

Dr. Vinubhai Mogaria

Dr. Paragiben Shah

Dr. Harishchandra Rathod

A meeting of the said committee was held on 8<sup>th</sup> January, 2014.

- (a) For the dissertations of the student teachers, Dr. Paragiben Shah's suggestion to allow the students to work in the Institute campus after the normal classes and on Sundays was duly accepted.



5) Infrastructure Development Committee:

Dr. Vinubhai Mogaria

Dr. Harishchandra Rathod

Dr. Paragiben Shah

Dr. Jigneshbhai Patel

Dr. Vijaybhai Vyas

A meeting of the said committee was held on 21<sup>st</sup> June, 2013.

(1) It was decided that a proposal be put to the Management to construct a separate washroom for the Ladies of the Faculty.

(2) Another proposal to install a cooler near the RO plant in the building was decided upon.

6) Grievance Redressal Cell

Dr. Vinubhai Mogaria

Dr. Harishchandra Rathod

Mr. Paragiben Shah

A meeting of the said committee was conducted on 4<sup>th</sup> Sept.2013

(1) Some students had complained about the non-availability of certain popular food items in the refreshment centre. The manager of the Refreshment Centre was asked to stock the said food items as well.

2 Give the organizational structure and the details of the academic and administrative bodies of the institution.

**ORGANISATIONAL STRUCTURE**

MANAGEMENT



PRINCIPAL



**TEACHING STAFF**



**VARIOUS COMMITTEES**



**ADMINISTRATIVE SECTION**

The entire structure of the Institutional organization is built up, interwoven and fabricated as shown above, having their own parts and duties.

- 3 To what extent is the administration decentralized ? Give the structure and details of its functioning.**

The Management delegates certain powers and functions to the Principal and the Teaching staff so as to enable them to function smoothly. The decisions taken by the committees are communicated by the Principal and then to the Management. Any decision taken by the Management is communicated to the Principal, and then to the Faculty members.

Although the major administrative decisions are taken by the Management, full academic freedom is given to the Principal, the Faculty members and the various committees.

- 4 How does the institution collaborate with other sections / departments and school personnel to improve and plan the quality of educational provisions?**

In our Institute only the M.Ed. Programme is run; so the question of having separate departments or sections does not arise. But collectively, the Management, Principal and the Faculty members strive to collaborate with B.Ed colleges improve the quality of educational provisions.

- 5 Does the institution use the various data and information obtained from the feedback in decision-making and performance improvement? If yes, give details.**

Yes, from the various feedbacks obtained, revisions were made regarding the framing of time-tables, academic calendars, manner and style of involving the students in community service activities.

- 6 What are the institution's initiatives in promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty? (skill sharing across departments' creating / providing conducive environment)**

The Institution provides full access to ICT tools for teaching-learning process as well as for the research activities. The monthly meeting held by the Management with the Faculty promotes a feeling of togetherness among them. The achievements of all the Faculty members are shared and the others are encouraged for doing the same.

### **6.3 Strategy Development and Deployment**

- 1 Has the institution an MIS in place, to select, collect align and integrate data and information on academic and administrative aspects of the institution?**

No, the Institute does not have a formal MIS in place. The IQAC selects, aligns and integrates data and information on academic and administrative aspects of the institutions.

- 2 How does the institution allocate resources (human and financial) for accomplishment and sustaining the changes resulting from the action plans?**

The Institute has various committees. Sustenance of the changes resulting from the Institute's action plans are under the complete care of the respective committees concerned.

The budgetary provisions are made by the Management after due consultation with the various committees.

**3. How are the resources needed (human and financial) to support the Implementation of the mission and goals, planned and obtained?**

The Institute has well-qualified teaching staff, capable and efficient. The monetary resources are obtained from the fees collected for the Programme, as well as fund allocation by the Management to the Institute.

**4 Describe the procedure of developing academic plan. How are the practice teaching school teachers, faculty and administrators involved in the planning process?**

- In M.Ed. Course, Student Teachers do not have Lesson Planning.

**5 How and with what frequency are the vision, mission and implementation plans monitored, evaluated and revised?**

Since ours is a relatively young Institute, so far we have not had occasion to revise the vision and the mission.

**6 How are the objectives communicated and deployed at all levels to assure individual employee's contribution for institutional development?**

The objectives of the Institution are mentioned in the website. They are displayed at strategic locations in the campus as well. It is orally communicated at various occasions to the students.

**7 How does the institution plan and deploy the new technology?**

The Computer department advises the Management and the Faculty on the new innovations in technology. Hence, as and when the need arises the new technology is purchased and training for the same is organized in the Institute.

#### **6.4 Human Resource Management**

**1 How do you identify the faculty development needs and career progression of the staff?**

The Management encourages the Faculty to attend Seminars, Workshops and Conferences. They are also encouraged and advised to participate in all kinds of research oriented activities. Almost all the Faculty members completed their M.Phil and doctoral thesis after they joined the Institute.

- 2      What are the mechanisms in place for performance assessment (teaching, research, service) of faculty and staff? (Self-appraisal method, comprehensive evaluations by students and peers). Does the institution use the evaluations to improve teaching, research and service of the faculty and other staff?**

Every year the students are asked to fill the feedback forms. This form is as suggested in the NAAC Manual. The feedback is duly analysed and the outcome of the analysis is conveyed to the Faculty and the staff. The evaluations received thereby are definitely used for improvements in the teaching-learning process, research activities and other services.

- 3      What are the welfare measures for the staff and faculty? (mention only those which affect and improve staff wellbeing, satisfaction and motivation.**

The Faculty are given all possible facilities for their well-being and satisfaction. They are given computer and internet facility throughout the year. Full salary structure as suggested by the UGC is offered to all the Faculty members. Moreover, the Institute offers all kind of loan facilities to the Faculty members so as to facilitate their needs.

The staff is trained specifically for any new kind of technological tools that are introduced in the curriculum or as operational systems.

For any new kind of topics introduced for the first time in the curriculum the Institute invites experts from the related fields to enable a better understanding.

- 4      Has the institution conducted any staff development programme for skill up-gradation and training of the teaching and non-teaching staff? If yes, give details.**

An in-house training programme for Advanced Computer skills was organized for the staff. Apart from this, English Language Skills were imparted to the staff in the year 2012 and 2013. The Management is ever committed to providing such training to its staff for upgradation of teaching skills.

- 5      What are the strategies and implementation plans of the institution to recruit and retain diverse faculty and other staff who have the desired qualifications, knowledge and skills (Recruitment policy, salary structure, service conditions) and how does the institution align these with the requirements of the statutory and regulatory bodies (NCTE, UGC, University etc.)?**

For recruitment of Faculty and Administrative Staff, the Institute systematically takes the following steps:

- First of all a letter is sent to the affiliating University requesting for permission to give an advertisement in the Newspapers.
- After due permission is obtained, advertisement in local dailies and one national daily is given.
- Applications are then received
- A date for the Open Interview is given
- Due selection procedure in which a representative from the University remains present is followed, and the best candidate is selected.
- Appointment letter for the same is then issued.
- The Faculty who wish to leave for better opportunities are allowed by the College to leave.

- 6      What are the criteria for employing part-time/Adhoc faculty? How are the part-time / Adhoc faculty different from the regular faculty? (e.g. salary structure, workload, specialisations)**

So far, the college has not appointed any one as part time or adhoc faculty.

- 7      What are the policies, resources and practices of the institution that support and ensure the professional development of the faculty? (e.g. budget, allocation for staff development, sponsoring for advanced study, research, participation in seminars, conferences, workshops, etc. and supporting membership and active involvement in local, state, national and international professional and other space to carry out their work effectively.**

The Institute offers full support to the staff for attending all Seminars, Workshops and Conferences.

- 8      What are the physical facilities provided to faculty? (Well maintained and functional office, instructional and other space to carryout their work effectively.**

The Faculty has a large and airy common room. There are two computers with internet placed in the common room. They have access to all kinds of ICT tools like LCD Projectors, audio-visual aids and the Library. A clean and green campus greets them every morning.

- 9      What are the major mechanisms in place for faculty and other stakeholders to seek information and/or make complaints?**

So far the Institute has not received any complaints from the faculty or other stakeholders. However, as and when we receive any complaint, the Management will bring about an amicable resolution.

- 10     Detail on the workload policies and practices that encourage faculty to be engaged in a wide range of professional and administrative activities including teaching, research assessment, mentoring, working with schools and community engagement.**

Workload policies are as per the norms of the UGC and the affiliating University.

Apart from the workload the faculty members are also actively involved in the Institute's administrative activities and those that are directed towards the betterment of the Institute. Every faculty member is involved in at least two committees; hence, they discharge their duties in those as well.

- 11     Does the institution have any mechanism to reward and motivate staff members? If yes, give details.**

Yes, the Institute gives a letter of Appreciation to motivate the staff members. If in a given subject the result of the students is 100% then the faculty member of that concerned subject is awarded a gold medal by the Institute.

## 6.5 Financial Management and Resource Mobilization

- 1 Does the institution get financial support from the government? If yes, mention the grants received in the last three years under different heads. If no, give details of the source of revenue and income generated.**

No the Institute does not get any financial support from the government. It is totally a self-financed Institution.

The Institute does not have an independent source of income except for the fees of the M.Ed. students. However, it is totally funded by the Sarvoday Charitable Trust. The source of revenue of the Trust is the fees obtained from various other Institutions run by the Trust.

- 2 What is the quantum of resources mobilized through donations? Give information for the last three years.**

The Institute does not take any donations from any person or organization.

- 3 Is the operational budget of the institution adequate to cover the day-to-day expenses? If no, how is the deficit met?**

The operational budget of the Institution is adequate to cover the day-to-day expenses. In case a deficit arises, the Management of the Trust immediately sanctions more funds.

- 4 What are the budgetary resources to fulfill the missions and offer quality programs? (Budget allocations over the past five years, depicted through income expenditure statements, future planning, resources allocated during the current year, and excess / deficit)**

Particulars	2009-10	2010-11	2011-12	2012-13	2013-14
Budget allotted for building Expansion, Maintenance etc	89868	89868	179737	89868	89868
Amount spent of Maintenance and Upgrading of Laboratory	-	-	-	-	-



<b>Furniture</b>	<b>3900</b>	<b>11000</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Budget Allotted for computers</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Budget allotted for maintenance of computer</b>	<b>1700</b>	<b>-</b>	<b>-</b>	<b>2150</b>	<b>600</b>
<b>Budget allotted for Transport/ Vehicle</b>	<b>6991</b>	<b>8983</b>	<b>21766</b>	<b>14294</b>	<b>9054</b>

- 5 **Are the accounts audited regularly? If yes, give the details of internal and external audit procedures and information on the outcome of last two audits. (Major pending audit paras, objections raised and dropped)**  
Internal audit in the institutions has still not been initiated. However external audit has to be carried out as per the requirements of the accounting procedure. External audit for the last two years is attached as annexure.

- 6 **Has the institution computerized its finance management systems? If yes, give details.**  
No. To be computerized shortly.

#### **6.6 Best Practices in Governance and Leadership**

- 1 **What are the significant best practices in Governance and Leadership carried out by the institution?**

Involvement of every Faculty member in the smooth functioning of the Institute is a unique example of its governance and Leadership. Maximum decentralization of power is the mode of its working pattern. The Faculty members and the various committees are given maximum powers to perform their duties. They are encouraged to participate in all seminars, workshops and conferences. The faculty members are given all benefits of the UGC norms in the salary structure.

# **S.N.M.SHAH M.Ed.COLLEGE**



## **CRITERION VII**

### **Innovative Practices**

## **CRITERION VII : INNOVATIVE PRACTICE**

### **7.1 Internal Quality Assurance System**

- 1 Has the institution established Internal Quality Assurance Cell (IQAC)? If yes, give its year of establishment, composition and major activities undertaken.**

Yes, the Institute has established the Internal Quality Assurance Cell. The members of the IQAC are as follows:

Dr. V.D.Mogaria	-	Head
Dr. V.K.Vyas	-	Assi. Professor
Dr. P.R.Shah	-	Assi. Professor
Dr. H.S.Rathod	-	Assi. Professor
Dr. J.B.Patel	-	Assi. Professor

The IQAC was formed on the 20/01/2014.

Though a newly formed Cell, it is already active. It has been motivating the Faculty members to take up research oriented activities. For the discussion of the dissertation topics of the M.Ed trainees, under the aegis of the IQAC, it was decided to widen the scope of the research areas. For the same it was further decided that the Institute will invite experts from diverse fields to give direction both to the faculty members and to the students.

- 2 Describe the mechanism used by the institution to evaluate the achievement of goals and objectives.**

To evaluate the achievement of goals and objectives, at the end of every academic year, the Institute conducts feedback session for students as well as for other stakeholders. Of course, currently this is done orally; but very soon it will be done in a formalized structure. As per the feedback received, the modifications are done for the achievement of goals and objectives.

- 3 How does the institution ensure the quality of its academic programmes?**

From the recruitment of highly qualified and competent teachers to usage of the most modern ICT tools both by the faculty and the students, the quality of the academic programme is ensured. Insistence on the faculty members

attendance in seminars, workshops and conferences ensure constant up gradation of the faculty members in global trends of teacher education as well as student satisfaction. The relevance of the Programme is explained to the students frequently thus enhancing the quality of the academic programme.

**4 How does the institution ensure the quality of its administration and financial management processes?**

The Management and the Head of the Institution maintain a cordial relationship with the faculty and the personnel of the administrative section. Hence, all the sections of the Institute work in tandem with the Institute's expectations of high quality work.

**5 How does the institution identify and share good practices with various constituents of the institution.**

Frequent informal meetings between the Management and the Head of the Institute, the Head of the Institute and the faculty members, meetings with the Administrative section generate an understanding in matters related to work. This enables a sharing of good practices among the various constituents of the Institution.

## **7.2 Inclusive Practices**

**1 How does the institution sensitize teachers to issues of inclusion and the focus given to these in the national policies and the school curriculum?**

At the beginning of the academic session, the teachers are made aware of all the obligations related with inclusive education as envisaged in the national policies and school curriculum through discussions and deliberations during meetings of the staff. But the Institution has not applied any specific strategy related with inclusive education so far.

**2 What is the provision in the academic plan for students to learn about inclusion and exceptionalities as well as gender differences and their impact on learning?**

Every year the Institution organizes a poster-making or chart making competition on gender based issues. Planning for the same is done within

the academic calendar itself. Thus inclusive learning with special thrust on gender differences is taught to the students.

**3      Detail on the various activities envisioned in the curriculum to create learning environments that foster positive social interaction, active engagement in learning and self motivation.**

All the activities conducted with the students, as part of the curriculum or otherwise, invites positive social interaction with each other.

Moreover, proper infrastructure, lush green campus, seasonal flowers encompassing the campus, displaying of the Institute's Vision and Mission at strategic locations, provision of well-ventilated classrooms, the latest ICT tools, thrust on community service, thrust on research orientation – all go a long way to actively engage faculty and students in learning and self-motivation.

**4      How does the institution ensure that student teachers develop proficiency for working with children from diverse backgrounds and exceptionalities?**

The Institution attracts student teachers from diverse social, economic and educational backgrounds. All activities – based on curriculum or community oriented – are conducted collectively. Thus all the student teachers learn how to move in diverse groups within the Institute.

This same knowledge and experience of diversity is taken to their own classrooms and they successfully learn to work with children from diverse backgrounds.

**5      How does the institution address to the special needs of the physically challenged and differently abled students enrolled in the institution?**

The Institute so far has had very few physically disabled students. But whenever such students are admitted, full care for their needs is taken. Help is provided to fill their convenience; the Librarian also personally take care of their requirement of books.

- 6      How does the institution handle and respond to gender sensitive issues (activities of women cell and other similar bodies dealing with gender sensitive issues)?**

The Institute has not faced any gender based sensitive issues so far.

### **7.3      Stakeholder Relationships**

- 1      How does the institution ensure the access to the information on organizational performance (Academic and Administrative) to the stakeholders?**

During the monthly meeting of the Management and the Head of the Institution and the faculty members, the exchange of information about all the academic and administrative activities takes place. Apart from this the college website also carry all the relevant information of the Institute.

- 2      How does the institution share and use the information / data on success and failures of various processes, satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvement?**

The various forms of feedback sessions help in getting information on success and failure of various processes, satisfaction and dissatisfaction of students and stakeholders. These feedback information/data are used for corrective measures for improvement.

- 3      What are the feedback mechanisms in vogue to collect, collate and data from students, professional community, Alumni and other stakeholders on program quality? How does the institution use the information for quality improvement?**

The feedback mechanism is right now only from the students on the teaching-learning process. So far, the Institute does not take feedback from the professional community, Alumni Association and other stakeholders. However, in the near future the Institute plans to do so.

### MAPPING OF ACADEMIC ACTIVITIES OF THE INSTITUTION

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
Admission and Orientation																																
Theory																																
Tutorials / Seminar																																
Practical Work																																
Preparation of Internships demonstration																																
Practice Teaching/ Internship																																
Co-curricular Activities																																
Working with community/ Project work																																
End- Term Examination																																

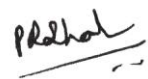
**D Declaration by the Head of the Institution**

**I certify that the data included in this Self-Appraisal Report (SAR) are true to the best of my knowledge.**

**This SAR is prepared by the institution after internal discussions, and No part thereof has been outsourced.**

**I am aware that the Peer Team will validate the information provided in this SAR during the peer team visit.**



  
S.N.M. Shah M.Ed College  
Po. Kakanpur-389 713  
Ta. Godhra, Dist. Panchmahal

**PLACE : KAKANPUR**

**DATE : 21<sup>st</sup> NOVEMBER 2014**



## Appendix-2: Sample formats for Teacher appraisal Reports

(Source :UGC)

### Format-1

#### PERFORMANCE APPRIASAL REPORT

FOR SELF APPRAISAL OF TEACHERS



##### i) General Information

- a) Name : Dr.Paragiben Rasiklal
- b) Address (Residential) Bhatwada Talavroad, Godhra Ph No : 9426522568
- c) Designation : I/c Principal
- d) Department : M.Ed. , S.N.M.Shah M.Ed. College, Kakanpur.
- e) Date of Birth : 22/07/1970.
- f) Area of Specializat on : Educational Leadership.

##### A) Academic Qualifications

Exam Passed	Board/University	Subjects	Year	Division/Grade Merit etc.
S.S.C	GSEB	-	1985	Pass
H.S.C	GSEB	-	1987	Pass
B.A.	Guj.University	History	1990	Pass
B.Ed.	Guj.Uni	English	1994	Pass
M.A	Guj Uni.	History	1992	Pass
M.A	Global Uni.	Geography	2010	First
M.A.	Ambedkar Uni.	Sociology	2011	First.
M.Ed.	Guj.Uni	Education	2001	Second
M.Phill	Guj.Uni	Education	2014	Continue
Ph.D	S.P.Uni.	Education	2008	-
C.C.C.	DOEACC	Computer		

- Teachers already in employment at the time of introduction of the scheme and for new entrants at the time of joining of the institution.

ii) **Research Experience & Training**

Research Stage	Title of work/Theses	University where the work was carried out
M.Phil or equivalent	A Study Of Mental ability and Adjustment of Higher Secondary Students of Godhra Taluka	Guj.Uni. 2013-14
Ph.D	A Study Of The Educational Thought As Depicted In The Literature Of Sachchidanand.	S.P.University. V.V.Nagar - 2008
Post-Doctoral	Nil	Nil
Publications (give a list separately)		
Research Guidance (give names of students guided successfully)	Nil	Nil
Training (please specify)	Nil	Nil

**Publication**

Title of Work/These	University where the work was carried out / Nam of Magazine
1. Basic steps of Research in Education	Lulu Academic Publishing/3101 Hills boroughst/ Raleigh, NC 27607-5436
2. Historical Research in Education	Lulu Academic Publishing/3101 Hills boroughst/ Raleigh, NC 27607
3. An introduction to teaching of History in Education	Lulu Academic Publishing/3101 Hills boroughst/ Raleigh, NC 27607

4. Research in Educational perspectives	RET International Academic Publishing Dedi Yasan Mehsana.
5. Role of a teacher for quality in Education	International Journal of Research In Education
6. Teachers interest in technology	International Journal of Research In Education
7. Challenges of 21 <sup>st</sup> century Education	International Journal of Research In Education
8. Memory : The essential part of organism	International Journal of Research In Education
9. Theory, Need and function of teaching	International Journal of Research In Education

**B) Research Projects carried Out**

Title of the Project	Name of the funding Agency	Duration	Remarks
Nil	Nil	Nil	Nil

**C) Seminars, Conferences, Symposia Workshops etc. attended**

Name of the Seminar/ Conference/ Symposia Workshop, etc.	Name of the Sponsoring Agency	Place and Date
National Seminar	Innovation in Evaluation	9 <sup>th</sup> October 2011 (Dept. of Education)

**iii) Teaching Experience**

Courses Taught	Name of the University/ College/ Institution	Duration
iv) UG – B.Ed	Smt. K.C.M.Shah B.Ed. College, Kakanpur	11-10-2002 to 30-09-2011
v) P.G. M.Ed (M.A./ M.Sc. etc)	S.N.M.Shah M.Ed. College, Kakanpur	1-10-2011 Till Today
vi) M.Phil	-	-
vii) Any Other	-	-

**Total Teaching Experience :**

12 Years

a) Under-graduate (Pass) :

9 Years

b) Under-graduate (Hons):

-

c) Post-graduate : 3 Years and Continue.....

**viii) Innovations/ Contributions in Teaching**

a) Design of Curriculum No

b) Teaching methods Yes

c) Laboratory experiments No

d) Evaluation methods Yes

e) Preparation of resource material

Including books, reading materials, Yes

Laboratory manuals etc.

f) Remedial Teaching/ Student Counseling (academic) Yes

g) Any Other – Research Guidance Yes

**ix) Extension Work/Community Service**

a) Please give a short account of your contribution to:

i) Community work

Such as values of National Integration,

Secularism, democracy, socialism, humanism, peace,

Scientific temper, flood or drought relief, small family norms etc.

ii) National Literacy Mission : It was conducted during the year.

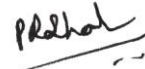
b) Positions held/Leadership role played in organization linked with Extension Work and National Service Scheme (NSS), or NCC or any other similar activity

-----

**D. Participation in Corporate Life:**

**Please give a short account of your contribution to:**

- a) **College/University/Institution** : Nil
  - b) **Co-curricular Activities** : Activities were conducted at Mahendi Competetion, Folk dance like Timli, Garba Competition, Sport day etc.
  - c) **Enrichment of Campus Life**  
(Hostels, Sports, Games, Cultural activities)\
  - d) **Student Welfare and Discipline**
  - e) **Membership/Participation in Bodies/committees**  
**On Education and National Development**
  - f) **Professional Organization of Teachers.**
- E. (a) Membership of Professional Bodies, Societies etc.**
- (b) Editorship of Journals
- F. Any other information**



**(Dr. Paragi R.Shah)**

**I/c Principal**

**Format -2**

**PERFORMANCE APPRAISAL REPORT**  
**FOR SELF APPRAISAL OF TEACHERS**

**A. General Information**

- a) **Name** : Dr. Paragiben Rasiklal Shah
- b) **Date of Birth** : 22-07-1970
- c) **Address (Residential)** Bhatwada, Talav Road, Godhra.  
Dist.Panchmahal Ph No : 9409021204
- d) **Designation** : I/c. Principal
- e) **Department** : Education
- f) **Area of Specialization** : Educational Leadership
- g) **Date of Appointment**  
(i) in the institution : S.N.M. Shah M.Ed. College, Kakanpur  
(ii) in the present post : I/c. Principal
- h) **Honors Conferred**

**B) Teaching**

- (a) **Classes Taught M.Ed.**

Class	Period				
	Assigned per week		Taught in the year		Steps taken for the teaching of periods missed during absence or leave
	(1)		(2)		
	L	T/P	L	T/P	
(i) U.G. B.Ed	10	2	140	30 Year (2003)	Easy topics are given for assignment and seminar New topics are taught in the class
	10	2	140	30 Year (2004)	Easy topics are given for assignment and seminar New topics are taught in the class
	10	2	140	30 Year (2005)	Easy topics are given for assignment and seminar New topics are taught in the class

	10	2	140	30 Year (2006)	Easy topics are given for assignment and seminar New topics are taught in the class
	10	2	140	30 Year (2007)	Easy topics are given for assignment and seminar New topics are taught in the class
	10	2	140	30 Year (2008)	Easy topics are given for assignment and seminar New topics are taught in the class
	10	2	140	30 Year (2009)	Easy topics are given for assignment and seminar New topics are taught in the class
	10	2	140	30 Year (2010)	Easy topics are given for assignment and seminar New topics are taught in the class
(ii) P.G. M.Ed	6	6	150	150 Year (2011)	Easy topics are given for assignment and seminar New topics are taught in the class
	6	6	150	150 Year (2012)	Easy topics are given for assignment and seminar New topics are taught in the class
	6	6	150	150 Year (2013)	Easy topics are given for assignment and seminar New topics are taught in the class
	6	6	150	150 Year (2014)	Easy topics are given for assignment and seminar New topics are taught in the class
(iii) M.Phil	Nil		Nil		Nil
(iv) Any Other	Nil		Nil		Nil

- (To be filled at the end of every academic year)

\*\* L= Lecture T= Tutorial p= Practical

- b) Regularity and Punctuality
- c) Details of course teaching plan, synopses of lecturers, and reading lists supplied to students
- d) Details of participation in the following :
  - (i) University Education
  - (ii) Internal Evaluation
  - (iii) Paper Setting
  - (iv) Assessment of Home assignments
  - (v) Conduct of Examinations
  - (vi) Evaluation of Dissertation etc.

**C. Details of Innovations/ Contribution in Teaching, during the year :**

- a) Design of curriculum
- b) Teaching Methods
- c) Laboratory experiments
- d) Evaluation methods
- e) Preparation of resource material including books, reading materials, laboratory manuals etc.
- f) Remedial Teaching/ Student Counseling (academic)
- g) Any other

**√D. Improvement of Professional Competence:**

- (a) Details regarding refresher courses/ orientation attended, participation in summer schools, workshops, seminar, symposia etc. including open university courses/ M.Phil., Ph.D

-----NIL-----



**E. Research Contributions:**

a) Number of students (M.Phil.Ph.d)

At the beginning of the Year		Registered during the year	Completed during the year
M.Phil	Nil	-	-
Ph.D	Nil	-	-

b) No. of research paper published (please enclose list)

c) Research Projects :

Title of the Project	Name of the funding agency	Duration
Nil	Nil	Nil

d) Details of Seminars, Conferences, Symposia organized

Nil

e) Patents taken, if any, give a brief description

Nil

f) Membership of Professional Bodies, Editorship of Journals etc.

Nil

**F. Extension Work/Community Service**

a) Please give a short account of your contribution to:

i) Community work such as values of National Integration, secularism, democracy, humanism, peace, scientific temper, flood or drought relief, small family norms etc.

ii) National Literacy Mission

- b) Positions held/ Leadership role played in organizations linked with Extension work and National Service Scheme (NSS), or NCC or any other similar activity.

**G. Participation in Corporate Life :**

Please give a short account of your contribution to :

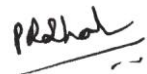
- a) College/ University/Institution
- b) Co-curricular activities
- c) Enrichment of campus life  
(hostels/sports/games/cultural activities)
- d) Students welfare and Discipline
- e) Membership/Participation in Bodies/ Committees on Education and National Development
- f) Professional Organizations of Teachers

**H. Assessment**

- a) Steps taken by you for the evaluation of the course programme taught.

**I. General Data**

State brief assessment of your performance indicating (a) achievements, (b) difficulties faced and (c) suggestions for improvement.



**(Dr. Paragi R.Shah)**

**I/c Principal**

**J. \* Verification of factual data**

- A. General Information ✓
- B. Teaching ✓
- C. Details of Innovations/ Contribution in teaching, during the year ✓
- D. Improvement of Professional competence ✓
- E. Research contributions. ✓
- F. Extension work/community service ✓
- G. Participation in Corporate life. ✓

Sarvoday Charitable Trust



Managing Trustee  
(Bharat R.Shah)

\*By a person to be nominated by Principal/ Vice-Chancellor.

**3 . Value Framework for Assessment of Higher Education Institution\* and Suggested Parameters.**

Values/Goals	Suggested Parameters/Activities
1. Contribution to National Development	<ul style="list-style-type: none"> <li>➤ More access with equity</li> <li>➤ Developmental thrust in identification of research areas and academic programmes</li> <li>➤ Community engagement</li> </ul>
2. Fostering Global Competencies among Students	<ul style="list-style-type: none"> <li>➤ Development of generic skills</li> <li>➤ Development of application skills</li> <li>➤ Development of life skills</li> </ul>
3. Inculcating Value System in Students	<ul style="list-style-type: none"> <li>➤ Value integration in academic programmes</li> <li>➤ Value integration in management practices</li> <li>➤ Value inculcation through co-curricular and extra-curricular activities</li> </ul>
4. Promoting the Use of Technology	<ul style="list-style-type: none"> <li>➤ For enrichment of learning</li> <li>➤ For increasing the access-online programmes</li> <li>➤ For system management</li> </ul>
5. Quest for Excellence	<ul style="list-style-type: none"> <li>➤ Development of benchmarks of excellence</li> <li>➤ Best Practices application</li> <li>➤ Institutionalization of continuous improvement systems</li> </ul>

- The list is only illustrative. Institutions may identify many other parameters/activities depending on their context.

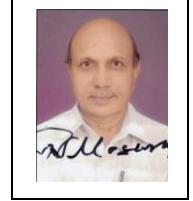
## Appendix-2: Self Appraisal Reports of Teacher

(Source :UGC)

### Format-1

#### PERFORMANCE APPRIASAL REPORT

#### FOR SELF APPRAISAL OF TEACHERS



##### i) General Information

- a) Name : Dr Vinubhai Danabhai Mogaria
- b) Address (Residential) T-1 Vaidehi Apartment N/r. Shantaba Park, Vallabh  
Vidhyanagar-388120 Ph No : 9427856512 (M)
- c) Designation : Associate Professor
- d) Department : S.N.M.Shah M.Ed. College, Kakanpur
- e) Date of Birth : 01/06/1949.
- f) Area of Specializat on : Psychology.

##### A) Academic Qualifications

Exam Passed	Board/University	Subjects	Year	Division/Grade Merit etc.
Old S.S.C	GSEB	-	1968	Second
B.A	S.P.University	Psycho. Eco	1973	Second
B.Ed	S.P.University	Eng. Gujarati/ Career Guidance	1974	Second
M.Ed	S.P.University	Education	1982	“A” Grade
M.A	S.P.University	Psychology	1984	First
Ph.D	S.P.University	Education	1996	-

- Teachers already in employment at the time of introduction of the scheme and for new entrants at the time of joining of the institution.

ii) **Research Experience & Training**

<b>Research Stage</b>	<b>Title of work/Theses</b>	<b>University where the work was carried out</b>
M.Ed.	A Study of Listening Comprehension in relation to anxiety and ach. Motivation	S.P.University
Ph.D.	A Study of Educational Contribution of B.R. Ambedkar in the context of socio-cultural condition	S.P.University
Post-Doctoral	Nil	Nil
Publications	1. Education & Social Change In Developing India. 2. Educational Psychology. 3. Advanced Career Guidance & Counseling 4. Data Analysis in Quantitative and Qualitative Research 5. Mental Health & Education 6. Maru Jivtarnu Gadu	
Research Guidance (give names of students guided successfully)	1. Sriphatak Mani, 2. Somsuk Buppha, 3. Chairat Bumee 4. Sanjay Chovatiya, 5. Mahesh Vaghela, 6. Vatchira Saksant, 7. Phoothon Chanta Hong, 8. Taweesak Kakkacw, 9. Lawan Trinet, 10 Tararat Ruangit, 11. Manisha Vyas. – Guided 11 at Ph.D. Level and 140 at M.Ed. Level.	Nil

**B) Research Projects carried Out**

<b>Title of the Project</b>	<b>Name of the funding Agency</b>	<b>Duration</b>	<b>Remarks</b>
Nil	Nil	Nil	Nil

**C) Seminars, Conferences, Symposia Workshops etc. attended**

<b>Name of the Seminar/ Conference/ Symposia Workshop, etc.</b>	<b>Name of the Sponsoring Agency</b>	<b>Place and Date</b>
- Dalit Writers' conference Paper: Status of women in India Yesterday, Today & Tomorrow	- Indian Academy for Down trodden Literature Delhi.	- Aston Uni Birmigham (U.K) 29 July 2000.
- Seminar : Learning to live together : Indian view.	- Mota Chair, V.V.Nagar.	- 4,5 April-2006
- International conference : Developing E.S.D Programme with community participation.	- Dept. of Edu. Adipur	- 14 to 16 Sept-2007 Adipur
- Workshop on Language Skills	-M.B.P.C. V.V.Nagar	- M.B.P.C V.V.Nagar 12 to 15 Aug 1980.

**iii) Teaching Experience**

<b>Courses Taught</b>	<b>Name of the University/ College/ Institution</b>	<b>Duration</b>
iv) UG – B.A/B.Sc. etc. Pass) (B.A/B.Sc. etc Hons)	Nil	Nil
v) P.G. M.Ed	- P.G.Dept of Education V.V. Nagar. - S.N.M.Shah M.Ed. College, Kakanpur	- 15-3-1991 to 14-6-2011 -1-9-2011 to continue.
vi) M.Phil	Nil	Nil
vii) B.Ed.	- G.H.Sanghvi B.Ed. College,Bhavnagar - A.G.Teachers B.Ed. Colllege, A'Bad.	- 2-1-1986 to 14-6-1988 - 15-6-1988 to 14-3-1991

**Total Teaching Experience :** School- 11 ½ + College- 5 ½+ P.G.-

21+Kakanpur- 3 = 41 years

41 Years

a) Under-graduate (Pass) :

Nil

b) Under-graduate (Hons):

Nil

c) Post-graduate : 24 Years and Continue.....

**viii) Innovations/ Contributions in Teaching**

a) Design of Curriculum Yes

b) Teaching methods Yes

c) Laboratory experiments Yes

d) Evaluation methods Yes

e) Preparation of resource material Yes

Including books, reading materials,

Laboratory manuals etc.

f) Remedial Teaching/ Student Counseling (academic) Yes

g) Any Other – Research Guidance Yes

**ix) Extension Work/Community Service**

a) Please give a short account of your contribution to:

i) Community work

Such as values of National Integration,

Secularism, democracy, socialism, humanism, peace,

Scientific temper, flood or drought relief, small family norms etc.

ii) National Literacy Mission :

- Presented a paper in international seminar at Sardar Patel University, Vallabh Vidhyanagar on Impact of Diaspora person on both regions. – 18/12/2009.
- Role of Multi Media in Distance Education at Nalini Arts College, V.V.Nagar National Seminar held on 7,8 March 2010.
- Role of Education in Environment Seminar (National) Gandhidham – 12 April 2009.



- Condition of weaker sections in Local Self Govt. Seminar- Political Science Dept, V.V.Nagar 20-2-2010.
- Workshop on 'E' Content Development Sardar Patel University, Vallabh Vidhyanagar 21 August 2010.
- Educational Thinking for young Teachers, B.B.H.S. Dabhau 1<sup>st</sup> November 1985.
- T.V.Script writers ' Workshop H.S.S. Tintoi (Sabarkantha) 1 to 4 March ' 89 Prepared a T.V.Script on ' Invention of wheel '.
- Gave a lecture in S.T. Drivers' Refresher course on ' Accident : Causes and Remedies ' – on 13-1-2000.
- How to take children (deprived of Education) to school Lectures given at D.I.E.T. Kathlal from 1<sup>st</sup> to 6<sup>th</sup> February 1993.
- ' Education of Human Rights ' Lectures given at D.I.E.T.Kathlal from 15 to 20 February 1993.
- Education of slow & fast learners ' Lectures given at D.I.E.T. Kathlal from 18<sup>th</sup> January to 6<sup>th</sup> February – 1993.
- Reflective thinking seminar attended at Dept. of Education V.V.Nagar on 16 & 17 December 1998.
- Lecture given on " Attention (psychology) at Baiseg Gandhinagar 27<sup>th</sup> July 2010.

**b) Positions held/Leadership role played in organization linked with Extension Work and National Service Scheme (NSS), or NCC or any other similar activity**

- Played a Role of a Group leader of N.C.C. 4<sup>th</sup> Gujarat Battalian, V.V.Nagar – 1973.

**D. Participation in Corporate Life:**

Please give a short account of your contribution to:

**a) College/University/Institution :**

- Worked as an I/c. of cultural activities of P.G.Dept. of Education V.V.Nagar most of the years.

b) Co-curricular Activities :

Enrichment of Campus Life

- Worked as a superintendent and Rector in the university Hostels for four years.
- Worked as a Researcher member of Ambedkar chair Sardar Patel University V.V.Nagar.
- Worked as an active member of S.C. S.T. cell (U.G.C) Sardar Patel University V.V.Nagar and Kakanpur.

c) Student Welfare and Discipline

- Work as a member of Anti-Ragging committee Sardar Patel University V.V.Nagar

d) Membership/Participation in Bodies/committees

On Education and National Development

- Gave services as a Career Counselor in Rohidas Yuva Sangh, Gujarat.

e) Professional Organization of Teachers.

- Worked as a secretary Sardar Patel University Teachers Association.

E. (a) Membership of Professional Bodies, Societies etc.

(b) Editorship of Journals

- Worked as one of the Editors Journal of Education and Psychology- Sardar Patel University V.V.Nagar
- Campus Director : Adarsh Sanskar Samaj Ahmedabad Campus at Jol.

F. Any other information

I have completed one orientation and three refresher courses

1. Orientation : 6<sup>th</sup> July to 15 August – 28 days. Academic Staff College. Jodhpur


1. Refresher : 30/11/1992 to 20/12/1992 Sardar Patel University V.V.Nagar – 21 days

2. Refresher : 19/11/2000 to 10/12/2000 A.S.C. Rajkot.

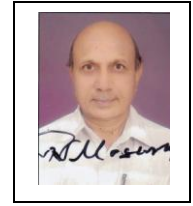
3. Refresher : 25/4/2004 to 12/5/2004 A.S.C. Ahmedabad.

**\* Awards**

1. Ambedkar Fellowship Award – 24-9-1997 Tagore Park New Delhi. Indian Academy for Downtrodden Literature.
2. Satabdi Ratna Sanman : 13-11-2000.  
Jaimini Hindi Sahitya Academy Hariyana, Punjab.
3. Found a place in ‘ whose who in the world – 2003. February Marques Whose Who Co. America.



(Dr. Vinubhai D. Mogaria)

**Format -2****PERFORMANCE APPRAISAL REPORT****FOR SELF APPRAISAL OF TEACHERS****A. General Information**

- a) **Name** : Dr Vinubhai Danabhai Mogaria
- b) **Date of Birth** : 12/11/1949
- c) **Address (Residential)** T-1, Vaidehi Apartment, Nr. Shantaba Park,  
Vallabh Vidyanagar-388120. Mob-9427856512.
- d) **Designation** : Associate Professor
- e) **Department** : S.N.M. Shah M.Ed. College, Kakanpur
- f) **Area of Specialization** : Psychology
- g) **Date of Appointment**
- (i) in the institution : 1-9-2011
- (ii) in the present post : Associate Professor
- h) **Honors Conferred**

**B) Teaching**

- a) **Classes Taught** : M.Ed.

Class	Period				
	Assigned per week		Taught in the year		Steps taken for the teaching of periods missed during absence or leave
	(1)		(2)		
	L	P	L	P	(3)
(i) U.G. B.Ed	-	-	-	-	-
(ii) P.G. M.Ed Asso.Proff.	6	6	150	150 Year (2011)	Easy topics are given for assignment and seminar New topics are taught in the class
	6	6	150	150 Year (2012)	Easy topics are given for assignment and seminar New topics are taught in the class

	6	6	150	150 Year (2013)	Easy topics are given for assignment and seminar New topics are taught in the class
	6	6	150	150 Year (2014)	Easy topics are given for assignment and seminar New topics are taught in the class
(iii) M.Phil	-	-	-	-	-
(iv) Any Other	-	-	-	-	-

- (To be filled at the end of every academic year)

\*\* L= Lecture T= Tutorial p= Practical

**b) Regularity and Punctuality :** Regular & Punctuality

**c) Details of course teaching plan, synopses of lecturers, and reading lists supplied to students**

In the beginning and during the course will these things are discussed and given time to time.

**d) Details of participation in the following :**

(i) **University Education :** When I was in a Grant in aid Department I Participated in it. Now self finance colleges Are not invited for the same.

(ii) **Internal Evaluation :** Internal assessment of both semester is done By every staff member.

(iii) **Paper Setting :** Working as paper setter for internal examinations.

(iv) **Assessment of Home assignments :** Assessment of Home assignments is done by me in my Teaching subjects.

(v) **Conduct of Examinations :** We conduct both internal examination as a staff. We take help of everyone.

(vi) **Evaluation of Dissertation etc. :** I go for evaluation of Dissertation and Ph.D. Thesis with viva-viva at different Places.

### **C. Details of Innovations/ Contribution in Teaching, during the year :**

- a) **Design of curriculum** : During my service in a Grant in aid Department I have contributed in designing curriculum Here professors of S.F.Colleges are not invited for such work
- b) **Teaching Methods** : We use communication Skill, Group Discussion Team, Teaching and Project method during our Teaching work.
- c) **Laboratory experiments** : I have prepared on anxiety Test for drivers working in Gujarat State Transport and measured their anxiety which is the cause of Accident.
- d) **Evaluation methods** : Most of us evaluate the students through oral and written examination. We sometimes put them in some social situation and evaluate them moral values.
- e) **Preparation of resource material including books, reading materials, laboratory manuals etc. :**
  - I have prepared a T.V. script on invention of wheel for children.
  - I have prepared on audio cassettes for Teaching of 'Alankar' in grammar.
  - I have prepared scoring keys for six psychological Tests.
  - I have written books on Psychology, Career Guidance, Qualitative Research Mental Health & Education Indian Education and Autobiography.
- f) **Remedial Teaching/ Student Counseling (academic)**
  - I Guide the students for preparation of various examinations and interview.
  - I suggest them to read the material related to the same
- g) **Any other**
  - I am a Campus Director of a Poor Boys Hostel run by our society. I do all above activities there and help the needy children.

**D. Improvement of Professional Competence:**

- (a) Details regarding refresher courses/ orientation attended, participation in summer schools, workshops, seminar, symposia etc. including open university courses/ M.Phil., Ph.D
- I have done one Orientation and three refresher courses
  - I have participated in a number of workshops, seminars, symposia, during my services in the Granted Department and here in S.F. college too.

**E. Research Contributions:**

- a) Number of students (M.Phil.Ph.d)

At the beginning of the Year		Registered during the year	Completed during the year
M.Phil	-	-	-
M.Ed.	07	07	07
Ph.D	Nil	-	-

- b) No. of research paper published (please enclose list)

- (1) Jealousy in children (2) Rajya- chhajiya & Marashiya (3) Book : Review  
(4) Status of women in India : Yesterday, Today and Tomorrow

- c) Research Projects :

Title of the Project	Name of the funding agency	Duration
Nil	Nil	Nil

- d) Details of Seminars, Conferences, Symposia organized

- We are going to organize a National Conference next year

- Last year we organized a seminar on Indo-Thai Education.
- Every year we organize a symposia on 'Research Proposal'
- e) Patents taken, if any, give a brief description

Nil

- f) Membership of Professional Bodies, Editorship of Journals etc.
- I am a member co-coordinator of S.C. S.T. cell (U.G.C) Gujarat University.
- I am one of the Editors of Journals of Education and Psychology S.P.U, V.V.Nagar

#### **F. Extension Work/Community Service**

- a) Please give a short account of your contribution to:
  - i) Community work such as values of National Integration, secularism, democracy, humanism, peace, scientific temper, flood or drought relief, small family norms etc.
  - ii) National Literacy Mission
    - Presented a paper in international seminar at S.P.U. V.V.Nagar on Impact of Diaspora person on both regions 18/12/2009.
    - Presented a paper on role of Multi Media in Distance Education at N.& A Arts college V.V.Nagar 7,8 March 2010.
    - Role of Education in Environment National Seminar, Gandhidham 12/4/2009.
    - Condition of weaker sections in Local Self & Govt.Seminar, Gandhidham 12/4/2009.
    - Workshop on 'E' Content Development S.P.U, V.V.Nagar 21/8/2010



- Education Thinking for Young Teachers, Dabhau High School 1-11-'85.
  - T.V. Script writer's workshop at Tintoi 1 to 4 March'89.
  - Lecture on Accident : Causes and Remedies S.T.Drivers' Refresher course.
  - How to take children to school - Lecture D.I.E.T.Kathlal 1 to 6 Feb'93.
  - Edu. of Human Rights – D.I.E.T. Kathlal 15 to 20 Feb'93.
  - Edu. of Slow & Fast learners – Lecture D.I.E.T. Kathlal 18 Feb-'93
  - Reflective Thinking – Seminar, Dept. of Education V.V.Nagar 16,17/12/'98.
  - Lecturer of Attention ' Biseg Gandhinagar 27/7/10.
- b) Positions held/ Leadership role played in organizations linked with Extension work and National Service Scheme (NSS), or NCC or any other similar activity.
- Played a role of Group leader of N.C.C.4<sup>th</sup> Gujarat Battalion V.V.Nagar 1973.

#### **G. Participation in Corporate Life :**

Please give a short account of your contribution to :

- a) College/ University/Institution : Worked as an I/c of cultural activities in the Dept. Most of the years.
- b) Co-curricular activities : Worked as a Supt. and Rector in the University Hostel for four years.
- c) Enrichment of campus life : Worked as a Researcher member of Ambedkar Chair S.P.U, V.V.NAGAR.

(hostels/sports/games/cultural activities)


- d) Students welfare and Discipline : Worked as an active member of S.C, S.T. cell (U.G.C) S.P.U. V.V.Nagar and Kakanpur.
- e) Membership/Participation in Bodies/ Committees on Education and National Development : Worked as a member of Anti Ragging Committee S.P.U, V.V.Nagar.
- f) Professional Organizations of Teachers : Gave services as a career counselor in Rohidas Yuva Sungh, Gujarat.

#### **H. Assessment**

a) Steps taken by you for the evaluation of the course programme taught.: Because of late admission process we could get less number of days for actual teaching and evaluation so we have prepared a practical Journal for the whole internal work of both semesters for any work, students have to use the same Note book, Assessment work for teacher can be easy because they have to see the journal only. The whole personality of a student can be reflect/ through the journal By the way we can be helpful in making the burden less.

#### **I. General Data**

State brief assessment of your performance indicating (a) achievements, (b) difficulties faced and (c) suggestions for improvement.

  
(Dr. Vinubhai D. Mogaria)

**J. \* Verification of factual data**

- A. General Information ✓
- B. Teaching ✓
- C. Details of Innovations/ Contribution in teaching, during the year ✓
- D. Improvement of Professional competence ✓
- E. Research contributions. ✓
- F. Extension work/community service ✓
- G. Participation in Corporate life. ✓



**(Dr. Paragi R.Shah)**  
**I/c Principal**

\*By a person to be nominated by Principal/ Vice-Chancellor.

**3 . Value Framework for Assessment of Higher Education Institution\* and Suggested Parameters.**

Values/Goals	Suggested Parameters/Activities
1. Contribution to National Development	<ul style="list-style-type: none"> <li>➤ More access with equity</li> <li>➤ Developmental thrust in identification of research areas and academic programmes</li> <li>➤ Community engagement</li> </ul>
2. Fostering Global Competencies among Students	<ul style="list-style-type: none"> <li>➤ Development of generic skills</li> <li>➤ Development of application skills</li> <li>➤ Development of life skills</li> </ul>
3. Inculcating Value System in Students	<ul style="list-style-type: none"> <li>➤ Value integration in academic programmes</li> <li>➤ Value integration in management practices</li> <li>➤ Value inculcation through co-curricular and extra-curricular activities</li> </ul>
4. Promoting the Use of Technology	<ul style="list-style-type: none"> <li>➤ For enrichment of learning</li> <li>➤ For increasing the access-online programmes</li> <li>➤ For system management</li> </ul>
5. Quest for Excellence	<ul style="list-style-type: none"> <li>➤ Development of benchmarks of excellence</li> <li>➤ Best Practices application</li> <li>➤ Institutionalization of continuous improvement systems</li> </ul>

- The list is only illustrative. Institutions may identify many other parameters/activities depending on their context.

## Appendix-2: Sample formats for Teacher appraisal Reports

(Source :UGC)

### Format-1



### PERFORMANCE APPRIASAL REPORT

#### FOR SELF APPRAISAL OF TEACHERS

#### i) General Information

- a) Name : Dr.Vijay Krushnashankar Vyas
- b) Address (Residential): 104, Antrix Tower, Polytechnic Cross Road,  
Ambavadi, Ahmedabad Ph No.(079)-26303313
- c) Designation : Assistant Professor
- d) Department : Education , S.N.M.Shah M.Ed. College, Kakanpur
- e) Date of Birth : 09<sup>th</sup> October 1960.
- f) Area of Specializaton : Education

#### A) Academic Qualifications

Exam Passed	Board/ University	Subjects	Year	Division/Grade Merit etc.
High School S.S.C	G.S.H.E.B	-	1976	II <sup>nd</sup>
Higher Secondary or Pre-degree H.S.C	G.S.H.E.B	Science	1976	II <sup>nd</sup>
Bachelor's Degree (s) B.Sc.	Guj.	Physics	1982	II <sup>nd</sup>
Master's Degree(s) M.Sc.	Guj. Vidhyapith	Gandhi an Philosophy	2002	I <sup>st</sup>
M.Ed	Guj. Vidhyapith	Education	1989	I <sup>st</sup>
M.Phil	Guj. Vidhyapith	Education	1990	I <sup>st</sup>
Ph.D	Guj. Vidhyapith	-	1998	-

- Teachers already in employment at the time of introduction of the scheme and for new entrants at the time of joining of the institution.

ii) **Research Experience & Training**

<b>Research Stage</b>	<b>Title of work/Theses</b>	<b>University where the work was carried out</b>
M.Phil. or equivalent	A Study of Situation of Laboratory in Buniyadi School	Gujarat Vidhyapith
Ph.D.	Construction and Valuation of a Criterion Reference test stem response theory in mathematics for the Primary School.	Gujarat Vidhyapith
Post-Doctoral	Nil	Nil
Publications (give a list separately)	Nil	Nil
Research Guidance (give names of students guided successfully)	Nil	Nil
Training (please specify)	Nil	Nil

**B) Research Projects carried Out**

<b>Title of the Project</b>	<b>Name of the funding Agency</b>	<b>Duration</b>	<b>Remarks</b>
Nil	Nil	Nil	Nil

**C) Seminars, Conferences, Symposai Workshops etc. attended**

<b>Name of the Seminar/ Conference/ Symposia Workshop, etc.</b>	<b>Name of the Sponsoring Agency</b>	<b>Place and Date</b>
Nil	Nil	Nil

**iii) Teaching Experience**

Courses Taught	Name of the University/ College/ Institution	Duration
iv) UG – B.Ed	-	-
v) P.G. M.Ed (M.A./ M.Sc. etc)	Sardar Patel Education	15-06-2009 to 31-05-2010
	S.N.M. Shah M.Ed. College Kakanpur	01-06-2010 to till Today
vi) M.Phil	-	-
vii) Any Other	-	-

**Total Teaching Experience : 5 Years**

a. Under-graduate (Pass) :

\_\_\_\_\_

b. Under-graduate (Hons):

\_\_\_\_\_ - \_\_\_\_\_

c. Post-graduate : \_\_\_\_\_ 5 Years \_\_\_\_\_

**viii) Innovations/ Contributions in Teaching**

- a) Design of Curriculum No
- b) Teaching methods Yes
- c) Laboratory experiments No
- d) Evaluation methods Yes
- e) Preparation of resource material  
Including books, reading materials, Yes  
Laboratory manuals etc.
- f) Remedial Teaching/ Student Counseling (academic)
- g) Any Other – Research Guidance Yes

**ix) Extension Work/Community Service**

a) Please give a short account of your contribution to:

i) Community work

Such as values of National Integration,  
Secularism, democracy, socialism, humanism, peace,  
Scientific temper, flood or drought relief, small family norms etc.

ii) National Literacy Mission :

b) Positions held/Leadership role played in organization linked with Extension Work and National Service Scheme (NSS), or NCC or any other similar activity

**D. Participation in Corporate Life:**

Please give a short account of your contribution to:

a) College/University/Institution :

b) Co-curricular Activities : Tour & Tracking

c) Enrichment of Campus Life

(Hostels, Sports, Games, Cultural activities) : Sports and Cultural Activities.

d) Student Welfare and Discipline

e) Membership/Participation in Bodies/committees

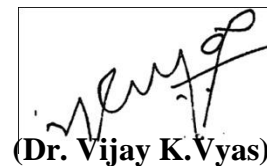
On Education and National Development

f) Professional Organization of Teachers.

**E. (a) Membership of Professional Bodies, Societies etc.**

(b) Editorship of Journals

**F. Any other information**



(Dr. Vijay K. Vyas)



**Format -2****PERFORMANCE APPRAISAL REPORT****FOR SELF APPRAISAL OF TEACHERS****A. General Information**

- a) **Name :** Dr.Vijay Krushnashankar Vyas
- b) **Date of Birth :** 9<sup>th</sup> October 1960.
- c) **Address (Residential) :** 104, Antrix Tower, Polytechnic Cross Road,  
Ambavadi, Ahmedabad
- d) **Designation :** Assistant Professor
- e) **Department :** Education
- f) **Area of Specialization :** Teacher Education
- g) **Date of Appointment**
- i. in the institution : S.N.M. Shah M.Ed. College, Kakanpur
- ii. in the present post : Assistant Professor
- h) **Honors Conferred**

**B. Teaching**

- (a) **Classes Taught** M.Ed.

Class	Period				
	Assigned per week		Taught in the year		Steps taken for the teaching of periods missed during absence or leave (3)
	(1)		(2)		
	L	T/P	L	T/P	
(i) U.G. B.Ed	-	-	-	-	-
(ii) P.G. M.Ed	6	6	150	150 Year (2009)	Easy topics are given for assignment and seminar New topics are taught in the class
	6	6	150	150 Year (2010)	Easy topics are given for assignment and seminar New topics are taught in the class
	6	6	150	150 Year (2011)	Easy topics are given for assignment and seminar New topics are taught in the class

	6	6	150	150 Year (2012)	Easy topics are given for assignment and seminar New topics are taught in the class
	6	6	150	150 Year (2013)	Easy topics are given for assignment and seminar New topics are taught in the class
	6	6	150	150 Year (2014)	Easy topics are given for assignment and seminar New topics are taught in the class
(iii) M.Phil	Nil		Nil		Nil
(iv) Any Other	Nil		Nil		Nil

- (To be filled at the end of every academic year)

\*\* L= Lecture T= Tutorial p= Practical

- b) Regularity and Punctuality
- c) Details of course teaching plan, synopses of lecturers, and reading lists supplied to students
- d) Details of participation in the following :
  - (i) University Education
  - (ii) Internal Evaluation
  - (iii) Paper Setting
  - (iv) Assessment of Home assignments
  - (v) Conduct of Examinations
  - (vi) Evaluation of Dissertation etc.

### **C. Details of Innovations/ Contribution in Teaching, during the year :**

- a) Design of curriculum
- b) Teaching Methods
- c) Laboratory experiments
- d) Evaluation methods

- e) Preparation of resource material including books, reading materials, laboratory manuals etc.
- f) Remedial Teaching/ Student Counseling (academic)
- g) Any other

**D. Improvement of Professional Competence:**

- (a) Details regarding refresher courses/ orientation attended, participation in summer schools, workshops, seminar, symposia etc. including open university courses/ M.Phil., Ph.D

**E. Research Contributions:**

- a) Number of students (M.Phil.Ph.d)

At the beginning of the Year		Registered during the year	Completed during the year
M.Phil	Nil	-	-
Ph.D	Nil	-	-

- b) No. of research paper published (please enclose list)

- c) Research Projects :

Title of the Project	Name of the funding agency	Duration
Nil	Nil	Nil

- d) Details of Seminars, Conferences, Symposia organized

Nil

- e) Patents taken, if any, give a brief description

Nil

- f) Membership of Professional Bodies, Editorship of Journals etc.

Nil

**F. Extension Work/Community Service**

- a) Please give a short account of your contribution to:
- i) Community work such as values of National Integration, secularism, democracy, humanism, peace, scientific temper, flood or drought relief, small family norms etc.
  - ii) National Literacy Mission
- b) Positions held/ Leadership role played in organizations linked with Extension work and National Service Scheme (NSS), or NCC or any other similar activity.

**G. Participation in Corporate Life :**

Please give a short account of your contribution to :

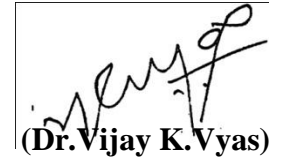
- a) College/ University/Institution
- b) Co-curricular activities
- c) Enrichment of campus life  
(Hostels/sports/games/cultural activities)
- d) Students welfare and Discipline
- e) Membership/Participation in Bodies/ Committees on Education and  
National  
Development
- f) Professional Organizations of Teachers

**H. Assessment**

- a) Steps taken by you for the evaluation of the course programme taught.

## **I. General Data**

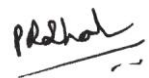
State brief assessment of your performance indicating (a) achievements, (b) difficulties faced and (c) suggestions for improvement.



(Dr. Vijay K. Vyas)

## **J. \* Verification of factual data**

- A. General Information ✓
- B. Teaching ✓
- C. Details of Innovations/ Contribution in teaching, during the year ✓
- D. Improvement of Professional competence ✓
- E. Research contributions. ✓
- F. Extension work/community service ✓
- G. Participation in Corporate life. ✓



(Dr. Paragi R. Shah)

**I/c Principal**

\*By a person to be nominated by Principal/ Vice-Chancellor.

### 3 . Value Framework for Assessment of Higher Education Institution\* and Suggested Parameters.

Values/Goals	Suggested Parameters/Activities
1. Contribution to National Development	<ul style="list-style-type: none"> <li>➤ More access with equity</li> <li>➤ Developmental thrust in identification of research areas and academic programmes</li> <li>➤ Community engagement</li> </ul>
2. Fostering Global Competencies among Students	<ul style="list-style-type: none"> <li>➤ Development of generic skills</li> <li>➤ Development of application skills</li> <li>➤ Development of life skills</li> </ul>
3. Inculcating Value System in Students	<ul style="list-style-type: none"> <li>➤ Value integration in academic programmes</li> <li>➤ Value integration in management practices</li> <li>➤ Value inculcation through co-curricular and extra-curricular activities</li> </ul>
4. Promoting the Use of Technology	<ul style="list-style-type: none"> <li>➤ For enrichment of learning</li> <li>➤ For increasing the access-online programmes</li> <li>➤ For system management</li> </ul>
5. Quest for Excellence	<ul style="list-style-type: none"> <li>➤ Development of benchmarks of excellence</li> <li>➤ Best Practices application</li> <li>➤ Institutionalization of continuous improvement systems</li> </ul>

- The list is only illustrative. Institutions may identify many other parameters/activities depending on their context.

## Appendix-2: Sample formats for Teacher appraisal Reports

(Source :UGC)

### Format-1



### PERFORMANCE APPRIASAL REPORT

#### FOR SELF APPRAISAL OF TEACHERS

#### i) General Information

- a) Name : Dr Harishchandrasinh Surendrasinh Rathod
- b) Address (Residential) 21, Ankur Society-1, Bamroli Roda, Godhra  
Dist.Panchmahal Ph No : 9426522568
- c) Designation : Assistant Professor
- d) Department : Education , S.N.M.Shah M.Ed. College, Kakanpur
- e) Date of Birth : 12/11/1976
- f) Area of Specializaton : Teacher Education

#### A) Academic Qualifications

Exam Passed	Board/University	Subjects	Year	Division/Grade Merit etc.
High School S.S.C	GSEB	-	1992	Pass
Higher Secondary or Pre-degree H.S.C	GSEB	Arts	1995	Pass
Bachelor's Degree (s) B.A	S.P.University	English	1998	First
B.Ed.	S.P.University	Education	2001	Second
Master's Degree(s) M.A	S.P.University	English	2000	Second
M.Ed.	M.S.University	Education	2002	B+

M.Phil	Ganpat University	Education	2007	“O”
Research Degree (S) Ph.D	Ganpat University	Education	2011	-
Other Diploma/Certificates Etc.				

- Teachers already in employment at the time of introduction of the scheme and for new entrants at the time of joining of the institution.

**ii) Research Experience & Training**

<b>Research Stage</b>	<b>Title of work/Theses</b>	<b>University where the work was carried out</b>
M.Phil or equivalent	A Study of Creativity and Adjustment of Secondary School Students	Ganpat University, Kherva
Ph.D	Construction and Standardization of a Non-verbal Test for the Students of Primary School	Ganpat University, Kherva
Post-Doctoral	Nil	Nil
Publications (give a list separately)		
Research Guidance (give names of students guided successfully)	Nil	Nil
Training (please specify)	Nil	Nil



### Publication

Title of Work/These	University where the work was carried out / Nam of Magazine
1. Mara Pita Mara guru	Pratishil Shikshan
2. Shikshan ma Sarjanshilta Ane Tenu Vyavasthapan	Achala
3. Adhyapak Banavu Sahelu, Hovu Kathin	Bhavik Parishad
4. Suryanamaskar : Sarvangin Vyayam	1. Niramay 2. Vigyan Darshan
5. Time-Management : Aaj Ni Aavashyakta	1. Shri Saraswat 2. Achala
6. Joia Chhe Avo Shikshak Je Amar Hoy	1.Adhyayan-Adhyapan 2.Pragatishil Shikshan 3.Achala
7. Aadarsh Samaj Ni Adharshila	1.Dharti 2. Parivar
8. Bhagavad Gia Nu Aarogya-Vigyan	1.Niramay
9. Sachu Svatantya : Gandhiji na Shikshan Dwara	Bhavik Parishad
10. Vartakathan Ane Tene Asarkarkata	Achala
11. Shri Bharat R.Patel, A Case Study	Pragatishil Shikshan
12. Shikshan Nu Madhyam	1.Pragatishil Shikshan 2. Adhyayan-Adhyapan
13. Chalo Thelesemia Ne Odakhiye	Vigyan Darshan
14. Construction and	Modern Educational Research in

Standardization of a Non-verbal Creativity Test for the Students of Primary School	India
15. TAT Pariksha Ni Purva Taiyari ‘ Time Management Ane ‘SWOT’ Dwara	1. Pragatishil Shikshna 2. Achala
16. Paryavaran Nu Savrakshan – Aapani Naitik Javabdaari	Achala
17. Facebook Ane Marketing	Aaditya Kiran
18. Parellel life of Students on Social Networking Sites	International Journal For Research in Education
19. A Study of Creativity and Adjustment of Secondary School Students	Knowledge Consortium of Gujarat Dept. in Higher Education, Govt- of Gujarat.

**B) Research Projects carried Out**

<b>Title of the Project</b>	<b>Name of the funding Agency</b>	<b>Duration</b>	<b>Remarks</b>
Nil	Nil	Nil	Nil

**C) Seminars, Conferences, Symposai Workshops etc. attended**

<b>Name of the Seminar/ Conference/ Symposia Workshop, etc.</b>	<b>Name of the Sponsoring Agency</b>	<b>Place and Date</b>
1. Quality Teacher’s Training Programme with special reference to different Variables	AIAER Hem. N.G.U. Gujarat	22 <sup>nd</sup> & 23 <sup>rd</sup> Oct-2005
2. Educational	(International Conference	12-13 Nov 2005 Prantij

Ledership in Pluralistic Society	Experimental College of Education, Prantij	
3. વિવિધ પ્રવૃત્તિઓ દ્વારા ગુણવત્તા યુક્ત શિક્ષણ આપતી ફત્તેહપુરાની અનુપમ પ્રાથમિક શાળા	State level seminar, Ganpat University, Kherva	27-28 Jan-2006 Kherva
4. B.Ed. College Calendar	Swami Vivekanand Sarvodaya Bank Education College, Mehsana	24 <sup>th</sup> , 25 <sup>th</sup> June 2006, Ambaji
5. Factors Responsible To Teacher Effectiveness	B.Ed. College, Vadu, Mehsana	07 Jan 2007 Vadu, Mehsana

**iii) Teaching Experience**

Courses Taught	Name of the University/ College/ Institution	Duration
iv) UG – B.Ed	Experimental College of Education, Prantij, Dist. Sabarkantha	01/08/2003 to 02/08/2004
	Ash B.Ed. College, Vijapur	03/08/2004 to 17/09/2012
v) P.G. M.Ed (M.A./ M.Sc. etc)	S.N.M.Shah M.Ed. College, Kakanpur	18/09/2012 Till Today
vi) M.Phil	-	-
vii) Any Other	-	-

**Total Teaching Experience :**

11 Years

a) Under-graduate (Pass) :

9 Years

b) Under-graduate (Hons):

-

c) Post-graduate : 2 Years and Continue.....

**viii) Innovations/ Contributions in Teaching**

- a) Design of Curriculum No
- b) Teaching methods Yes
- c) Laboratory experiments No
- d) Evaluation methods Yes
- e) Preparation of resource material  
Including books, reading materials, Yes  
Laboratory manuals etc.
- f) Remedial Teaching/ Student Counseling (academic)
- g) Any Other – Research Guidance Yes

**ix) Extension Work/Community Service**

- a) Please give a short account of your contribution to:
  - i) Community work  
Such as values of National Integration,  
Secularism, democracy, socialism, humanism, peace,  
Scientific temper, flood or drought relief, small family norms etc.
  - ii) National Literacy Mission : It was conducted the year 2006 to 2009 at Ash  
B.Ed. College, Vijapur, Di. Mehsana, State : Gujarat
- b) Positions held/Leadership role played in organization linked with Extension  
Work and National Service Scheme (NSS), or NCC or any other similar activity  
- NCC 'B' and NCC 'C' certificates were achieved during the Graduation course at  
Nalini and Arvind Arts College, S.P.University V.V.Nagar, State : Gujarat

**D. Participation in Corporate Life:**

Please give a short account of your contribution to:

- b) **College/University/Institution** : I Worked as a Representative Subject Expert (Eng) in the selection of Lecturer for the Hem.North Gujarat University, Patan.
- c) **Co-curricular Activities** : Activities were conducted at Ash B.Ed College Yoga, Suryanamaskar, Eassay-writing , Recitation of Poem, Racipy competetion, Sports Day, Prayer- Meditation, Rangoli Competion etc. During the year 2004 to 2012.
- d) **Enrichment of Campus Life**  
(Hostels, Sports, Games, Cultural activities)\
- e) **Student Welfare and Discipline**
- f) **Membership/Participation in Bodies/committees**  
On Education and National Development
- g) **Professional Organization of Teachers.**
- E.**     (a)     **Membership of Professional Bodies, Societies etc.**  
          (b)     **Editorship of Journals**
- F.     Any other information**



(Dr.Harishchandra S.Rathod)

**Format -2****PERFORMANCE APPRAISAL REPORT****FOR SELF APPRAISAL OF TEACHERS****A. General Information**

- a) **Name** : Dr Harishchandrasinh Surendrasinh Rathod
- b) **Date of Birth** : 12/11/1976
- c) **Address (Residential)** 21, Ankur Society-1, Bamroli Roda, Godhra  
Dist.Panchmahal Ph No : 9426522568
- d) **Designation** : Assistant Professor
- e) **Department** : S.N.M.Shah M.Ed. College, Kakanpur
- f) **Area of Specialization** : Teacher Education
- g) **Date of Appointment**  
     iii. in the institution : 1-9-2011  
     iv. in the present post : Assistant Professor
- h) **Honors Conferred**

**B. Teaching**

(a) Classes Taught : M.Ed.

Class	Period				
	Assigned per week		Taught in the year		Steps taken for the teaching of periods missed during absence or leave (3)
	(1)		(2)		
	L	T/P	L	T/P	
(i) U.G. B.Ed	10	2	140	30 Year (2003)	Easy topics are given for assignment and seminar New topics are taught in the class
	10	2	140	30 Year (2004)	Easy topics are given for assignment and seminar New topics are taught in the class
	10	2	140	30 Year (2005)	Easy topics are given for assignment and seminar New topics are taught in the class

	10	2	140	30 Year (2006)	Easy topics are given for assignment and seminar New topics are taught in the class
	10	2	140	30 Year (2007)	Easy topics are given for assignment and seminar New topics are taught in the class
	10	2	140	30 Year (2008)	Easy topics are given for assignment and seminar New topics are taught in the class
	10	2	140	30 Year (2009)	Easy topics are given for assignment and seminar New topics are taught in the class
	10	2	140	30 Year (2010)	Easy topics are given for assignment and seminar New topics are taught in the class
	10	2	140	30 Year (2011)	Easy topics are given for assignment and seminar New topics are taught in the class
	10	2	140	30 Year (2012)	Easy topics are given for assignment and seminar New topics are taught in the class
(ii) P.G. M.Ed	5	6	45	78 Year (2013)	Easy topics are given for assignment and seminar New topics are taught in the class
	5	6	45	78 Year (2014)	Easy topics are given for assignment and seminar New topics are taught in the class
(iii) M.Phil	Nil		Nil	-	Nil
(iv) Any Other	Nil		Nil	-	Nil

- (To be filled at the end of every academic year)

\*\* L= Lecture T= Tutorial p= Practical

- b) Regularity and Punctuality
- c) Details of course teaching plan, synopses of lecturers, and reading lists supplied to students
- d) Details of participation in the following :
  - (i) University Education
  - (ii) Internal Evaluation
  - (iii) Paper Setting
  - (iv) Assessment of Home assignments
  - (v) Conduct of Examinations
  - (vi) Evaluation of Dissertation etc.

**C. Details of Innovations/ Contribution in Teaching, during the year :**

- a) Design of curriculum
- b) Teaching Methods
- c) Laboratory experiments
- d) Evaluation methods
- e) Preparation of resource material including books, reading materials, laboratory manuals etc.
- f) Remedial Teaching/ Student Counseling (academic)
- g) Any other

**D. Improvement of Professional Competence:**

- (a) Details regarding refresher courses/ orientation attended, participation in summer schools, workshops, seminar, symposia etc. including open university courses/ M.Phil., Ph.D

Orientation Programme attended at Smt. C.R.Gardi Academic Staff College, Saurashtra University, Rajkot from 24/04/2006 to 21/05/2006.



**E. Research Contributions:**

a) Number of students (M.Phil.,Ph.D.)

At the beginning of the Year		Registered during the year	Completed during the year
M.Phil	Nil	-	-
Ph.D	Nil	-	-

b) No. of research paper published (please enclose list)

c) Research Projects :

Title of the Project	Name of the funding agency	Duration
Nil	Nil	Nil

d) Details of Seminars, Conferences, Symposia organized

Nil

e) Patents taken, if any, give a brief description

Nil

f) Membership of Professional Bodies, Editorship of Journals etc.

Nil

**F. Extension Work/Community Service**

a) Please give a short account of your contribution to:

i) Community work such as values of National Integration, secularism, democracy, humanism, peace, scientific temper, flood or drought relief, small family norms etc.

ii) National Literacy Mission

- b) Positions held/ Leadership role played in organizations linked with Extension work and National Service Scheme (NSS), or NCC or any other similar activity.

**G. Participation in Corporate Life :**

Please give a short account of your contribution to :

- a) College/ University/Institution
- b) Co-curricular activities
- c) Enrichment of campus life  
(hostels/sports/games/cultural activities)
- d) Students welfare and Discipline
- e) Membership/Participation in Bodies/ Committees on Education and National Development
- f) Professional Organizations of Teachers

**H. Assessment**

- a) Steps taken by you for the evaluation of the course programme taught.

**I. General Data**

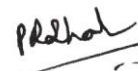
State brief assessment of your performance indicating (a) achievements, (b) difficulties faced and (c) suggestions for improvement.



(Dr.Harishchandra S. Rathod)

**J. \* Verification of factual data**

- A. General Information ✓
- B. Teaching ✓
- C. Details of Innovations/ Contribution in teaching, during the year ✓
- D. Improvement of Professional competence ✓
- E. Research contributions. ✓
- F. Extension work/community service. ✓
- G. Participation in Corporate life. ✓



**(Dr. Paragi R. Shah)**  
**I/c Principal**

\*By a person to be nominated by Principal/ Vice-Chancellor.

**3 . Value Framework for Assessment of Higher Education Institution\* and Suggested Parameters.**

Values/Goals	Suggested Parameters/Activities
1. Contribution to National Development	<ul style="list-style-type: none"> <li>➤ More access with equity</li> <li>➤ Developmental thrust in identification of research areas and academic programmes</li> <li>➤ Community engagement</li> </ul>
2. Fostering Global Competencies among Students	<ul style="list-style-type: none"> <li>➤ Development of generic skills</li> <li>➤ Development of application skills</li> <li>➤ Development of life skills</li> </ul>
3. Inculcating Value System in Students	<ul style="list-style-type: none"> <li>➤ Value integration in academic programmes</li> <li>➤ Value integration in management practices</li> <li>➤ Value inculcation through co-curricular and extra-curricular activities</li> </ul>
4. Promoting the Use of Technology	<ul style="list-style-type: none"> <li>➤ For enrichment of learning</li> <li>➤ For increasing the access-online programmes</li> <li>➤ For system management</li> </ul>
5. Quest for Excellence	<ul style="list-style-type: none"> <li>➤ Development of benchmarks of excellence</li> <li>➤ Best Practices application</li> <li>➤ Institutionalization of continuous improvement systems</li> </ul>

- The list is only illustrative. Institutions may identify many other parameters/activities depending on their context.

## Appendix-2: Sample formats for Teacher appraisal Reports

(Source :UGC)

### Format-1

#### PERFORMANCE APPRIASAL REPORT

#### FOR SELF APPRAISAL OF TEACHERS



#### i) General Information

- a) Name : Dr.Jignesh Bhikhabhai Patel
- b) Address (Residential): P/5 Atithi Bunglows, B/h Commerce College, Bharuch  
Ph No : 9824222659
- c) Designation : Assistant Professor
- d) Department : Education , S.N.M.Shah M.Ed. College, Kakanpur
- e) Date of Birth : 01/06/1972.
- f) Area of Specializaton : Education

#### A) Academic Qualifications

Exam Passed	Board/ University	Subjects	Year	Division/Grade Merit etc.
High School S.S.C	GSEB	Science	1987	Pass
Higher Secondary or Pre-degree H.S.C	GSEB	Science	1991	Pass
Bachelor's Degree (s) B.Sc.	S.G.U. Surat	Chemistry	1996	Second
B.Ed.	S.G.U. Surat	Education	1998	1 <sup>st</sup> Dist.
Master's Degree(s) M.Sc.	MKU Baroda	Chemistry	2007	Second
M.Ed.	S.G.U. Surat	Education	1999	First
Ph.D	S.G.U. Surat	Education	2004	-
Other Diploma/Certificates Etc.	-	-	-	-

- Teachers already in employment at the time of introduction of the scheme and for new entrants at the time of joining of the institution.

ii) **Research Experience & Training**

Research Stage	Title of work/Theses	University where the work was carried out
M.Phil. or equivalent	Nil	Nil
Ph.D.	ભરૂચ જિલ્લાના માધ્યમિક વિભાગના ધોરણ-૮ ના વિદ્યાર્થીઓનો અનામત દરજ્જો, બુદ્ધિ ચાતુર્યતા, ચિંતા શ્રસ્ત, સિદ્ધી પ્રેરણા અને અમુક ચોક્કસ સામાજિક ચલોના સંદર્ભમાં ગાણિતિક સંકલ્પના અને ગાણિતિક સિદ્ધીનો અભ્યાસ	S.G.U. Surat
Post-Doctoral	Nil	Nil
Publications (give a list separately)		
Research Guidance (give names of students guided successfully)	Nil	Nil
Training (please specify)	Nil	Nil

**Publication (Give a List Separately)**

Title of Work/These	University where the work was carried out / Nam of Magazine
Nil	Nil

**B) Research Projects carried Out**

Title of the Project	Name of the funding Agency	Duration	Remarks
Nil	Nil	Nil	Nil

**C) , Conferences, Symposia Workshops etc. attended**

<b>Name of the Seminar/ Conference/ Symposia Workshop, etc.</b>	<b>Name of the Sponsoring Agency</b>	<b>Place and Date</b>
Use if ICT for Innovative Practices in Teacher Education Programmer	Paper Presentation in State Level Conference	25-3-2007 at Kamrej
Quality Assurance & Accreditation	Institute of Higher Education	Bhavnagar 01-05-2004
Empowering Woman Through Education	National Seminar	13 & 14 <sup>th</sup> Feb 2010 at Surat.
Environmental Challenges of 21 <sup>st</sup> Century	National Seminar	03/01/2010 at Ahmedabad

**iii) Teaching Experience**

<b>Courses Taught</b>	<b>Name of the University/ College/ Institution</b>	<b>Duration</b>
iv) UG – B.Ed	-	-
v) P.G. M.Ed. (M.A./ M.Sc. etc)	S.N.M.Shah M.Ed. College, Kakanpur	01/10/2012 Till Today
vi) M.Phil	-	-
vii) Any Other	-	-

**Total Teaching Experience : 2 Years and Continue**

a. Under-graduate (Pass) :

Nil

b. Under-graduate (Hons):

-

c. Post-graduate : 2 Years and Continue.....

**viii) Innovations/ Contributions in Teaching**

- |                           |    |
|---------------------------|----|
| a. Design of Curriculum   | No |
| b. Teaching methods       | No |
| c. Laboratory experiments | No |
| d. Evaluation methods     | No |

- e. Preparation of resource material  
Including books, reading materials, No  
Laboratory manuals etc.
- f. Remedial Teaching/ Student Counseling (academic)
- g. Any Other – Research Guidance No

**ix) Extension Work/Community Service**

- a) Please give a short account of your contribution to:
  - i) Community work  
Such as values of National Integration,  
Secularism, democracy, socialism, humanism, peace,  
Scientific temper, flood or drought relief, small family norms etc.
  - ii) National Literacy Mission :
- b) Positions held/Leadership role played in organization linked with Extension  
Work and National Service Scheme (NSS), or NCC or any other similar activity

**D. Participation in Corporate Life:**

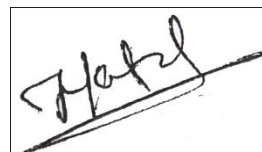
Please give a short account of your contribution to:

- a) College/University/Institution :
- b) Co-curricular Activities :
- c) Enrichment of Campus Life  
(Hostels, Sports, Games, Cultural activities)\
- d) Student Welfare and Discipline
- e) Membership/Participation in Bodies/committees  
On Education and National Development
- f) Professional Organization of Teachers.

**E. (a) Membership of Professional Bodies, Societies etc.**

- (b) Editorship of Journals

**F. Any other information**



(Dr.Jignesh B.Patel)



**Format -2****PERFORMANCE APPRAISAL REPORT****FOR SELF APPRAISAL OF TEACHERS****A. General Information**

- a) **Name :** Dr. Jignesh Bhikhabhai Patel
- b) **Date of Birth :** 01-06-1972
- c) **Address (Residential) :** P/5 Atithi Bunglows, B/H Commerce College,  
Bharuch Ph No.9824722659
- d) **Designation :** Assistant Professor
- e) **Department :** Education
- f) **Area of Specialization :** Teacher Education
- g) **Date of Appointment**
- i. in the institution : S.N.M. Shah M.Ed. College, Kakanpur
- ii. in the present post : Assistant Professor
- h) **Honors Conferred**

**B). Teaching**

- (a) Classes Taught M.Ed.

Class	Period				
	Assigned per week		Taught in the year		Steps taken for the teaching of periods missed during absence or leave (3)
	(1)		(2)		
	L	T/P	L	T/P	
(i) U.G. B.Ed	-	-	-	-	-
(ii) P.G. M.Ed	5	6	45	78 Year (2013)	Easy topics are given for assignment and seminar New topics are taught in the class
	5	6	45	78 Year (2014)	Easy topics are given for assignment and seminar New topics are taught in the class

(iii) M.Phil	Nil		Nil		Nil
(iv) Any Other	Nil		Nil		Nil

- (To be filled at the end of every academic year)

\*\* L= Lecture T= Tutorial p= Practical

- b) Regularity and Punctuality
- c) Details of course teaching plan, synopses of lecturers, and reading lists supplied to students
- d) Details of participation in the following :
  - (i) University Education
  - (ii) Internal Evaluation
  - (iii) Paper Setting
  - (iv) Assessment of Home assignments
  - (v) Conduct of Examinations
  - (vi) Evaluation of Dissertation etc.

#### **C. Details of Innovations/ Contribution in Teaching, during the year :**

- a) Design of curriculum
- b) Teaching Methods
- c) Laboratory experiments
- d) Evaluation methods
- e) Preparation of resource material including books, reading materials, laboratory manuals etc.
- f) Remedial Teaching/ Student Counseling (academic)
- g) Any other

**D. Improvement of Professional Competence:**

- (a) Details regarding refresher courses/ orientation attended, participation in summer schools, workshops, seminar, symposia etc. including open university courses/ M.Phil., Ph.D

- Orientation Program Organized by SNDT University, Mumbai at Ahmedabad,  
19-7-2003

**E. Research Contributions:**

- a) Number of students (M.Phil.Ph.d)

At the beginning of the Year		Registered during the year	Completed during the year
M.Phil	Nil	-	-
Ph.D	Nil	-	-

- b) No. of research paper published (please enclose list)

- c) Research Projects :

Title of the Project	Name of the funding agency	Duration
Nil	Nil	Nil

- d) Details of Seminars, Conferences, Symposia organized

Nil

- e) Patents taken, if any, give a brief description

Nil

- f) Membership of Professional Bodies, Editorship of Journals etc.

Nil

**F. Extension Work/Community Service**

- a) Please give a short account of your contribution to:
  - i) Community work such as values of National Integration, secularism, democracy, humanism, peace, scientific temper, flood or drought relief, small family norms etc.
  - ii) National Literacy Mission
- b) Positions held/ Leadership role played in organizations linked with Extension work and National Service Scheme (NSS), or NCC or any other similar activity.

**G. Participation in Corporate Life :**

Please give a short account of your contribution to :

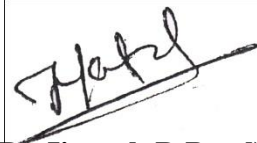
- a) College/ University/Institution
- b) Co-curricular activities
- c) Enrichment of campus life  
(hostels/sports/games/cultural activities)
- d) Students welfare and Discipline
- e) Membership/Participation in Bodies/ Committees on Education and National Development
- f) Professional Organizations of Teachers

**H. Assessment**

- a) Steps taken by you for the evaluation of the course programme taught.

**I. General Data**

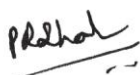
State brief assessment of your performance indicating (a) achievements, (b) difficulties faced and (c) suggestions for improvement.



(Dr.Jignesh B.Patel)

**J. \* Verification of factual data**

- A. General Information ✓
- B. Teaching ✓
- C. Details of Innovations/ Contribution in teaching, during the year ✓
- D. Improvement of Professional competence ✓
- E. Research contributions. ✓
- F. Extension work/community service ✓
- G. Participation in Corporate life. ✓

  
**(Dr. Paragi R. Shah)**  
**I/c Principal**

\*By a person to be nominated by Principal/ Vice-Chancellor.

**3 . Value Framework for Assessment of Higher Education Institution\* and Suggested Parameters.**

Values/Goals	Suggested Parameters/Activities
1. Contribution to National Development	<ul style="list-style-type: none"> <li>➤ More access with equity</li> <li>➤ Developmental thrust in identification of research areas and academic programmes</li> <li>➤ Community engagement</li> </ul>
2. Fostering Global Competencies among Students	<ul style="list-style-type: none"> <li>➤ Development of generic skills</li> <li>➤ Development of application skills</li> <li>➤ Development of life skills</li> </ul>
3. Inculcating Value System in Students	<ul style="list-style-type: none"> <li>➤ Value integration in academic programmes</li> <li>➤ Value integration in management practices</li> <li>➤ Value inculcation through co-curricular and extra-curricular activities</li> </ul>
4. Promoting the Use of Technology	<ul style="list-style-type: none"> <li>➤ For enrichment of learning</li> <li>➤ For increasing the access-online programmes</li> <li>➤ For system management</li> </ul>
5. Quest for Excellence	<ul style="list-style-type: none"> <li>➤ Development of benchmarks of excellence</li> <li>➤ Best Practices application</li> <li>➤ Institutionalization of continuous improvement systems</li> </ul>

- The list is only illustrative. Institutions may identify many other parameters/activities depending on their context.

## Appendix-2: Self Appraisal Reports of Teacher

(Source :UGC)

Format-1



### PERFORMANCE APPRIASAL REPORT

FOR SELF APPRAISAL OF TEACHERS

#### 1) General Information

- a) Name : Mr. Shah Mahendrakumar Kanaiyalal  
b) Address (Residential) At. & Po. Kakanpur, Ta.Godhra  
Dist.Pms-388713 Ph No :  
c) Designation : Computer Operator  
d) Department : M.Ed.  
e) Date of Birth : 08-12-1963

#### A) Academic Qualifications

Exam Passed	Board/University	Subjects	Year	Division/Grade Merit etc.
S.S.C	G.S.E.B	-	1979	Pass
H.S.C	G.S.E.B	Commerce	1982	Pass
B.Com	Guj.Uni. Ahmedabad.	Adv. Acc & Aud.	1989	Pass
Master's Degree (s)	-	-	-	-
Research Degree(s)	-	-	-	-
English Type	G.S.E.B. Ahmd.		July-1989	60 w.p.m.
Gujarati Type	G.S.E.B. Ahmd.	-	July-1989	40 w.p.m.
Hindi Type	G.S.E.B. Ahmd.	-	Feb.-91	25 w.p.m.
Computer Course	Green Type Class, Opp. Glob Cinema, Nadiad.	M.S.Office		A Grade

- Teachers already in employment at the time of introduction of the scheme and for new entrants at the time of joining of the institution.

ii) **Research Experience & Training**

<b>Research Stage</b>	<b>Title of work/Theses</b>	<b>University where the work was carried out</b>
M.Phil or equivalent	Nil	Nil
Ph.D	Nil	Nil
Post-Doctoral	Nil	Nil
Publications	Nil	Nil
Research Guidance (give names of students guided successfully)	Nil	Nil
Training(please specify)	Nil	Nil

**B) Research Projects carried Out**

<b>Title of the Project</b>	<b>Name of the funding Agency</b>	<b>Duration</b>	<b>Remarks</b>
Nil	Nil	Nil	Nil

**C) Seminars, Conferences, Symposai Workshops etc. attended**

<b>Name of the Seminar/ Conference/ Symposia Workshop, etc.</b>	<b>Name of the Sponsoring Agency</b>	<b>Place and Date</b>
Nil	Nil	Nil

iii) **Teaching Experience**

<b>Courses Taught</b>	<b>Name of the University/ College/ Institution</b>	<b>Duration</b>
iv) UG – B.A/B.Sc. etc. Pass) (B.A/B.Sc. etc Hons)	Nil	Nil
	Nil	Nil
v) P.G. M.Ed	Nil	Nil
vi) M.Phil	Nil	Nil
vii) B.Ed.	Nil	Nil



**Total Teaching Experience :** \_\_\_\_\_ Nil

a) Under-graduate (Pass) :

\_\_\_\_\_ Nil

b) Under-graduate (Hons):

\_\_\_\_\_ Nil

c) Post-graduate : \_\_\_\_\_ Nil

**viii) Innovations/ Contributions in Teaching**

- a) Design of Curriculum
- b) Teaching methods
- c) Laboratory experiments
- d) Evaluation methods
- e) Preparation of resource material
- f) Including books, reading materials,  
Laboratory manuals etc.
- g) Remedial Teaching/ Student Counseling (academic)
- h) Any Other – Research Guidance

**ix) Extension Work/Community Service**

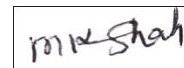
- a) Please give a short account of your contribution to:
  - i) Community work  
Such as values of National Integration,  
Secularism, democracy, socialism, humanism, peace,  
Scientific temper, flood or drought relief, small family norms etc.
  - ii) National Literacy Mission :
- b) Positions held/Leadership role played in organization linked with Extension Work and National Service Scheme (NSS), or NCC or any other similar activity

**D. Participation in Corporate Life:**

Please give a short account of your contribution to:

- b) College/University/Institution :
- c) Co-curricular Activities :
- d) Enrichment of Campus Life

- e) Student Welfare and Discipline
  - f) Membership/Participation in Bodies/committees  
On Education and National Development
  - g) **Professional Organization of Teachers.**
- E. (a) Membership of Professional Bodies, Societies etc.**  
(b) Editorship of Journals
- F. \* Any other information :-** Youth Hostel Association of India Nadiad Unit-1 for  
Typing for fast speed Competition for Second Prize winner.  
\* I.V.Patel College of Commerce Nadiad for Chess Competition for year 1983-84.



(Mr. Mahedrakumar Shah)

**Computer Operator**

## Appendix-2: Self Appraisal Reports of Teacher

(Source :UGC)

### Format-1

#### PERFORMANCE APPRIASAL REPORT

FOR SELF APPRAISAL OF TEACHERS



#### i) General Information

- a) Name : Mr. Parekh Bhaveshkumar Arvindbhai  
b) Address (Residential) Nr. Church, Chandulal Vakil's Society, Godhra  
Dist.Pms-389001 Ph No : 9913118833  
c) Designation : Librarian  
d) Department : M.Ed.  
e) Date of Birth : 25/08/1977

#### A) Academic Qualifications

Exam Passed	Board/University	Subjects	Year	Division/Grade Merit etc.
S.S.C	G.S.E.B.	-	1992	First
H.S.C	G.S.E.B.	Commerce	1994	Pass
B.Com	Guj.Uni.	Adv. Acc & Aud.	1997	Pass
B.L.I.Sc.	Allahabad Agri. Inst. U.P.	Lib & Info. Science	2006	First
B.L.I.Sc.	Dr. Baba Saheb Ambedkar Open Uni.	Lib & Info. Science	2010	First
M.L.I.Sc.	Madurai Kamrej Uni. Madurai	Lib & Info. Science	2009	First
C.L.I.Sc.	G.S.E.B	Lib. Science	1994	Second
C.O.P.A	I.T.I.	Computer	2000	Dist.

- Teachers already in employment at the time of introduction of the scheme and for new entrants at the time of joining of the institution.

ii) **Research Experience & Training**

<b>Research Stage</b>	<b>Title of work/Theses</b>	<b>University where the work was carried out</b>
M.Phil or equivalent	Nil	Nil
Ph.D	Nil	Nil
Post-Doctoral	Nil	Nil
Publications	Nil	Nil
Research Guidance (give names of students guided successfully)	Nil	Nil
Training(please specify)	Nil	Nil

**B) Research Projects carried Out**

<b>Title of the Project</b>	<b>Name of the funding Agency</b>	<b>Duration</b>	<b>Remarks</b>
Nil	Nil	Nil	Nil

**C) Seminars, Conferences, Symposia Workshops etc. attended**

<b>Name of the Seminar/ Conference/ Symposia Workshop, etc.</b>	<b>Name of the Sponsoring Agency</b>	<b>Place and Date</b>
1. Seminar on “ Use of Information Technology in Libraries : With Special reference to Intellectual Property Right (IPR) “	Department of Library and Information Science.	S.P.University, V.V.Nagar 18 <sup>th</sup> March’06

2. Seminar on “ Ranganathan’s Philosophy and knowledge management:	Department of Library and Information Science.	S.P.University,V.V.Nagar 25 <sup>th</sup> August 2007
3. Conference on ‘ Libraries in 21 <sup>st</sup> Century’.	Post Graduate Department of Library and Information Science.	18 <sup>th</sup> – 19 <sup>th</sup> October ‘ 08 Od, Di-Anand

**iii) Teaching Experience**

Courses Taught	Name of the University/ College/ Institution	Duration
iv) UG – B.A/B.Sc. etc. Pass) (B.A/B.Sc. etc Hons)	Nil	Nil
	Nil	Nil
v) P.G. M.Ed	Nil	Nil
vi) M.Phil	Nil	Nil
vii) B.Ed.	Nil	Nil

Total Teaching Experience : \_\_\_\_\_ Nil

(a) Under-graduate (Pass) :

\_\_\_\_\_ Nil

(b) Under-graduate (Hons):

\_\_\_\_\_ Nil

(c) Post-graduate : \_\_\_\_\_ Nil

**viii) Innovations/ Contributions in Teaching**

- a) Design of Curriculum
- b) Teaching methods
- c) Laboratory experiments

- d) Evaluation methods
- e) Preparation of resource material  
Including books, reading materials,  
Laboratory manuals etc.
- f) Remedial Teaching/ Student Counseling (academic)
- g) Any Other – Research Guidance

**ix) Extension Work/Community Service**

- a) Please give a short account of your contribution to:
  - i) Community work  
Such as values of National Integration,  
Secularism, democracy, socialism, humanism, peace,  
Scientific temper, flood or drought relief, small family norms etc.
  - ii) **National Literacy Mission :**
- b) Positions held/Leadership role played in organization linked with Extension Work and National Service Scheme (NSS), or NCC or any other similar activity

**D. Participation in Corporate Life:**

Please give a short account of your contribution to:

- b) College/University/Institution :
- c) Co-curricular Activities :
- d) Enrichment of Campus Life
- e) Student Welfare and Discipline
- f) Membership/Participation in Bodies/committees  
On Education and National Development
- g) Professional Organization of Teachers.

**E. (a) Membership of Professional Bodies, Societies etc.**

- (b) Editorship of Journals

**F. Any other information**

  
**(Mr. Bhaveshkumar Parekh)**  
**Librarian**

## Appendix-2: Self Appraisal Reports of Teacher

(Source :UGC)

### Format-1

#### PERFORMANCE APPRIASAL REPORT

FOR SELF APPRAISAL OF TEACHERS



#### 1) General Information

- a) Name : Mr. Patel Hashmukhlal Natvarlal
- b) Address (Residential) At.Rampur ,Po. Kakanpur, Ta.Godhra  
Dist.Pms-388713 Ph No : 9427397750
- c) Designation : Clerk
- d) Department : M.Ed.
- e) Date of Birth 05/04/1962

#### A) Academic Qualifications

Exam Passed	Board/University	Subjects	Year	Division/Grade Merit etc.
S.S.C	GSEB	-	1978	Pass
H.S.C	G.S.E.B	Commerce	1980	Second
B.Com	Guj.Uni.	Adv. Acc & Aud.	1983	Pass

## Appendix-2: Self Appraisal Reports of Teacher

(Source :UGC)

### Format-1

#### PERFORMANCE APPRIASAL REPORT

FOR SELF APPRAISAL OF TEACHERS



#### 1) General Information

- a) Name : Mr. Shah Hemant Jasvantlal
- b) Address (Residential) City Appartment,Nr MarketYard, Godhra  
Dist.Pms-389001 Ph No : 9427750354
- c) Designation : Clerk
- d) Department : M.Ed.
- e) Date of Birth 30/07/1970

#### A) Academic Qualifications

Exam Passed	Board/University	Subjects	Year	Division/Grade Merit etc.
S.S.C	G.S.E.B.	-	1985	Pass
H.S.C	G.S.E.B.	Commerce	1988	Second
B.Com	Gujarat University	Adv. Acc & Aud.	1991	Pass



## Appendix-2: Self Appraisal Reports of Teacher

(Source :UGC)

### Format-1

#### PERFORMANCE APPRIASAL REPORT

FOR SELF APPRAISAL OF TEACHERS



#### 1) General Information

- a) Name : Mr. Vyas Rambhai Krushnaprasad
- b) Address (Residential) At. & Po.Kakanpur, Ta.Godhra,  
Dist.Pms-388713 Ph No : 02672-286372
- c) Designation : Peon
- d) Department : M.Ed.
- e) Date of Birth 22/06/1968

#### A) Academic Qualifications

Exam Passed	Board/University	Subjects	Year	Division/Grade Merit etc.
9 <sup>th</sup> Pass	-	-	1986	Pass

## Appendix-2: Self Appraisal Reports of Teacher

(Source :UGC)

Format-1



### PERFORMANCE APPRIASAL REPORT

FOR SELF APPRAISAL OF TEACHERS

#### 1) General Information

- a) Name : Mr. Parmar Rajeshkumar Shanabhai
- b) Address (Residential) At.Piplia, Po.Kakanpur, Ta.Godhra,  
Dist.Pms-388713 Ph No : 9898166329
- c) Designation : Peon
- d) Department : M.Ed.
- e) Date of Birth 02/03/1979

#### A) Academic Qualifications

Exam Passed	Board/University	Subjects	Year	Division/Grade Merit etc.
9 <sup>th</sup> Pass	-	-	1996	Pass

## ACADEMIC CALENDER

## ACADEMIC CALENDER

Sarvoday Charitable Trust  
**S.N.M.Shah M.Ed. College, Kakanpur**

Ta.Godhra, Dist.Panchmahal.

First Semester Academic Calendar

Year : 2013 – 2014

Date	Educational Programme
10-8,12-8,19-8-13	Students appeared in the college
22-8-13	Welcome Programme and Intro of M.Ed. Course
2-9-13	Seminar Topics were given
3-9-13	Dr R.S.Patel was invited (HOD of Edu. Dep. Ahmedabad)
13-9-13	Com. Skill was taken
16-9 to 21-9-13	Internship Programme (P.T.C)
23-9-13	Research Proposal (Symposium)
24-9-13	Elec. Of G.S. & L.R Symposium
29-9-13	Prize Distribution Ceremony of the Trust
4-10-13	Seminar on Foundation Paper
15-10-13 to 28-10-13	Unit Test
31-10-13 to 21-11-13	Diwali Vacation
25-11-13 to 2-12-13	Internal Exam Sem-I
5-12-13	Presentation of Research Proposal
16-12-13 to 20-12-13	University Exam Sem-I
26-12-13	Seminar Topics were given (Sem-II)

## ACADEMIC CALENDER

Sarvoday Charitable Trust  
**S.N.M.Shah M.Ed. College, Kakanpur**

Ta.Godhra, Dist.Panchmahal.

Second Semester Academic Calendar

Year : 2013 – 2014

3-1-14	Com Skill was taken
6-1-14 to 11-1-14	Internship Programme was taken (B.Ed)
6,7 -2-14	Workshop on Re writing – Dr. R.S.Patel , HOD Eduction Ahmedabad
3,4-3-14	Symposium was taken
18-3-14 to 26-3-14	Internal Examination – Sem-II
29-3-14	Dissertations were collected
8-5-14 to 15-5-14	University Exam Sem-II

# TIME TABLE

Time-Table  
S.N.M.SHAH M.Ed. COLLEGE, KAKANPUR - Semester-I (Year -2013-14)

No.	Time	Monday	Tuesday	Wednesday	Thursday	Friday	Time	Saturday
1	10-45 to 11-00 am	402-C Psychology V.D.M./J.D.M.	405-EC Edu Technology P.R.S./V.K.V. 405 EB Statistics V.K.V./P.R.S.	ARRIVAL Seminar Presentation	405-EC Edu Technology V.K.V./P.R.S. 405 EB Statistics P.R.S./V.K.V.	402-C Psychology V.D.M./J.B.P.	7-45 to 8-00 am 8-00 to 8-45 am.	403-C Research P.R.S./V.K.V.
2	11-00 to 12-00 am							
3	12-00 to 1-00 pm	403-C Research P.R.S./V.K.V.	401-C Philosophy H.S.R./V.K.V.	Seminar Presentation	401-C Philosophy V.K.V./H.S.R.	Work shop on Preparation of Proposal	8-45 to 9-30 am	405-EC Edu Technology V.K.V./P.R.S. 405 EB Statistics P.R.S./V.K.V.
4	1-00 to 2-00 pm	D.G.	D.G.	D.G.	D.G.	D.G.	9-30 to 10-15 am	D.G.
5	2-00 to 2-30 pm.			LONG RECESS			10-15 to 10-30 am	
6	2-30 to 3-30 pm	401-C Philosophy H.S.R./V.K.V.	404 EA C.G V.D.M./J.D.P.	Seminar Presentation	402-C Psychology J.B.P./V.D.M.	403-C Psychology V.K.V./P.R.S.	10-30 to 11-15 pm	SHORT RECESS Synthesis/Communication Sustenance/All Staff
7	3-30 to 4-30 pm	405-B Education J.B.P./H.S.R.	Dissertation V.D.M./S.H.R.	Seminar Presentation	405-B B.G.H. H.S.R./J.B.P.	405-B B.G.H. H.S.R./J.B.P.	11-15 to 12-00 am	404 EA C.G J.B.P./N.D.M.
8	4-30 to 5-30 pm	406 A Computer S.R.G. Library Seminar Preparation	406 A Computer S.R.G. Library Dis. Title Selection	Library Seminar Preparation	406 A Computer S.R.G. Library Dis. Title Selection	406 A Computer S.R.G. Library Seminar Preparation	12-00 to 12-45 am	Discussion on Dissertation Title

Core Papers :-  
401-C Philosophical Foundation of Education - Dr.H.S.Rathod.  
402-C Psychological Foundation of Education - Dr.V.D.Mogariya.  
403-C Introduction to Education Research - Dr.P.R.Shah.

(Dr.V.D.Mogariya)  
Convener

Elective Papers :-  
404 EA Career of Guidance - Dr.V.D.Mogariya.  
405 EC Education Technology - Dr.P.R.Shah.  
405 EB Descriptive Statistics in Edu Research - Dr.V.K.Vyas

IIC  
(Professor & Head)

Foundations paper :-  
406 A Intro. to Computer in Edu. - S.R.Gupta.  
OR  
406 B Intro. To Bhagwad Gita in Edu. - Dr.H.S.Rathod.

**Sarvodaya Charitable Trust S.N.M.SHAH M.Ed. College, Kakanpur**  
**Second Semester Time Table Year : 2013-2014**

Sr. No.	Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>P R A Y E R &amp; ATTENDANCE</b>							
1	11.50 to 11.00 11.00 to 12.00	Paper-1 (EDU-401) Methodology of Educational Foundation of Education Dr.P.R.Shah	Paper-3 (EDU-401 C) Methodology of Educational Research Dr.V.K.Vyas	Paper-1 (EDU-408 C) Sociological Foundation of Education Dr.H.S.Rathod	Paper-2(EDU 409 C) Psycho of Human Abilities and Personality Dr.J.B.Patel	Paper-2(EDU 409 C) Psycho of Human Abilities and Personality Dr.J.B.Patel	Paper-2(EDU 409 C) Psycho of Human Abilities and Personality Dr.V.D.Mogariya
2	12.00 to 01.00	Paper-1 (EDU-408 C) Sociological Foundation of Education Dr.H.S.Rathod	Paper-1 (EDU-408 C) Sociological Foundation of Education Dr.H.S.Rathod	Paper-3 (EDU-401 C) Methodology of Educational Research Dr.J.B.Patel	Paper-4(EDU 404 EA) (Optional) Process of Guidance & Counselling Dr.V.D.Mogariya	Paper-4 (EDU 411 EA) (Optional) Process of Guidance & Counselling Dr.V.D.Mogariya	Paper-8(EDU 406 B) (Foundation) Human Value in Bhagwad Gita Dr.J.B.Patel Paper-6 (EDU 413 A) Application of Computer in Education Mr.Ronak Misri
3	01.00 to 02.00	Paper-5(EDU 412 EB) (Optional) Appl. Of Inferential Statistics in Edu. Research Dr.V.K.Vyas Paper-5 (Optional) Application of Edu. of Technology Dr.P.R.Shah	Paper-4(EDU 412 EB) (Optional) Appl. Of Inferential Statistics in Edu. Research Dr.V.K.Vyas Paper-5 (Optional) Application of Edu. of Technology Dr.P.R.Shah	Paper-4(EDU 412 EB) (Optional) Appl. Of Inferential Statistics in Edu. Research Dr.V.K.Vyas Paper-5 (Optional) Application of Edu. of Technology Dr.P.R.Shah	Paper-6(EDU 413 B) (Foundation) Human Values in Bhagwad Gita Dr.H.S.Rathod Paper-6 (EDU 413 A) Application of Computer in Education Mr.Ronak Misri	Paper-6(EDU 406 B) (Foundation) Human Value in Bhagwad Gita Dr.H.S.Rathod Paper-6 (EDU 413 A) Application of Computer in Education Mr.Ronak Misri	Paper-4(EDU 411 EA) (Optional) Process of Guidance & Counselling Dr.V.D.Mogariya
4	2.00 to 2.45 02.45 to 3.45	Symposium & Activities (EDU-407 A)	Library Work (EDU-414 C)	RECESS Library Work (EDU-414 C)	Library Work (EDU-414 C)	Library Work (EDU-407 C)	Communication Skill (EDU-414 A)
5	3.45 to 4.00 4.00 to 5.00	Dissertation Guidance (EDU-414 B)	Dissertation Guidance (EDU-414 B)	SMALL RECESS Guidance (EDU-414 A)	Dissertation Guidance (EDU-414 B)	Dissertation Guidance (EDU-414 B)	Dissertation Guidance (EDU-414 B)

## SYLLABUS

## Semester – I

No.	Course		No. of Hours			Marks		Credits
		Compulsory Paper/Core Papers	Lectures	Practical	Total	Internal	External	
EDU 401	401 C	Philosophical Foundations of Education	45	-	45	30	70	3
EDU 402	402 C	Psychological Foundation of Education	45	-	45	30	70	3
EDU 403	403 C	Introduction to Educational Research	45	-	45	30	70	3
<b>Elective (Optional) Papers</b>								
(A student will select any one of the following course as a elective paper IV and V from each group)								
<b>Elective (Optional) Paper – IV</b> (Any One of the Following)			45		45	30	70	3
EDU 404	404 EA	Career Guidance						
	404 EB	Introduction to Psychological Testing						
	404 EC	Introduction to Teacher Education						
	404 ED	Educational Management						
<b>Elective (Optional) Paper – V (Any One of the Following)</b>			45		45	30	70	3
EDU 405	405 EA	Principles of Educational Measurement & Evaluation						
	405 EB	Descriptive Statistics in Educational Research						
	405 EC	Educational Technology						
	405 ED	Curriculum Development and Transaction						
<b>Foundation Papers</b>								
(A student will select any one of the following course as a foundation paper VI from following group)								
EDU 406	406 A	Introduction to Computer in Education (50% for practical work)	45	-	45	30	-	-
	406 B	Introduction to Bhagwad Gita in Education						
<b>Note:</b> The foundation courses are to be conducted by the colleges/Department themselves. The cause shall have internal assessment only and so, credit earned for these courses, shall not be considered while preparing the final result. However, the candidates are required to obtain passing minimum marks to become eligible for the final semester (1 and 2) examination/award of the M.Ed. Degree.								
<b>Practical, projects and other Assignment work</b>								
EDU 407	407 A	Internship Programme, Symposium, Seminar, Workshop, Communication Skill, Internal Exam	8	75	83	50		9
	407 B	Dissertation : Guidance and discussion for Title, Review of Literature and Tool:	15	48	63			
	407 C	Library Work		40	40			
<b>Total</b>			293	163	456	230*	350	24

## Internal Marks:

	Description	Marks	Total Marks
A	Internship Programme: In Primary Teachers' Training (PTC) College	10	50
	Symposium : (On Title of Dissertation)	10	
	Seminar : (On any One Foundation Paper and Research Tool)	10	
	Workshop : (On Preparation of Proposal)	10	
	Communication Skill	05	
	Attendance	05	
B	Internal Examination of 5 Papers (30 marks for each subject)	150	150
C	Foundation Paper: 30 Marks (Proportion Marks from 100 of this paper)	30	30
<b>Total Marks</b>		180	230
<b>Note:</b> Assign direct credit for Internal Marks			

## Semester – 2

No.	Course		No. of Hours			Marks			Credits
	Compulsory Paper/Core Papers		Lectures	Practical	Total	Internal	External		
EDU 408	408 C	Sociological Foundations of Education	45	-	45	30	70	3	
EDU 409	409 C	Psychology of Human Abilities and Personality	45	-	45	30	70	3	
EDU 410	410 C	Methodology of Educational Research	45	-	45	30	70	3	
<b>Elective (Optional) Papers</b>									
(A student will select any one of the following course as a elective paper IV and V from each group)									
<b>Elective (Optional) Paper – IV (Any One of the Following)</b>									
EDU 411	411 EA	Process of Guidance and Counseling	45		45	30	70	3	
	411 EB	Psychological Test and Mental Measurement							
	411 EC	Perspective in Teacher Education							
	411 ED	Educational Planning & Financing	(23)	(22)					
<b>Elective (Optional) Paper – V (Any One of the Following)</b>									
EDU 412	412 EA	Tools & Techniques of Measurement and Evaluation	45		45	30	70	3	
	412 EB	Application of Inferential Statistics in Educational Research							
	412 EC	Application of Educational Technology							
	412 ED	Curriculum Evaluation							
<b>Foundation Papers</b>									
(A student will select any one of the following course as a foundation paper VI from following group)									
EDU 413	413 A	Application of Computer in Education (50% for practical work)	45	-	45	30	-	-	
	413 B	Human Values in Bhagwad Gita							
<b>Note:</b> The foundation courses are to be conducted by the colleges/Department themselves. The course shall have internal assessment only and so, credit earned for these courses, shall not be considered while preparing the final result. However, the candidates are required to obtain passing minimum marks to become eligible for the final semester (1 and 2) examination/award of the M.Ed. Degree.									
<b>Practicals, Projects and other Assignment work</b>									
EDU 414	414 A	Internship Programme, Symposium, Seminar, Workshop, Communication Skill, Internal Exam	8	75	83	50		9	
	414 B	Dissertation: Guidance and discussion for Data Analysis and preparation of dissertation.	15	48	63				
	414 C	Library Work		40	40				
EDU 415		Evaluation of Dissertation					150	9	
		Viva (Based on dissertation and other assignment work)					50	3	
Semester – 2 Total			293	163	456	230	550	36	
Semester – 1 Total			293	163	456	230	350	24	
Grand Total			-	-	-	460	900	60	

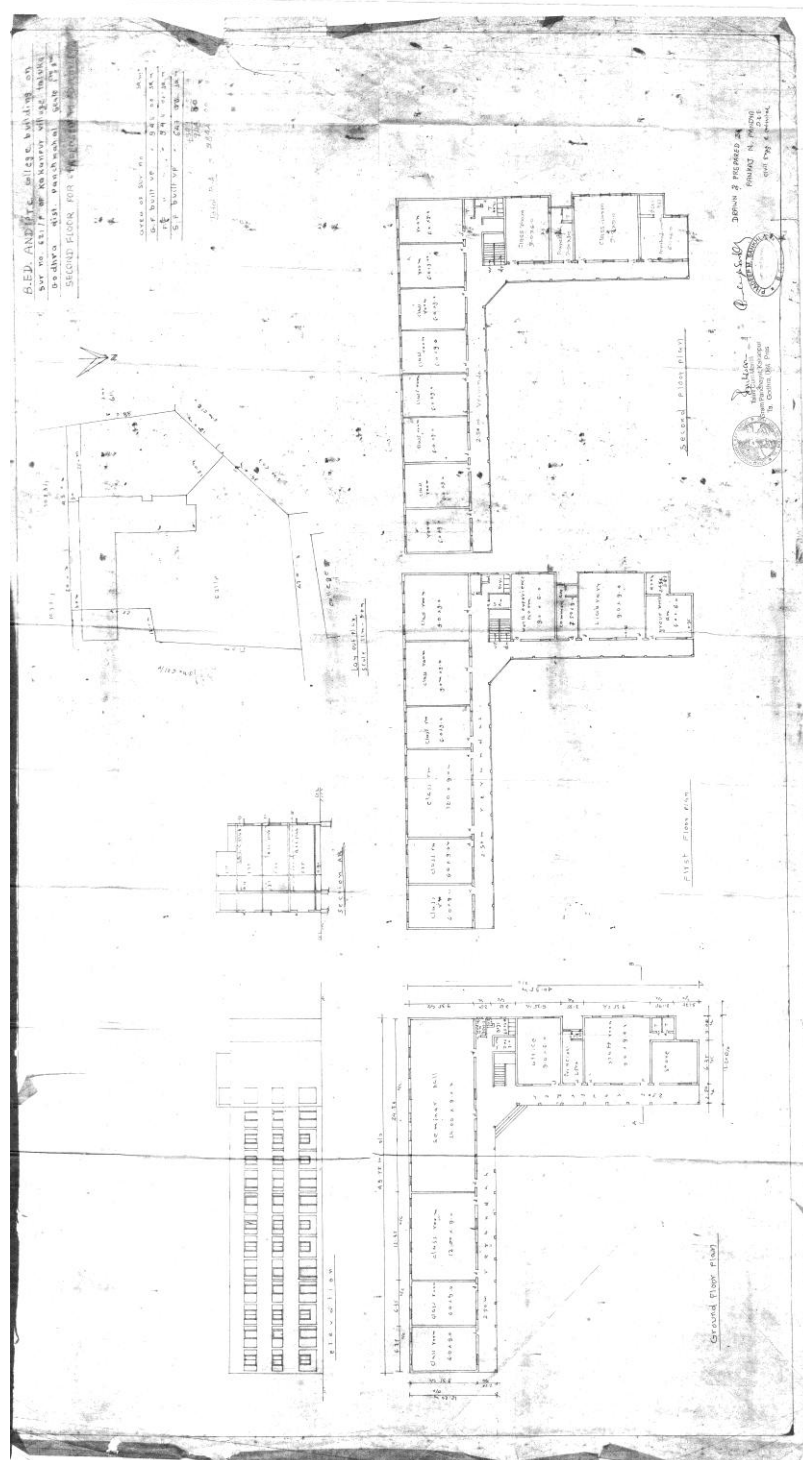
### Internal Marks :

	Description	Marks	Total Marks
A	Internship Programme: In Primary Teachers' Training (B.Ed.) College	10	50
	Symposium : (On Title of Dissertation)	10	
	Seminar : (On any One Foundation Paper and Research Tool)	10	
	Workshop : (On Preparation of Proposal)	10	
	Communication Skill	05	
	Attendance	05	
B	Internal Examination of 5 Papers (30 marks for each subject)	150	150
C	Foundation Paper: 30 Marks (Proportion Marks from 100 of this paper)	30	30
<b>Total Marks</b>		<b>180</b>	<b>230</b>

Note: Assign direct credit for Internal Marks



# MASTER PLAN



## Sample feed back

ANNEXURE-F

Sarvoday Charitable Trust  
S.N.M.Shah M.Ed. College, Kakanpur  
Ta.Godhra, Dist. Panchmahals  
Website : [www.sctrust.in](http://www.sctrust.in)  
Semester

Year 2013-14

### Student's Feedback on Teachers

Name of Teacher	Knowledge base of Teacher	Communication of Skills	Sincerity/Commitment of Teacher	Interest generated by Teacher	Ability to integrate course material with current issues	Ability to integrate content with other course	Availability of Teacher in and out of the Class	Ability to design quiz/assignment /projects etc. to evaluate student's understanding	Provision of Sufficient time for feedback	Overall rating	Total
	(Out of 10)	(Out of 10)	(Out of 10)	(Out of 10)	(Out of 10)	(Out of 10)	(Out of 10)	(Out of 10)	(Out of 10)	(Out of 10)	(Out of 10)

**INCOME EXPENDITURE AUDIT REPORT**

ANNEXURE - G

**ARUN J. SONI & CO.**  
**CHARTERED ACCOUNTANTS**

ARUN J. SONI (B.COM F.C.A)

\*\*\*

☎ - (O) 241740

7,8,9, B. N. Chambers.,  
 1st Floor, Opp. Bus Stand  
 Godhra - 389 001

**AUDIT REPORT**

To,  
 The Principal,  
**S. N. M. SHAH M. Ed COLLEGE**  
 At. Kakanpur  
 Tal. Godhra  
 Dist. Panchmahal

Dear Sir,

We have examined the Balance Sheet, and Income and Expenditure accounts of **S. N. M. SHAH M. Ed COLLEGE**, At. Kakanpur, Tal. Godhra, Dist. Panchmahals for the year ended on 31-03-2013 and report that :

Subject to the remarks in our opinion and according to the best of information and explanation given to us and shown by the books of accounts of the collage the the annexed Balance Sheet and Income and Expenditure accounts are properly drawn up and exhibits true and correct account of the financial affairs of the College.

Place : Godhra  
 Date : 17/06/2013

For, ARUN J. SONI & CO.  
 CHARTERED ACCOUNTATS  
 FRN : 100560W

ARUN J. SONI & CO.  
CHARTERED ACCOUNTANTS

ARUN J. SONI (B.COM. F.C.A.)

\*\*\*

☎ - (O) 241740

7,8,9, B. N. Chambers.,  
1st Floor, Opp. Bus Stand  
Godhra - 389 001

S. N. M. SHAH M. Ed. COLLEGE, KAKANPUR, TAL. GODHRA  
Conducted By :- Sarvoday Charitable Trust, Kakanpur

**BALANCE SHEET AS ON 31-03-2013**

LIABILITIES	AMOUNT Rs.	ASSETS	AMOUNT Rs.
LOAN FROM MANAGEMENT - Sarvoday Charitable Trust	327676.00	DEAD STOCK As per Schedule - G	545449.90
RESERVE & SURPLUS - Depreciation fund	224491.00	INVESTMENT Fixed Deposit	NIL
LIABILITIES As per Schedule : F	534732.00	ADVANCES & DEPOSITS As per Schedule - H	1042250.00
<b>INCOME &amp; EXPENDITURE ACCOUNT :</b>		CASH & BANK BALANCE As per Schedule - A	405033.25
L.Y. Balance      968297.15			
add : Thisyear      62463.00			
-----	905834.15		
<b>TOTAL :::::&gt;</b>	<b>1992733.15</b>	<b>TOTAL :::::&gt;</b>	<b>1992733.15</b>

Godhra

Date : 17/06/2013

As per our report of even date.

For, ARUN J. SONI & CO.

CHARTERED ACCOUNTANTS

FRN : 100560W

(Arun J. Soni)

Proprietor.



**ARUN J. SONI & CO.**  
**CHARTERED ACCOUNTANTS**

\*\*\*  
7,8,9, B. N. Chambers.,  
1st Floor, Opp. Bus Stand  
Godhra - 389 001

ARUN J. SONI (B.COM. F.C.A.)

☎ - (O) 241740

**S. N. M. SHAH M. Ed. COLLEGE, KAKANPUR, TAL. GODHRA**  
Conducted By :- Sarvoday Charitable Trust, Kakanpur

**INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED ON 31-03-2013**

EXPENDITURE	AMOUNT Rs.	INCOME	AMOUNT Rs.
To Staff Salaries ----- As per Schedule : B	1338580.00	By Govt. Grant -----	NIL
To Adhoc Salary	38584.00	By Fees -----	
To Building Rent	89868.00	As per Schedule - D	1541000.00
To Other Expenses ----- As per Schedule : C	139681.00	By Misc. Income ----- As per Schedule - E	3250.00
		To Excess of Expenditure over Income	62463.00
<b>TOTAL :::::&gt;</b>	<b>1606713.00</b>	<b>TOTAL :::::&gt;</b>	<b>1606713.00</b>

Godhra

Date : 17/06/2013

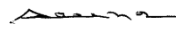


As per our report of even date.

For, **ARUN J. SONI & CO.**

**CHARTERED ACCOUNTANTS**

FRN : 100560W


  
(Arun J. Soni)  
Proprietor.

0

**ARUN J. SONI & CO.**  
**CHARTERED ACCOUNTANTS**

ARUN J. SONI (B.COM F.C.A)

\*\*\*

 - (O) 241740

7,8,9, B. N. Chambers.,  
1st Floor, Opp. Bus Stand  
Godhra - 389 001

**AUDIT REPORT**

To,  
The Principal,  
**S. N. M. SHAH M. Ed COLLEGE**  
At. Kakanpur  
Tal. Godhra  
Dist. Panchmahal

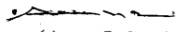
Dear Sir,

We have examined the Balance Sheet, and Income and Expenditure accounts of **S. N. M. SHAH M. Ed COLLEGE**, At. Kakanpur, Tal. Godhra, Dist. Panchmahals for the year ended on 31-03-2014 and report that :

Subject to the remarks in our opinion and according to the best of information and explanation given to us and shown by the books of accounts of the collage the the annexed Balance Sheet and Income and Expenditure accounts are properly drawn up and exhibits true and correct account of the financial affairs of the College.

Place : Godhra  
Date : 09/06/2014

For, ARUN J. SONI & CO.  
CHARTERED ACCOUNTATS  
FRN : 100560W

  
(Arun J. Soni)

ARUN J. SONI & CO.  
CHARTERED ACCOUNTANTS

ARUN J. SONI (B.COM. F.C.A.)

\*\*\*

☎ - (O) 241740

7,8,9, B. N. Chambers.,  
1st Floor, Opp. Bus Stand  
Godhra - 389 001

S. N. M. SHAH M. Ed. COLLEGE, KAKANPUR, TAL. GODHRA  
Conducted By :- Sarvoday Charitable Trust, Kakanpur

**BALANCE SHEET AS ON 31-03-2014**

LIABILITIES	AMOUNT Rs.	ASSETS	AMOUNT Rs.
LOAN FROM MANAGEMENT - Sarvoday Charitable Trust	715544.00	DEAD STOCK As per Schedule - G	545449.90
RESERVE & SURPLUS - Depreciation fund	224491.00	INVESTMENT Fixed Deposit	NIL
LIABILITIES As per Schedule : F	580316.00	ADVANCES & DEPOSITS As per Schedule - H	870250.00
<b>INCOME &amp; EXPENDITURE ACCOUNT :</b>		CASH & BANK BALANCE As per Schedule - A	788006.25
L.Y. Balance 905834.15 Less : Thisyear 222479.00 -----	683355.15		
<b>TOTAL :&gt;</b>	<b>2203706.15</b>	<b>TOTAL :&gt;</b>	<b>2203706.15</b>

Godhra

Date : 09/06/2014

S. N. M. Shah M. Ed College  
Kakanpur

Managing Trustee  
(Bharat R. Shah)

As per our report of even date.

For, ARUN J. SONI & CO.  
CHARTERED ACCOUNTANTS

FRN : 100560W

(Arun J. Soni)  
Proprietor.

0

**ARUN J. SONI & CO.**  
**CHARTERED ACCOUNTANTS**

ARUN J. SONI (B.COM. F.C.A.)

\*\*\*

☎ - (O) 241740

7,8,9, B. N. Chambers.,  
1st Floor, Opp. Bus Stand  
Godhra - 389 001

**S. N. M. SHAH M. Ed. COLLEGE, KAKANPUR, TAL. GODHRA**  
Conducted By :- Sarvoday Charitable Trust, Kakanpur

**INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED ON 31-03-2014**

EXPENDITURE	AMOUNT Rs.	INCOME	AMOUNT Rs.
To Staff Salaries ----- As per Schedule : B	2089358.00	By Govt. Grant ----- NIL	
To Adhoc Salary	155376.00	By Fees ----- As per Schedule - D	2409500.00
To Building Rent	89868.00	By Misc. Income ----- As per Schedule - E	1538.00
To Other Expenses ----- As per Schedule : C	298915.00	To Excess of Expenditure over Income	222479.00
<b>TOTAL :&gt;</b>	<b>2633517.00</b>	<b>TOTAL :&gt;</b>	<b>2633517.00</b>

Godhra

Date : 09/06/2014

**S. N. M. Shah M.Ed College**  
**Kakanpur**

*[Signature]*  
**Managing Trustee**  
**(Bharat R. Shah)**

As per our report of even date.  
**For, ARUN J. SONI & CO.**  
**CHARTERED ACCOUNTANTS**  
FRN : 100560W

*[Signature]*  
**(Arun J. Soni)**  
Proprietor.



## COPY OF NCTE RECOGNITION

ANNEXURE-H

राष्ट्रीय अध्यापक शिक्षा परिषद्

(भारत सरकार का एक विधिक संस्थान)

पश्चिम क्षेत्रीय समिति

गुरुकुलमो धाम  
NCTE

National Council for Teacher Education

(A Statutory Body of the Government of India)

Western Regional Committee

TO BE PUBLISHED IN THE GAZETTE OF INDIA - PART-III, SECTION-4

No. WRC/5-6/98th/2007/C-18245

Date: 14.06.2007

26

Recognition Order

WHEREAS in terms of Section 14(1)/Section 15(1) of the NCTE Act, 1993 SARVODAY CHARITABLE TRUST, POST::KAKANPUR, TA. GODHRA PANCHMAHAL 388713 GUJARAT has submitted an application APW04054/325045 to the Western Regional Committee of NCTE for grant of recognition/permission for starting M.ED(CO.ED.) course of One year duration with an annual intake of 25 (PG) students.

2. AND WHEREAS on scrutiny of the application submitted by the institution, the documents attached therewith the affidavit and the input received from the visiting team in the form of report and videography, the Committee is satisfied that the institution/society fulfills the requirements under the provisions of NCTE Act, Rules and Regulations including the Norms and Standards for the PG teacher education programme such as instructional facilities, infrastructural facilities, library, accommodation, financial resources, laboratory etc. for running the programme and has selected/appointed duly qualified teaching staff as per NCTE norms.

3. NOW, THEREFORE, in exercise of the powers vested under Section 14(3) (a) of the NCTE Act, 1993, the Western Regional Committee hereby grants recognition to SARVODAY CHARITABLE TRUST, POST::KAKANPUR, TA. GODHRA PANCHMAHAL 388713 GUJARAT for conducting M.ED(CO.ED.) course of One year duration with an annual intake of 25 (PG) students under clause 7(10) of Regulation dated 13-1-2005 (if applicable) subject to fulfillment of the following:

I. The institution shall, within one month of the receipt of recognition order, convert the endowment fund account into a joint account to be operated along with an official of the Western Regional Committee.

II. The institution shall comply with the various other norms and standards prescribed in the NCTE regulations, as amended from time to time.

III. That the institution shall obtain an unconditional letter of recognition in terms of 7(12) of NCTE Regulation 13-1-2005 (if the recognition is being granted under 7(11)). Further the institution shall make admission only after it obtain unconditional letter of Recognition from the Western Regional Committee and affiliation from the examining body in terms of clause 8(10) of the NCTE Regulation, 13-1-2005.

4. Further, the recognition is subject to fulfillment of all such other requirements as may be prescribed by other regulatory bodies like UGC and the State Government etc, wherever applicable.

5. The institution shall submit to the Regional Committee a Self-Appraisal Report at the end of each academic year along the statement of annual accounts duly audited by a Chartered Accountant together with statement of T.D.S. in respect of the salary paid to the staff.

Received  
14.07.2007  
30/2007

# राष्ट्रीय अध्यापक शिक्षा परिषद्

(भारत सरकार का एक विधिक संस्थान)

पश्चिम क्षेत्रीय समिति



एन सी टी ई  
NCTE

National Council for Teacher Education

(A Statutory Body of the Government of India)

Western Regional Committee

6. If the institution contravenes any of the above conditions or any of the provisions of the NCTE Act, Rules, Regulations and Orders made or issued there under, the Regional Committee may withdraw the recognition under the provisions of Section 17(1) of the NCTE Act.

7. The institution shall maintain & update the Web-site as per provisions of NCTE Regulations including inter-alia:

- (i) Copy of the Application Form
- (ii) Land and Building Particulars.
- (iii) Staff Profile.
- (iv) Recognition letter.
- (v) Information in terms of having fulfilled the conditions mentioned above, as and when due.

By order

---sd---

Regional Director

The Manager to Govt. of India  
Department of Publications, (Gazette Section)  
Civil Lines, Delhi-110054

C.C

1. The Principal, SARVODAY CHARITABLE TRUST, POST::KAKANPUR, TA. GODHRA PANCHMAHAL 388713 GUJARAT.
2. The Secretary, Dept. of Elementary Education and Literacy, Ministry of Human Resource Development, Govt. of India, Shastri Bhawan, New Delhi-110001.
3. The Member Secretary, National Council for Teacher Education, New Delhi - 110002.
4. The Secretary (Higher Education), Government of Gujarat, Mantralaya Gandhinagar.
5. The Registrar, Gujarat University, Ahmedabad
6. The PS to Chairperson, National Council for Teacher Education, New Delhi - 110002.
7. The US (Computer), National Council for Teacher Education, Hans Bhawan, Wing-II, Bahadurshah Zafar Marg, New Delhi-110002.
8. Office Order file/Institution file APW04054/325045.

Under Secretary  
For Regional Director

## UNIVERSITY RESULT OF COLLEGE

Recognition No. : WRC/5-6/98th/2007/ Dt. : 14-6-2007  
 Order No. : F. WRC/NCTE/2006 - 2007/C-17138/D 6/11-06-2007  
 Guj. Uni. Ahmedabad No. : Academic / 21 / 3081 / 2008 Dt. : 30-5-2008  
 Web-site : www.sctrust.co.in  
 E-mail : sctrust\_ahd@yahoo.com

Ph. (02672) (O) 286521  
 (R) 286621, 286421  
 Fax No. : 02672 - 286431

# S.N.M. SHAH M. ED. COLLEGE, KAKANPUR.

Conducted by : **SARVODAY CHARITABLE TRUST**

Post : KAKANPUR - 388 713 Tal. Godhra (Dist. Panchmahals) Gujarat.

*Managing Trustee*

**BHARAT R. SHAH**

*President*

**ASHVINBHAI C. SHAH**

*Co-Ordinator*

**PRAVINBHAI V. SHAH**

Trustees : - \* Kiran N. Shah \* Navin M. Shah \* Niranjan V. Shah \* Girish R. Shah \* Chirag R. Shah

Inword No. :

Date :

To,  
 The Exam Controller  
 Gujarat University,  
 Navrangpura, Ahmedabad

**Sub :- For sending the result of M.Ed. College for the last five 2010 to 2014**

Dear Sir,

With reference to above subject we are from the S.N.M. Shah M.Ed College, Kakanpur which is connected with Gujarat University since 2007, going to send you year wise exam result.

Particulars	2009-10	2010-11	2011-12	2012-13	2013-14
Admitted to the Programme	25	35	35	35	35
Appeared for the final Examination	25	34	35	34	34
Passed in the Final Exam	24	34	34	32	32
Total Result (In percentage)	96%	100%	97.14%	94.12%	94.12%

Office : (1) 601, "Samrudhdhi", Near Sattar Taluka Society, Opp. High Court, P.O. Navjivan, AHMEDABAD - 380 014  
 Ph. : (079) 27540612, 27544430  
 (2) S-7, Sakar Complex, Kalal Darwaja, GODHRA - 389 001 (Dist. Panchmahals)  
 Ph. : (02672) 241213