

# **SELF APPRAISAL REPORT**

**YEAR: 2014**



## **Smt. K.C.M. Shah B.Ed. College Kakanpur**

**(Conducted by: Sarvoday Charitable Trust, Kakanpur)**

**Ta: Godhara, Dist: Panchmahal, Pin: 388713**

**Gujarat**

**A Self-financed College Affiliated to Gujarat University, Ahmedabad**

**(NCTE recognized) Established in 2003**

**Submitted to**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**(NAAC)**

**BANGALORE**

**560072**

Recognition No. : WRC/2-32/323029/2003/46/2763 Dt. : 12-6-2003  
Order No. : WRC/5-6/46/2003/1320 Dt. : 18-3-2004  
Guj. Uni. Ahmedabad No. : Academic / 14455 / 2006 Dt. : 26-7-2006  
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## Smt. K.C.M.Shah B. 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 : - \* Chirag R. Shah \* Kiran N. Shah \* Navin M. Shah \* Niranjan V. Shah \* Girish R. Shah

Inword No. : 581 / 2014 - 2015

Date : 27-12-2014

To,  
The Director,  
National Assessment And Accreditation Council,(NAAC)  
P. O. Box. No. 1075, Nagarbhavi,  
Bangalore - 560072(Karnataka)

**Institution Track ID: GJCOTE1699**

Respected Sir,

1. Sub.: Submission of Self-Appraisal Report for Accreditation- Cycle 1
2. Submission and uploading the SAR on institutional website one month prior (i.e. before 30<sup>th</sup> December 2014 ) to final submission
3. Ref.: Your Letter NAAC/WR/Gen/JP/2014, dated 1<sup>st</sup> August, 2014

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

We, will submit the duly filled in Performa of Self-Appraisal Report (SAR) in five hard copies, along with a soft copy thereof on CD, as suggested by you before 30<sup>th</sup> January 2015

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, Smt K.C.M.Shah B.Ed.College,Kakanpur

Mr. Jayeshbhai C. Patel

Enclosures:

1. Five copies of SAR
2. Soft copy of SAR in form of CD

*Jayeshbhai C. Patel*  
**V.C. PRINCIPAL**  
**SMT. K.C.M Shah B.Ed College**  
Kakanpur, Ta. Godhra,  
Dist. Panchmahal.-388713



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

# **SELF APPRAISAL REPORT**

## **YEAR: 2014**



**Smt. K.C.M. Shah B.Ed. College, Kakanpur**

**(Conducted by: Sarvoday Charitable Trust, Kakanpur)**

**Ta: Godhara, Dist: Panchmahal, Pin: 388713**

**Gujarat**

**www.kcmshahbedcollege.com, PH: 02672-28652, 02672-286550**

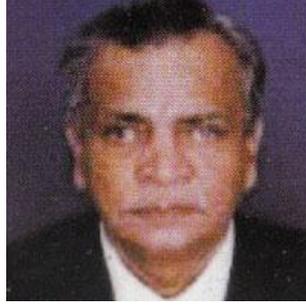
**E-mail id: sctrust\_kcmsbed@yahoo.com**

**Submitted to**  
**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**  
**(NAAC)**  
**BANGALORE**  
**560072**

*Dedicated*  
*To*  
*Our Most Respected Donor*

*For*  
**Smt. Kamlaben Chandulal Muljidas Shah**

## **The Pillars of Sarvoday Charitable Trust, Kakanpur**



**Hon.President  
Shri Ashwinbhai Chandulal Shah**

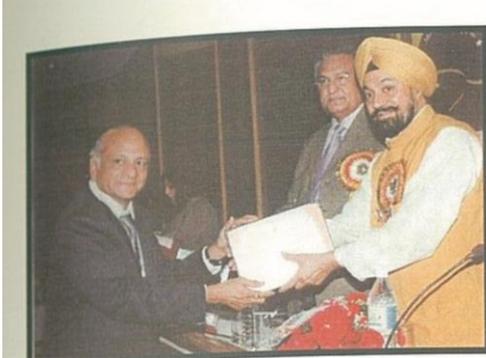


**Hon.Managing Trustee  
Shri Bharatbhai Ramanlal Shah**

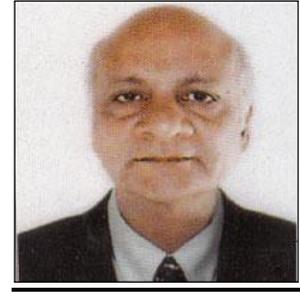


**Hon. Campus Director  
Shri Maulin Bharatbhai Shah**

## **Award Winning Moments ...**



## **Managing Trustee Shri B.R.Shah Receiving The Shiksha Bharati Award and National Achievement Awards**



### **From The Desk of the Management**

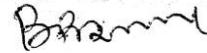
There is something extraordinary about this little beautiful village Kakanpur which is situated on the bank of the river Mayo. There is a beautiful pond on one side of this village and on eastern side there is an old temple named Kankaneshvar Mahadev. According to Dr. Haribhai R. Godani, a well-known Archeologist and a scholar in Indian sculptures, the old name of this village was Kankavati as the fable (Lokokti) goes on. This old village may be a town in past. In support this belief; there are some old temples and icons of various designs which can be seen in this village and the surrounding area of this village which is 4 kms. far from the railway station Tuva (Timba) of Panchmahals district on Anand-Godhra railway line. It is only 17 kms. away from Godhra- the capital city of the Panchmahals on Ahmedabad-Dakor- Indore highway, or on Godhra-Dakor - Ahmedabad road. It is 140 kms. away from A'bad Airport or 100 kms. away from Vadodara Airport. The State Transport Service and the Private Transport is also available from Ahmedabad - Baroda - Dakor and Godhra.

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 Sarvoday Charitable Trust has following educational Institutions.

1. ShriJ.L.K.KotechaArts&S.H.GardiCommerceCollege
2. Smt.K.C.M.ShahB.Ed.College

3. S.N.M.Shah M.Ed. College
4. Smt. N.V.Shah Girls High School
5. Shri V.M. Shah Primary School
6. Shri N.M.Shah Balmandir
7. Shri M.M. Shah Secondary School
8. Shri N.A.Patel English Medium School
9. Little Wonder's English Medium K.G. School

SCT emphasizes pursuit of high ideals namely excellence in teaching and learning, high achievement levels, all round development of personality, self-reliance, innovation and introduction of new technologies, besides ensuring professional growth of teachers. The sister institution has been offering various programmes for over 21 years now. In view of excellent staff and physical facilities, well equipped library, provision for extracurricular activities, a rich tradition of rigorous curricular transaction.



**Managing Trustee**  
**Shri Bharatbhai Ramanlal Shah**



## **From the Principal's Desk**

We are extremely happy to present the account of our College situated in a small village called, Kakanpur (District: Panchmahals, Central Gujarat) with a historical background as it was known as Kankavati Nagari in the ancient days, the home-town of Rani Rukshamani.

We feel great pleasure in submitting this S.S.R. reflecting both our short comings and strengths as truly as possible to NAAC. As said earlier, we have highlighted our strength and have not hidden some of our inherent and other weaknesses. Our immediate task it is to speed up our pace in formulating a thorough plan and executing it properly in the short span of time to overcome our weaknesses. Because we humbly believe that getting accreditation from prestigious and autonomous body like NAAC is a matter of great pride and privilege to us, we have spared no pains in introspecting and excavating what we have been doing all these years and also in giving a true picture of our beloved institution.

In this respect I sincerely owe my indebtedness to the Hon. President Shri Ashvinbhai C. Shah, Hon. Managing Trustee Shri Bharatbhai R. Shah and all other respected members of Sarvoday Charitable Trust, Kakanpur conducting our College for their much needed support.

From the bottom of my heart, I express my deep sense of gratitude to the coordinator Dr. H.G.Acharya for their tireless strivings in preparing this S.S.R. in a decent manner for the submission to NAAC.

I offer my affectionate thanks to all the members of both teaching and the administrative staff for their active participation in the process and their whole hearted co-operation in preparing this exhaustive and valuable document.

I offer my affectionate thanks to the placement cell, alumni association, principal of the schools whom KCMS has linkage for the practice teaching and other stakeholders.

And last but not the least, we express our deepest sense of gratitude and gratefulness to NAAC for generating new spirit and confidence in us by making us believe in ourselves. We hope and believe that we will live up to the expectations of NAAC.

Thank You, Sir.



**I/C. Principal  
Mr. Jayeshbhai C. Patel**



## **From The Coordinator's Corner**

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, ShriAshwinbhai 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. It was impossible to complete this self appraisal report without the whole hearted support and co operation of entire **Sarvoday Charitable Trust** family

I would like to thank Mr.Jayeshbhai C.Patel, the Principal of our college who entrusted me to prepare this Self appraisal Report. I would like to thanks to our staff members Mr. Mayurbhai Shah,Our Sr. Clerk, Asst.Prof. Rajendrabhai Sharma,

Asst. Prof. Brijeshbhai N. Sikligar, Asst. Prof. Akshaybhai Darji, Asst. Prof. Padmaben Patel , and Our Librarian Bhaveshbhai Parekh.

I extend my word of thanks to all the faculty members, Department of Education, Gujarat University, Ahmedabad, for their continuous encouragements and motivation and guidance.

I am grateful to him. I also wish to record my heartfelt thanks to all those who directly or indirectly supported/helped me in preparing the self appraisal report (SAR).

I am very much keen to meet the peer Teem of NAAC during their forthcoming visit to our institution such occasion and interaction provides all of us. I wish to thank the management, faculty members, supporting staff, students and other stake holders to enrich our selves with their comments and suggestions.

We are eagerly looking forward to welcome the Peer Team.

With thanks and greetings



**Coordinator**  
**Dr. Himanshu G. Acharya**

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# **NAAC REPORT**

## **PART-I**

### **INSTITUTIONAL DATA**

**PROFILE**  
**OF**  
**THE INSTITUTION**

## A. Profile of the Institution

1. **Name and address of the institution:** Smt K.C.M.Shah B.Ed. College,  
At & Po:Kakanpur , Ta :Godhara ,Dist: PMS 388713 Gujarat.

2. **Website URL:** www.kcmshahbedcollege.com

3. **for communication:**

### Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Principal (I/c.) <b>Mr. Jayeshbhai C. Patel</b>	02672-286521 02672-286550 09427397458		<a href="mailto:Sctrust_kcmsbed@yahoo.com">Sctrust_kcmsbed@yahoo.com</a>
Vice-Principal	-	-	-
Self - appraisal Co-ordinator : <b>Dr. Himanshu G. Acharya</b>	02672-286521 02672-286550 09879471029		<a href="mailto:Himanshu_us05@yahoo.com">Himanshu_us05@yahoo.com</a>

### Residence

Name	Telephone Number with STD Code	Mobile Number
Principal (I/c.) <b>Mr. Jayeshbhai C. Patel</b>	02672-286521 02672-286550	09427397458
Vice-Principal	-	
Self - appraisal Co-ordinator: <b>Dr. Himanshu G. Acharya</b>	02672-286521 02672-286550	09879471029

**4. Location of the Institution:**

Urban  Semi-urban  Rural  Tribal

Any other (specifies and indicates)

**5. Campus area in acres:**

2.58 Acres

**6. Is it a recognized minority institution?**

Yes  No

**7. Date of establishment of the institution:**

Month & Year

MM	YYYY
09	2003

**8. University/Board to which the institution is affiliated:**

Gujarat University, Ahmedabad

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

Month & Year

2f

Applied for 2(f) 18/4/2012

Month & Year

12B

Applied for 12(B) 18/4/2012

**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 Dept.                            | <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<br>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
i)	Pre-primary			Certificate		
				Diploma		
				Degree		
ii)	Primary/ Elementary			Certificate		
				Diploma		
				Degree		
iii)	Secondary/ Sr. secondary (UG)			Certificate		
				Diploma		
		<b>(B.Ed.)</b>	<b>Any Graduate</b>	<b>Degree</b>	<b>1 Year</b>	<b>Gujarati</b>
iv.	Post Graduate			Diploma		
				Degree		
v.	Other (specify)			Certificate		
				Diploma		
				Degree		

*(Additional rows may be inserted as per requirement)*

**13. Give details of NCTE recognition (for each programme mentioned in Q.12 above)**

Level	Programme	Order No. & Date	Valid upto	Sanctioned Intake
Pre-primary				
Primary/Elementary				
<b>Secondary/ Sr.secondary (U.G.)</b>	<b>B.Ed.</b>	<b>WRC/2- 32/323029/2003/4 6/2763</b>	<b>Permanent</b>	<b>100</b>
Post Graduate				
Other (specify)				

# **CRITERION WISE INPUTS**

## B) Criterion-wise inputs

### Criterion I: Curricular Aspects

**1. Does the Institution have a stated**

Vision

Yes	√	No	
-----	---	----	--

Mission

Yes	√	No	
-----	---	----	--

Values

Yes	√	No	
-----	---	----	--

Objectives

Yes	√	No	
-----	---	----	--

**2. a) Does the institution offer self-financed programme(s)?**

If yes,

Yes	√	No	
-----	---	----	--

a) How many programmes?

01
----

b) Fee charged per programme

30,000
--------

**3. Are there programmes with semester system**

Yes
-----

**4. Is the institution representing/participating in the curriculum development/revision processes 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.

09 Methods
------------

M.Ed. (Full Time)

--

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	02
--------	----

**8. Are there Programmes with faculty exchange/visiting faculty**

Yes		No	√
-----	--	----	---

Number	
--------	--

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

- Heads of practice teaching schools
- Academic peers
- Alumni
- Students
- Employers

Yes	√	No	
-----	---	----	--

Yes	√	No	
-----	---	----	--

Yes		No	√
-----	--	----	---

Yes	√	No	
-----	---	----	--

Yes		No	√
-----	--	----	---

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

2 Years
---------

**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	02
--------	----

**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 outlines?**

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 students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed.									
<b>B.Ed.</b>	<b>26</b>	<b>74</b>	<b>100</b>	<b>19</b>	<b>44</b>	<b>63</b>	<b>06</b>	<b>31</b>	<b>37</b>
M.Ed. (Full Time)									
M.Ed. (Part Time)									

**4. Are there any overseas students?**

If yes, how many?

Yes		No	√
-----	--	----	---

--

**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

6429
------

b) Unit cost including salary component

33972
-------

*(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**

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
D.Ed.				
<b>B.Ed.</b>	<b>73.98</b>	<b>50.11</b>	<b>71.99</b>	<b>45.28</b>
M.Ed. (Full Time)				
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)**

Programmes	Theory	Practice Teaching	Practicum
D.Ed.			
<b>B.Ed.</b>	<b>45%</b>	<b>25%</b>	<b>30%</b>
M.Ed. (Full Time)			
M.Ed. (Part Time)			

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

a) Number of pre-practice teaching days 

1	6
---	---

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

1	0
---	---

**11. Practice Teaching at School**

a) Number of schools identified for practice teaching 

2	1
---	---

b) Total number of practice teaching days 

3	0
---	---

c) Minimum number of practice teaching lessons given by each student 

3	0
---	---

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

No. of Lessons In simulation	No. 5	No. of Lessons Pre-practice teaching	No. 10
------------------------------	-------	--------------------------------------	--------

**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. Weightage (in percentage) given to internal and external evaluation**

Programmes	Internal	External
D.Ed.		
<b>B.Ed.</b>	<b>50%</b>	<b>50%</b>
M.Ed. (Full Time)		
M.Ed. (Part Time)		

**16. Examinations**

a) Number of sessional tests held for each paper

0	2
---	---

b) Number of assignments for each paper

0	2
---	---

**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	01
--------	----

**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	1	14.28	%
--------	---	-------	---

**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
Nil	Nil	Nil	Nil

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

**3. Number of completed research projects during last three years.**

NIL
-----

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

- Teachers are given study leave
- Teachers are provided with seed money
- Adjustment in teaching schedule
- Providing secretarial support and other facilities
- Any other specify and indicate

√
---
√
√
---

**5. Does the institution provide financial support to research scholars?**

Yes  No

**6. Number of research degrees awarded during the last 5 years.**

a. Ph.D.

b. M.Phil.

**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	√		01
National journals – referred papers			
Non referred papers			
Academic articles in reputed magazines/news papers	√		02
Books	√		03
Any other (specify and indicate)			

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

Yes	1	No	
-----	---	----	--

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

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

	Faculty	Students
National seminars	08	
International seminars	03	
Any other academic forum	30	

**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)	--

**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 programmes 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	Yes
State level	Yes
National level	Yes
International level	Yes

### Criterion IV: Infrastructure and Learning Resources

**1. Built-up Area (in sq. mts.)**

2844 Sq.Mt.

**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 checked="" type="checkbox"/> | No | <input 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 checked="" type="checkbox"/> | No | <input type="checkbox"/>            |

**3. How many Computer terminals are available with the institution?**

35

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

35,000

**5. What is the Amount spent on maintenance of computer facilities during the previous academic year?**

2030

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?

This is received from SCT Time to Time
--

8. Has the institution developed computer-aided learning packages?

Yes  No

9. Total number of posts sanctioned

Open Reserved

	M	F	M	F
Teaching	02	01	04	
Non-teaching	4		03	

10. Total number of posts vacant :

Open Reserved

	M	F	M	F
Teaching	01			
Non-teaching	00			

11. a. Number of regular and permanent teachers

(Gender-wise)

Open Reserved

	M	F	M	F
Lecturers	02	01	04	00
Readers	M	F	M	F
Professors	M	F	M	F

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

**NOT APPLICABLE**      Open      Reserved

Lecturers	M	F	M	F
Readers	M	F	M	F
Professors	M	F	M	F

**c. Number of teachers from same state**

06
----

**Other states**

01
----

**12. Teacher student ratio (program-wise)**

Programme	Teacher student ratio
D.Ed.	
<b>B.Ed.</b>	<b>1:12</b>
M.Ed. (Full Time)	
M.Ed. (Part Time)	

**13. a. Non-teaching staff**

		Open		Reserved
Permanent	M	F	M	F
	04		03	
Temporary	M	F	M	F

b. Technical Assistants

Permanent

M	F	M	F

Temporary

M	F	M	F

**14. Ratio of Teaching – non-teaching staff**

1:1
-----

**15. Amount spent on the salaries of teaching faculty during the previous academic session (% of total expenditure)**

45.38
-------

**16. Is there an advisory committee for the library?**

Yes  No

**17. Working hours of the Library**

On working days	7 hours
On holidays	4 hours
During examinations	7 hours

**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

e. Journals subscribed	<input type="text" value="07"/>
- Indian journals	<input type="text" value="07"/>
- Foreign journals	<input type="text" value="--"/>
f. Peer reviewed journals	<input type="text"/>
g. Back volumes of journals	<input type="text" value="02"/>
h. E-information resources	
- Online journals/e-journals	<input type="text" value="Yes"/>
- CDs/ DVDs	<input type="text" value="65"/>
- Databases	<input type="text" value="30"/>
- Video Cassettes	<input type="text" value="35"/>
- Audio Cassettes	<input type="text"/>

**20. Mention the**

Total carpet area of the Library (in sq. mts.)	<input type="text" value="1139.6"/>
Seating capacity of the Reading room	<input type="text" value="50"/>

**21. Status of automation of Library**

Yet to intimate	<input type="checkbox"/>
Partially automated	<input checked="" type="checkbox"/>
Fully automated	<input type="checkbox"/>

**22. Which of the following services/facilities are provided in the library?**

Circulation	<input checked="" type="checkbox"/>
Clipping	<input checked="" type="checkbox"/>
Bibliographic compilation	<input checked="" type="checkbox"/>
Reference	<input checked="" type="checkbox"/>
Information display and notification	<input checked="" type="checkbox"/>

Book Bank	<input type="checkbox"/>
Photocopying	<input type="checkbox"/>
Computer and Printer	<input type="checkbox"/>
Internet	<input type="checkbox"/>
Online access facility	<input type="checkbox"/>
Inter-library borrowing	<input type="checkbox"/>
Power back up	<input type="checkbox"/>
User orientation /information literacy	<input type="checkbox"/>
Any other (please specify and indicate)	

**23. Are students allowed to retain books for examinations?**

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

**24. Furnish information on the following**

Average number of books issued/returned per day	<input type="text" value="05"/>
Maximum number of days books are permitted to be retained	
by students	<input type="text" value="14"/>
by faculty	<input type="text" value="30"/>
Maximum number of books permitted for issue	
for students	<input type="text" value="04"/>
for faculty	<input type="text" value="08"/>
Average number of users who visited/consulted per month	<input type="text" value="46"/>
Ratio of library books (excluding textbooks and book bank facility)to the number of students enrolled	<input type="text" value="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/ Periodicals	02	1700	02	1700	07	5830
	24	6010	18	5930	13	5520
Any others specify and indicate						
<i>(Additional rows/columns may be inserted as per requirement)</i>						

## Criterion V: Student Support and Progression

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

Programmes	2011-12	2012-13	2013-14
D.Ed.			
<b>B.Ed.</b>	<b>Nil</b>	<b>Nil</b>	<b>02</b>
M.Ed. (Full Time)			
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)**

	<b>UG (B.Ed. One Year Degree Course)</b>		
	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>
Pass percentage	100%	98%	97.25
Number of first classes	47%	50%	48%
Number of distinctions	40%	37%	40%
Exemplary performances(Gold Medal and university ranks)			

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

NET

SLET/SET

Any other (specify and indicate)

I	II	III

<b>UG (B.Ed. One Year Degree Course)</b>		
<b>Teachers eligibility test (Gujarat)</b>		
2011-12	2012-13	2013-14
19%	21%	12%

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

Financial Aid	2011-12	2012-13	2013-14
Merit Scholarship	-	-	-
Merit-cum-means scholarship	-	-	-
Fee concession	-	-	-
Loan facilities	-	-	-
Any other specify and indicate (By Social Welfare Officer for SC/ST from Gujarat Government )	27%	20%	24%

*(Additional rows may be inserted as per requirement)*

**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	<table border="1"><tr><td>00</td></tr></table>	00
00		

Women	<table border="1"><tr><td>00</td></tr></table>	00
00		

**11. Does the institution provide indoor and outdoor sports facilities?**

Sports fields	<table border="1"><tr><td>Yes</td><td>√</td><td>No</td><td></td></tr></table>	Yes	√	No	
Yes	√	No			

Indoor sports facilities	<table border="1"><tr><td>Yes</td><td>√</td><td>No</td><td></td></tr></table>	Yes	√	No	
Yes	√	No			

Gymnasium	<table border="1"><tr><td>Yes</td><td></td><td>No</td><td>√</td></tr></table>	Yes		No	√
Yes		No	√		

**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/organised.**

	Organised			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate (Youth festival)				√		In 6 events
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	11 (Khel Mahahkumbh )	Not qualified
Regional		
National		
International		

**18. Does the institution have an active Alumni Association?**

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

If yes, give the year of establishment

2014
------

**19. Does the institution have a Student Association/Council?**

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

**20. Does the institution regularly publish a college magazine?**

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

**21. Does the institution publish its updated prospectus annually?**

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

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

	Year 1	Year 2	Year 3
	(%)	(%)	(%)
	2011-12	2012-13	2013-14
Higher studies	14	19	40
<b>Employment (Total)</b>	<b>21</b>	<b>32</b>	<b>38</b>
Teaching	13	17	21
Non teaching	09	15	17

**23. Is there a placement cell in the institution?**

Yes  No

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

1	2	3
2011-12	2012-13	2013-14
05	07	09

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

- |                                    | Yes                                 | No                       |
|------------------------------------|-------------------------------------|--------------------------|
| • Academic guidance and Counseling | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • Personal Counseling              | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • Career Counseling                | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

## Criterion VI: Governance and Leadership

1. Does the institution have a functional Internal Quality Assurance Cell (IQAC) or any other similar body/committee

Yes  No

2. Frequency of meetings of Academic and Administrative Bodies: (last year)

Governing Body/management	Twice
Staff council	Monthly
IQAC/or any other similar body/committee	Four
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	Monthly

3. What are the Welfare Schemes available for the teaching and non-teaching staff of the institution?

Loan facility	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Medical assistance	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Insurance	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Other (specify and indicate)	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

4. Number of career development programmes made available for non-teaching staff during the last three years

01	01	01
----	----	----

**5. Furnish the following details for the past three years**

a. Number of teachers who have availed the Faculty Improvement Program of the UGC/NCTE or any other recognized organisation

Nil
-----

b. Number of teachers who were sponsored for professional development programmes by the institution

National

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

International

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

c. Number of faculty development programmes organized by the Institution:

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

d. Number of Seminars/ workshops/symposia on Curricular development, Teaching- learning, Assessment, etc. organised by the institution

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

e. Research development programmes attended by the faculty

04	04	04
----	----	----

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	√	No	
-----	---	----	--

b. Student assessment of faculty performance

Yes	√	No	
-----	---	----	--

c. Expert assessment of faculty performance

Yes		No	√
-----	--	----	---

d. Combination of one or more of the above

Yes		No	√
-----	--	----	---

e. Any other (specify and indicate)

Yes	--	No	--
-----	----	----	----

**7. Are the faculty assigned additional administrative work?**

Yes	√	No	
-----	---	----	--

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

04
----

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

Grant-in-aid

--

Fees

29, 40,000
------------

Donation

--

Self-funded courses

--

Any other (specify and indicate)

--

**9. Expenditure statement (for last two years)**

	Year 1	Year2
Total sanctioned Budget		
% spent on the salary of faculty	49.95	45.38
% spent on the salary of non-teaching employees	23.05	23.97
% spent on books and journals	0.55	-----
% spent on developmental activities (expansion of building)	-----	-----
% spent on telephone, electricity and water	2.27	3.34
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	5.34	0.01
% spent on maintenance of equipment, teaching aids, contingency etc.	1.28	2.15
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	----	----
% spent on travel	0.79	0.45
Any other (specify and indicate)	16.77	24.7
Total expenditure incurred	100	100

**10. Specify the institutions 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	2, 51,009	-----
2012-13	2.71.744	-----
2013-14	-----	4, 24,335

**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 Counselling	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Aptitude Testing	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Examinations/Evaluation/ 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 co-ordinating 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 disputes 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 sensitised to modern managerial concepts such as strategic planning, teamwork, decision-making, computerisation and TQM?**

Yes

No

### Criterion VII: Innovative Practices

**1. Does the institution has an established Internal Quality Assurance Mechanisms?**

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	05	5	10	10
B	ST	04	4	14	14
C	OBC	08	8	26	26
D	Physically challenged	00	0	00	00
E	General Category	07	7	26	26
F	Rural				
G	Urban				
H	Any other ( specify)				

**4. What is the percentage of the staff in the following category?**

	Category	Teaching staff	%	Non-teaching staff	%
A	SC	01	14.28		
B	ST	--	--		
C	OBC	03	42.85	03	50
D	Women	01	14.28		
E	Physically challenged	--	--		
F	General Category	02	28.56	03	50
G	Any other ( specify)				

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

Category	At Admission		On completion of the course	
	Batch I	Batch II	Batch I	Batch II
SC				
ST				
OBC				
Physically challenged				
General Category				
Rural				
Urban				
Any other ( specify)				

**Note:** As the B.Ed. programme is a one year bachelor's programme, it cannot dutifully display the incremental growth of the students in comparative terms.

# **NAAC REPORT**

## **PART-II**

### **Criterion Wise Detailed**

#### **Report**

## Executive Summary

**Smt .K.C.M. Shah B.Ed. college** was established on **2002-2003** under the **Sarvoday Charitable Trust** by a great visionary the Chairman, **Mr.Bharatbhai R. Shah** with a sole motto to provide Quality Education to the students especially for women. The college is situated at Kakanpur 17 km away from the city pollution with lush green surroundings. The teacher training programme is designed to develop overall personality of the student-teachers. Thus, intellectual, physical, emotional, moral and social developments are given important to develop their personality to evolve a complete man.

The college runs under the control of two regulatory bodies – N.C.T.E. and Gujarat University, Ahmedabad. Both bodies have full control over the functions of the college by exercising their powers, the college follows all the rules and regulation laid down by N.C.T.E. from time to time in terms of approval of the course and college as a whole. On the other hand, our college is also bound to follow all the rules and regulation of affiliated body of Gujarat University, Ahmedabad, in terms of all admission, examination, allotment of certificate and degree.

The focus of the institution is on quality curriculum transaction with the use of modern technology, evaluation, and research. Teacher training includes a variety of learning experiences coupled with innovative instructional strategies which is the need of the new millennium

To improve the standard in teaching in the society by producing professional Teachers, **Sarvodaya Charitable Trust** has come up with a commitment to give an opportunity to the talented ambitious candidates to join the B.Ed Course. This will be a great change for the young teachers to create and guide the next generation of the nation in the high direction. The College offers an excellent arena for the teachers to be professionally trained and uphold the ethical values with the moral conviction. These cultural values will be imported to the students along with commitment in the institute.

The vision of the college 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 promote Professional Ethics among Teachers, develop Holistic virtues among the students towards the motto of Arise and enlighten, to impart value based Teacher Education, to provide advanced technical and scientific developments to the students particularly rural students by imparting contextual, relevant and meaningful Teacher Education and equip the students as catalysts for the transformation of the society and Nation Building. Our mission of providing Quality Education inspiring value based and career oriented education are achieved through this programme.

# Criterion I

## Curricular Aspects



## **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.)**

The most immediate objective of the Smt. K. C.M. Shah B.Ed. college is to provide well-trained and skilled teachers for primary, secondary and higher secondary schools.

**Vision:**

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

**Mission:**

“To promote Professional Ethics among Teachers, develop Holistic virtues among the students towards the motto of **Arise and enlighten**, to impart value based Teacher Education, to provide advanced technical and scientific developments to the students particularly rural students by imparting contextual, relevant and meaningful Teacher Education and equip the students as catalysts for the transformation of the society and Nation Building.”

**Our values:**

1. To produce teachers who are intellectually competent, emotionally balanced, culturally refined, spiritually mature, morally upright, physically healthy, vocationally productive and self sufficient.
2. To inculcate in the students basic moral, social and spiritual values necessary for building up character and developing personality.

3. Contribution to the nation development To inculcate values such as brotherhood, patriotism, community service, national integration, religious tolerance, environment conservation, gender equity and compassion, a sense of social justice, responsibility, compassion, sensitivity and concern towards the weaker sections of society & deprived group in student-teachers
4. Promoting the use of ICT
5. Quest for excellence.

**Our objectives:**

However, apart from this objective, the Smt. K. C.M. Shah B.Ed. College has higher goals to serve, and hence wider objectives of the College are listed below:

1. To prepare well trained competent teachers to shoulder the responsibility of modern society.
2. To train the student teachers with pedagogical curricular competencies and skills in transaction.
3. To enable the student-teachers to apply the knowledge of educational psychology and educational technology in their teaching-learning process.
4. To provide opportunities to enhance their self-concept and gain self confidence.
5. To impart knowledge and training in a manner that it can be applied in real life Situations.
6. To encourage innovation, especially in method of teaching.
7. To provide education as an instrument for human growth and thereby societal growth.
8. To create awareness and sense of responsibility towards environmental issues.
9. To develop competencies such as communication power, technological awareness, spirit of accountability, leadership qualities, and grooming of responsible citizens.

10. To help them develop an analytic, synthetic, logical and critical mindset this enables them to face the hard reality of life and to initiate the desirable social transformation.

**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 decisions in statutory academic bodies).**

We are a teacher Education College based in a rural area of central Gujarat, affiliated to the Gujarat University. Hence, as such curriculum development and design is not in the jurisdiction of the College. It is a prerogative of the affiliating University, in our case, Gujarat University. At the Gujarat University there exists a Board of Studies for the Faculty of Education. The Board designs and develops the curriculum as per UGC and NCTE norms, and uploads the same on the University's website.

Before the commencement of the new academic session the faculty members of our college regularly check the University website. The curriculum is duly downloaded and copies of the same are circulated to every Faculty member. The Faculty also receives Circulars from the University for any change in the curriculum or Question paper pattern; the same is immediately notified to the Faculty members, and the relevant information is passed on to the students as well.

At the beginning of the Programme, every student is given a copy of the curriculum taken from the website, and they are also updated about any changes that take place therein. Copies of the curriculum are kept in the Principal's Office, the Library and the Trustee's Office.

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

The college has effective teacher education curriculum to meet the emerging needs and their goals and objectives. To fulfill the goals and objectives, the curriculum has the following features:

1. To help prospective teachers to develop competence in each subject of their specialization is achieved through the depth of teaching and its various methods
2. To create teachers, who are dynamic versatile and meet national and global challenges, is achieved through debates, class seminar, Educational workshop, practice teaching, use of ICT, and a course paper of computer literacy, co-curricular and extracurricular activities.

At the local level, Smt. K. C.M. Shah B.Ed. College always strives to include the recent emerging trends and technology within the broad curricular framework. It must be noted thought that some of the emerging global trends in teacher education find a bearing in the curriculum designed and developed by the affiliating university. For instance, Computer Skills are offered to all the students of the College, as part of the curriculum

Moreover, there are whole papers on Teacher Education, Statistics, School Management, Human Rights and Values, Environmental Studies, classroom management and community work. Within the curriculum, there is a well-defined scope for Seminars and Assignment writing by the students. In addition to this, the Methods of teaching that are given a thrust by the curriculum are as per the global parameters of educating future student-teachers.

For example the Inductive-Deductive Method, the Advanced Organizing Model, the Concept Attainment Model, the Problem-solving Method, Computer-Aided Lessons, the Supervised Study Method and the Role-play Method have all been introduced keeping in mind the global trends in teacher education.

The curriculum is not limited to teach only compulsory course papers but to train in the activities like computer operation, research project, action research, case study, class seminar, orientation of workshop, book review, paper analysis, achievement test, internship etc.

The values inculcation is also our important objective. This objective is fulfilled through prayer, views, Yoga, cultural, sports, practice teaching, celebration of important days, community works etc.

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

The curriculum of the college is designed broadly by keeping in mind all. The issues like environment, value inculcation and use of ICT etc.

**Environmental Education:**

In the second Semester of the B. Ed Programme, Environmental Studies is being offered as an optional subject for Foundation Studies; the College now plans to ask more and more students to opt for it in the coming academic year.

The College is itself located in the lap of nature, where pollution is not a problem. The College has taken an initiative to organize activities under Sanitation Committee in the campus and outside the campus Tree plantation drives, cleaning up the surrounding area, maintaining plastic free campus are regularly conducted within the premises of the College, as well as in the surrounding areas

**Value Education:**

Its types and significance, and ways to inculcate values among school children – has also been incorporated in the curriculum and in the KCMS B.Ed. college teaching methodology.

The daily programme of the college starts with morning assembly. Values are inculcated through Morning Assembly, sports, cultural programmes, Tutorial groups and social service, community work, among

the students. Stress is laid on the cultural, religious, educational and democratic values.

**ICT Education:**

The University curriculum followed by KCMS lays emphasis on the environment, ICT issues, national issues and value education. It tries to inculcate core values such as fostering global competencies, national integration, inculcation of basic values, quest for excellence and betterment of the educational scenario of the country. Apart from following of the curriculum, the College also makes efforts to give a thrust to these core issues.

Computer Education has been introduced in the curriculum as an optional subject in the Foundation Studies paper by the Gujarat University but at KCMS, it is made compulsory for all students to offer this paper, as at the KCMS, we believe that computer literacy has become the basic need today to keep oneself updated in global trends and global education.

**Social Activity:**

There is no course designated for Community orientation in the curriculum designed by the affiliating University. At the KCMS however, we realize that present day education is not confined to the four walls of the classroom. Keeping in mind this trend, the student-teachers are involved in outdoor activities; they are encouraged to participate in Inter-collegiate events and also become part of the social service activities.

The student-teachers visit nearby villages and spread awareness about literacy mission, health, sanitation, tree plantation and social service messages like eradication of blind-beliefs and dowry. They also visit old-age homes and orphanages to inculcate sensitivity towards such sections of society. They are also made aware of issues such as gender discrimination, women empowerment, environment protection, female feticide, HIV/AIDS, RTE, RTI, Inclusive education and Equality for all. This generates a sense of social responsibility and social service in the student-teachers. Social

activities organised by the institute such as Social Service, Village visit, AIDS awareness, TET awareness, Human Right awareness, Health awareness, Blood Donation Awareness and Camp, Human organs Awareness, Rally

**Cultural Activity:**

Cultural activities organised by the institution such as National days celebrations, Great Leader's Birthday celebration, Debate, Dance Competition, Singing Competition, Essay writing Competition, Garba the folk dance of Gujarat, Speech Competition, Poem Writing, Quiz Competition.

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

All the faculty members at the KCMS are familiar with the use of ICT. While planning the effective deliverance of the curriculum for the upcoming academic Year, the faculty members make use of computers, internet, Library and such other ICT related equipment.

All the Faculty members deliver lectures with the help of Power Point Presentation for at least 25% of their topics. The faculty members regularly surf the net for latest updates and findings about the topics they are to teach in the class. LCDs and OHPs are regularly used as the deliverance mechanism. Faculty members even offer the names of websites to students for further reference.

Films and documentaries are also shown to the students for better grasping of the topics being taught in the class. Smart classrooms and multimedia facilities are available to the student-teachers at KCMS. The College provides well-equipped Computer Lab to the student-teachers. The student-teachers are also encouraged to prepare their lesson plans using ICT; they are further encouraged to deliver their lessons at their respective schools using ICT equipment. Student teachers are encouraged to do the Power point presentation, OHP presentation, LCD presentation, Net browsing assignment, and Website analysis

## 1.2 Academic Flexibility

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

KCMS practices student-centred learning approach. It focuses on the need & interest of the students. The teachers provide theoretical as well as practical knowledge to student teachers by giving different examples. KCMS follows and promotes teaching methods such as active learning, cooperative learning, inductive teaching, inquiry-based learning, case-based instruction, problem-based learning and discovery learning. All these methods make teaching 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 discussions and debates on current topics like Politics, Films, Social conditions and state of education in the state in particular, and in the country at large. The faculty members involve the students in Role-play on various issues, which further enhance teaching as a reflective practice. In addition to above:

- ❖ Faculty delivers lectures on micro-teaching, macro-teaching and simulated teaching before commencement of practice teaching in schools.
- ❖ During micro teaching practice the observer provides valuable suggestions to the students regarding their weaknesses and strength in teaching to prepare them for future challenges of teaching profession.
- ❖ The students are also encouraged to use maximally the technological equipments like LCD Projector, OHP, Computers, Internet, Teaching Aids, Charts and Models etc in their teaching
- ❖ Internship programmes help the student-teachers to get firsthand information and real experience of the school working including both administrative and academic aspects.

- ❖ Student-teachers are encouraged to visit schools, observe daily routine and also interact with the permanent teaching staff of the schools where they go for practice teaching.
- ❖ During the course of internship the student-teachers are encouraged to Participate in all the curricular and extra-curricular activities of the school and assist the school teachers in conducting morning assembly, arranging sports events, annual day celebration and other school activities.

This wide exposure to various situations helps the student-teachers to not only adjust with socio-cultural changes and requirements, but also make them think and reflect

**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 college provides 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, in the following ways:

**In the Campus:**

In the Campus we organized activities like Group discussions. Debates, Remedial teaching, Peer teaching, Classes by experts, Power point presentations, Soft skill training, Participation in different cultural and co-curricular activities, Computer education.

According to the Gujarat university syllabus the college offers the following five elective papers in Semester –I students have to opt any one from the five electives (1) Educational Concern Of Constitution (2) Basic Computer Skill (3) Communication Skill (4) General English (5) Special Education, and in similar way According to the Gujarat university syllabus the college offers the following five elective papers in Semester –II students have to opt any one from the five electives (1) Environmental Studies (2)

Population Education (3) Bhartiya Education System (4) Yoga Education  
(5) Teaching Of Human Rights And Values

Students are free to select the elective subjects according to their interest. In such way the institution provide for adequate flexibility.

**In the field**

Organizing field trips, excursions, Organizing community work, Donating learning materials to the deprived sections and nearby schools, Citizenship Training Camp, Conducting awareness rallies on casting votes and fundamental rights, Campus cleaning & beautification, Community survey by village visit, Participation of students in various cultural competitions, Participation in state level sports championship, Participation in state and national level seminars, workshops, and panel discussion.

Through curriculum, the college is providing varied learning experiences to the students such as Micro Lesson, Simulated Lesson, Stray Lesson, Block Teaching, Content Assignments ,Workshop For TLM, Administration of Psychological Testing's , Science Practical , General Workshop, Seminar presentation, Book Review, Action Research, Internship And Literacy Programme ,Viva, Paper Analysis, Magazine editing , Science, Practical, Guidance Programmes, Cultural activities are given aptly by their own interests.

- 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..**

Since KCMS is an affiliated College, it has to follow the curriculum framed by the affiliating University. Considering the modern global trends, the University modifies the curriculum from time to time. The introduction of Basic Computer Education as a Foundation paper in semester –I by the University is a concrete step in this direction. The introduction of

Communication Skills as elective papers in semester –I is appropriate step in demanding situation.

In demanding situation of ICT most of the students were selected Basic Computer Education as a Foundation paper in semester –I Hence, the KCMS conducts a ONE-DAY in house workshop for Communication Skills and English Language. In the academic year 2013-14, two lectures were organized. ICT skills are imparted to the student-teachers at every step of the teaching-learning process. The faculty members use PPTs as an integral teaching methodology. Student-teachers are also encouraged to deliver their lessons with the aid of ICT equipment. Moreover, at every step of the teaching-learning process, student teachers are exposed to ICT skills; the Administrative section of the KCMS is fully computerized; the Library of KCMS is fully computerized – it has four computers with internet facility, a photocopier, a printer and a scanner. KCMS has a Computer lab with 60 computers, wherein the student-teachers are free to utilize it for making PPTs, surfing the net, learning the use of LCD and OHP and any such other aspect related to ICT skills.

There is no course designated for Community orientation in the curriculum designed by the affiliating University. At the KCMS however, we realize that present day education is not confined to the four walls of the classroom. Keeping in mind this trend, the student-teachers are involved in outdoor activities; they are encouraged to participate in Inter-collegiate events and also become part of the social service activities.

The student-teachers visit nearby villages and spread awareness about literacy mission, health, sanitation, tree plantation and social service messages like eradication of blind-beliefs and dowry. They also visit old-age homes and orphanages to inculcate sensitivity towards such sections of society. They are also made aware of issues such as gender discrimination, women empowerment, environment protection, female foeticide, HIV/AIDS, RTE, RTI, Inclusive education and Equality for all. This

generates a sense of social responsibility and social service in the student-teachers.

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

The B. Ed. Programme by its very nature has a multi-disciplinary approach. In order that all the below mentioned aspects like practice teaching, work experience, SUPW and others are successfully incorporated in the curriculum, planning of the academic sessions is done systematically and minutely, covering all the details. The Smt K.C.M.Shah B.Ed. College ensures the inclusion of the varied aspects as per details given here:

**I. Interdisciplinary/Multidisciplinary**

Teacher education itself is an inter-disciplinary course. The curriculum of programmes in this institute follows both interdisciplinary and multidisciplinary approaches. The curriculum promotes a multi-disciplinary approach through the study of Philosophical, Sociological and Psychological foundations, Teacher Education, Guidance and Counseling Educational Innovations and Management, ICT, etc.

**II. Multi-skill development**

The curriculum has provision for multi skill development. As committed to instructional excellence the institution nurtures the development of the following skills:

➤ **ICT skill**

Encourages preparing lesson plans and seminar papers & PowerPoint presentations of the same.B.Ed.syllabi make it imperative to carryout website analysis.

➤ **Managerial Skill**

House system, followed in the college, Citizenship Training Camp, morning assembly, and active involvement in organizing events of the

college provide a platform to develop leadership skills, problem solving abilities, adjustment and organizational skills.

➤ **Social skill**

Citizenship Training Camp, Community outreach programmes, Extention activities, Field trips, Excursions, etc. are done to develop social skills. The students are encouraged to develop the spirit of team work.

➤ **Communication Skill**

Communication Skills are essential to become as effective teacher. Students are given training to develop verbal and non-verbal

Communication abilities. They are also exposed to develop soft skills and skills of listening and speaking through classroom teaching.

➤ **Life Skill**

Life skill experiences are provided to handle interpersonal relations, take appropriate decisions, communicate effectively and manage emotions and to gain professional development. These are done through personality development programmes, leadership training, physical and health education and various awareness programmes.

**III. Inclusive education**

Disabled students are given priority in admission. There is 3% reservation for special category as per University Norms. Individual attention is given outside the class for the visually and physically challenged students.

**IV. Practice teaching**

- ❖ The student-teachers are supposed to deliver 5 Micro lessons which are based on methods, 5 Simulation lessons and 5 Stray lessons in the first Semester of the B. Ed. Programme.
- ❖ In the second semester there are 5 stray lessons and 10 Block lessons. The student-teachers also undertake the internship in the second semester, which is an integral part of the B. Ed Programme.

- ❖ The KCMS staff and the local school staff supervise and provide substantive guidance and suggestions to the student-teachers, personally and in groups at different stages.

#### V. **School experience / internship**

- ❖ Internship is an integral part of the B. Ed Programme. The duration of the internship is approximately eight to ten days. The student-teachers have to undergo the internship programme during their second semester.
- ❖ The student-teachers are asked to participate in all the working methodologies of the school – academic, administrative, co-curricular activities and sports related activities.
- ❖ Student-teachers are encouraged to involve themselves in all school activities like conducting the assembly, arranging sports events and decorating the bulletin-board and also celebrating festivals.
- ❖ They are encouraged to observe all aspects related to school teaching, so that it helps them in Action Research as well.
- ❖ Student teachers do their Literacy Programme during internship.

#### VI. **Work experience /SUPW**

Work experience is gained by the student-teachers during their various practice teaching assignments and during the internship. They are taught to observe and gain as much of teaching and managing experience as possible.

#### VII. **Any other (specify and give details)**

In a bid to sensitize the student-teachers at KCMS they are encouraged to undertake extension activities such as creating awareness in surrounding villages towards attainment of literacy, eradication of female feticide, social malpractices like drinking, AIDS/HIV awareness and issues related to environment protection.

#### 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?**

The institution encourages formal and informal feedback and communication from students, alumni, employees, community, academic peers and other stakeholders.

### **Students**

- ❖ Student's feedback is collected through feedback forms.
- ❖ Feedback is obtained from the results of the examination.
- ❖ The institution has installed a suggestion box inside the campus.
- ❖ The suggestions/grievances written by the students are reviewed periodically

However an informal feedback is regularly obtained from the following.

### **Employers**

Employer's feedback on curriculum is obtained and considered with its seriousness and their suggestions are documented for the improvement of student's teaching competency, classroom management, effective use of teaching materials and use of technology.

### **Community**

Interactions and opinions from the parents and the heads of the practice teaching schools are obtained regarding the curriculum.

### **Alumni**

The Alumni Association organizes at least one programme in each semester to offer a platform to the current students for interaction and discussion. In such interactive sessions, the members of the Alumni are encouraged to provide feedback on the curriculum.

### **Academic Peers**

Feedback on curriculum is also obtained from the academic peers of neighbouring institutions.

- 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.**

The feedback on curriculum is obtained in a formalized structure as suggested by the NAAC feedback Performa. There is no mechanism for analysis and as of the out come from the feedback to review. Identification of areas for improvement and changes are communicated informally to the members of the Board of Studies.

- 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. However, all the Faculty members have shown an inclination towards offering concrete suggestions and feedback for further improvement of the curriculum in informal manner.

#### **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 B. 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 curriculum are ‘Education in Emerging Indian Society’, ‘School Organization and Management’, ‘Classroom Management’, ‘Career guidance and Counselling’, ‘Introduction to Educational Research’ and ‘Educational Evaluation’, also changes undergone in areas of different subjects means different methods.

In the year 2012 the some portion of curriculum is once again modified in august 2012 in practical and theoretical aspects.

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

Feedback on curriculum is taken from the student-teachers in a formal and informal manner. Feedback from practicing schools is also collected regularly, though in an informal manner. The college seeks and gathers views of various stakeholders and makes efforts to pass it on to the members of the Board of Studies. The student-teachers also share their views on the relevance/irrelevance of the topics prescribed in the syllabus.

Difficulties faced by the student-teachers in understanding particular Contents/concepts are also considered at various levels within the framework of the College. The Principals and teachers of the practicing schools also come forward with their views on the suitability of aspects like time-management, budgeting, type of aids used, teaching skills, effectiveness, lesson plan etc.

It may be noted again that drafting of the syllabus and the revision of the curriculum is in the purview of the affiliating University. The College does not have any role in it. Hence, designing and revision of the curriculum is done by the Gujarat University and the same is uploaded on their website.

**1.5 Best Practices in curricular Aspects**

**1. What is the quality sustenance and quality enhancement measure 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:

- ❖ The faculty members give a demonstration on each and every skill to the student-teachers through Power Point Presentation and discussion.

- ❖ Student-teachers are encouraged to use ICT to give lessons in their respective schools. For this they are facilitated with provision of ICT equipment from the KCMS itself.
- ❖ The student-teachers conduct Role-play in their respective schools as quality enhancement measure.
- ❖ Teaching aids like audio-video cassettes, speakers, LCD projector, OHP etc. are carried by the student-teachers to their various schools for teaching purpose.
- ❖ Faculty members are empowered through attendance of Seminars, Conferences and Workshops.
- ❖ Promoting IT in Lesson Planning and in preparation of teaching-learning materials is taken up on priority basis at the KCMS.
- ❖ Critically analyzing the Formative and Summative Assessments and feedbacks.

**2. What innovations/best practices in ‘Curricular Aspects’ have been planned/ implemented by the institution?**

KCMS develops and deploys action plans to achieve the objectives and effective implementation of the curriculum. Some of the innovative practices regarding curricular aspects implemented by the College are as under:

1. Feedback on the teaching-learning methodology is regularly taken from every batch of student-teachers. This gives the College valuable inputs and insights regarding curriculum explanation, completion, evaluation, knowledge base of the faculty members, and also improvement in the teaching-learning process.
2. In all the teaching classes, before the end of the lecture, ten minutes are given for doubts expressed by the student-teachers and for addressing critical aspects of the contents and discussion.
3. Student-teachers are actively engaged in role-play and story-telling sessions.

4. Faculty members at KCMS use the method of Illustrations and Questionnaire for almost every topic.
5. Creative activities like poem writing, story writing is regularly conducted in classrooms; student-teachers are asked to use the same methodology in their classrooms as well.
6. Teaching with the help of ICT tools is a necessary feature at the KCMS.
7. Laptops for presentation through PPTs are given to student-teachers by the College to be carried to their schools for block teaching, stray lessons etc.
8. Supporting ICT equipment like CDs, pen-drives are also given to the student teachers to be carried.
9. The faculty members suggest reference books, journals, periodicals and newspaper articles to the student-teachers for furthering their knowledge about current issues.
10. Faculty members and student-teachers collect more material from the net and other useful resources for every topic; the knowledge is then shared during the lectures. This inculcates a research-oriented approach in the student-teachers.
11. The student-teachers are also encouraged to write their own observations about their lesson plans and practice teaching. The faculty supervisors then compare their own observation with the student-teachers' notes on lesson deliverance.

# 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 decisions of the regulatory bodies, equity, access, transparency, etc.) of the institution?**

At the **Smt. K.C.M.Shah B.Ed. College**, Kakanpur a transparent admission process is followed and uniform admission parameters are equitably applied to all applicants.

#### **Admission Policy and Process:**

The institution is approved by NCTE and is affiliated to Gujarat University Ahmedabad. Admissions to the colleges of teacher education in the state of Gujarat are made in accordance with the policy framework enunciated by the NCTE and the affiliating Universities of Gujarat state. There is no entrance test conducted by the Gujarat University for admission to the B.Ed. Programme.

**Affiliation letter of the Gujarat University is attached herewith in Annexure: 2.1.1.1**

For us the entire admission process is as per the directives of the affiliating university, the Gujarat University. The Admission process for the B.Ed. Programme is centralised. The KCMS is accorded an intake of 100 students in every academic year by the affiliating University. The applicants fill the forms and submit them to the University Office. As per the availability of seats (subject-wise) and the applicants' preference plus merit, the Gujarat University finalizes the candidates' admission to the KCMS. It is then the duty of the KCMS to admit the students thus finalized by the affiliating University. The affiliating University further instructs that in each method subject there can be an intake of maximum 25 candidates. For the same, the affiliating University takes the data of the available subjects in each teacher education college under its purview in the month of April in every academic year.

The reservation policy followed by the Gujarat University is as per the NCTE norms and the State/Central govt. norms. Moreover, as per the Gujarat University rules, for admission to the B.Ed. Programme, the applicant should have at least 50% marks in their graduation, for General Category and 45% for SC, ST and OBC. The valid reservation norms pertaining to SC/ST/OBC, differently abled, and students from Other Universities of Gujarat state and students from other states are all considered by the University while giving admission to students in various colleges of teacher education.

**Transparency in Admission Procedure:**

Out of the 100 admission intake allotted to the KCMS, 85 candidates are selected and admitted as per the affiliating University's policy framework and admission criteria; the rest of the 15 seats are allotted to the KCMS as Management Quota. For these 15 seats, the KCMS strictly adheres to the merit criteria. It may be noted that the students admitted under the Management Quota pay the same amount of fees as those candidates who have obtained admission as per the centralised system.

The list of admitted candidates in Management Quota is displayed on the Notice board. Admissions in the Management Quota are completed within the stipulated time limit given by the University. Admissions to the colleges of teacher education in the state of Gujarat are made in accordance with the policy framework enunciated by the NCTE and the affiliating Universities of Gujarat state. Following are the fees structure for B.Ed. course

**Fee structure:**

The fee structure is also as per the norms of the affiliating University. The total fees for the entire B.Ed. programme is Rs. 30,000/-. The candidate is supposed to pay Rs.15,000/- as fees for the first semester at the University itself. The rest of the fees are paid at the College in the beginning of the Second Semester. The candidates also have to pay Rs. 1,000/- as Development Fees, which is fully deposited to the University. The entire fee structure is duly put up on the Notice Board for the students to see.

Apart from this, the KCMS collects the following fees for B.Ed. course:

- (a) Registration fees - Rs. 200
- (b) Exam fees - Rs.1025
- (c) Sports fees - Rs. 10
- (d) Culture fees - Rs. 20
- (e) Convocation fees - Rs. 250

The entire fee structure is duly put up on the Notice Board for the students to acknowledge.

**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?**

**Advertisement at the University level:**

The Gujarat University comes out with names and complete addresses of all the Colleges of teacher education under its purview in the B.Ed. admission form booklet. In this record the Smt K.C.M.Shah B.Ed. College also gets featured. This booklet also informs students about the subjects that the prospective candidates can opt for in a given college. Front page of the admission prospectus of the university is seen in [Annexure 2.1.2.2]

**Advertisement at the College level:**

As mentioned above our Institute is located in a comparatively rural region. Therefore the B.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.

**Advertised by prospectus:**

By this year the KCMS publishes its prospectus. In this prospectus, prospective students are given information about the history of the College, its Managing Trustees, the Faculty members, the facilities that the students are given, pictures of the building, list of toppers of the past years, an idea of the curriculum and some unique features of the college.

**Advertised by website of the institutions:**

KCMS ensures wide publicity to the admission process through its website, [www.kcmshahbedcollege.com](http://www.kcmshahbedcollege.com) which gives complete information about the B.Ed.programme.

The college also strives and makes extra efforts to avail the attention of the candidates in the following manner:

- ❖ Around the months of October/November, the KCMS gives an advertisement about the B.Ed. programme in the local press.
- ❖ Faculty members of the KCMS conduct a seminar in Arts and Commerce Colleges which is in the campus and also arrange seminar in the college which are in surrounding areas, within a radius of about 60 kms, and give an idea about the programme and about the college to the prospective students.
- ❖ Advertisement about the B.Ed. programme and the KCMS is also featured in the Annual Report of many schools located in the vicinity.

### **Information on College Notice boards**

The information regarding admission is displayed on the College notice boards and also displayed nearby colleges.

### **Distribution of informative leaflets**

There are about fifteen Institutions in the catchment area of the College. The College distributes informative handouts regarding admission process in the adjoining Institutions, catchment areas and nearby villages of the adjoining districts.

### **Word of Mouth**

Favourable opinion regarding the College by word of mouth also ensures the required publicity.

### **Publicity through Flex board**

The College ensures publicity through flex boards displayed in the vicinity of the College.

### **The Alumni**

The alumni of the college also encourage their friends and neighbours to join this college.

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

KCMS complies with all the directives of the affiliating University regarding admission to the B.Ed. programme. As noted above out of the 100 seat intake at the KCMS, 85 admissions are given according to the policy of central admission committee of the Gujarat University, Ahmedabad. The valid reservation norms pertaining to SC/ST/OBC, differently abled, students from Other Universities of Gujarat state and students from other states are all considered by the University while giving admission to students in various colleges of teacher education.

As far as the 15 seats of the Management Quota are concerned, the KCMS is committed to providing equitable and fair admissions on the basis of merit. Every year the KCMS receives nearly 30-40 applications for admission to the 15 seats of the Management Quota; however, KCMS always decides upon the admission purely on the basis of merit. KCMS management and administration controls the admission process in all aspects. With the help of IT, the whole process is made effective to maintain transparency at all stages of admission regarding the management quota seats. A list based on merits of marks decided by the Admission committee of KCMS is displayed on notice board.

**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 programmes and strategies adopted by the KCMS satisfy the needs of student teachers from diverse backgrounds including backward community, as well as from different geographical localities. Though the

admissions to the B.Ed. programme are centralised, yet once the selected candidates are admitted to the KCMS, care is taken that each one of them completes his/her academic programme. For the same many concrete measures are taken.

**Provision made by the Faculty of KCMS:**

- ❖ The B.Ed. programme commences with an Orientation programme in which all the students get a chance to become familiar with the College, the faculty members and with each other.
- ❖ Each year the KCMS gets students from diverse mediums, like the Gujarati medium, the English medium. The Faculty members identify the varied mediums and adjust their teaching process accordingly. Through primarily the teaching takes place in the Gujarati medium, Faculty members arrange for extra lectures for students belonging to diverse mediums
- ❖ Doubts, questions and queries related to any topic are generally explained to the class in more than one language – usually in Gujarati and the Hindi languages.
- ❖ Faculty members distribute topic related material to the students in more than one language; hence, if a student wants the said information in English, he/she is facilitated with the same.
- ❖ A copy of the curriculum is made available to all the students in the language of their desire – Hindi, English or Gujarati.
- ❖ Distributions of the method skills are also done according to the mediums in which the students express their comfort level. Student-teachers found academically weak are provided with remedial classes collectively as well as individually.
- ❖ Simulation teaching is organised before the commencement of teaching practices in schools. Additional opportunities are provided for practice teaching to weak student-teachers.
- ❖ Care is taken that each student gets opportunity to participate in cultural activities, co-curricular activities and in community services.

**Provision made by Management:**

- ❖ The fees for the first semester have to be paid by the student at the University, so the KCMS does not have any say in it. However, for the second semester, the management of the KCMS provides instalment facility to the economically weaker sections students.
- ❖ Every student can avail of the Books facility from the Library for their syllabus. No extra charges are taken from them.
- ❖ KCMS offers a well-stocked computerised library with a seating space of 70 students in it.
- ❖ The Library has 2computers with internet facility, a printer, multiple machines -a scanner and a photocopier.
- ❖ There is provision of hostel and mess facility within the premises of the campus; hence, students who come from far away areas can avail of the said facility.
- ❖ Formation of the Grievance Cell and such other committees is made known to the students from the beginning of the programme; hence, in case of any complaint, the Principal or the Management can be approached directly.

All these efforts made by the KCMS have given very encouraging and promising results in view of retaining the diverse student population.

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

The students who take admission in the B.Ed. programme have already completed their graduation and have also obtained at least 50% marks therein. Apart from this, as per the norms of the Gujarat University, there is no entrance test conducted for admission to the B.Ed. programme. Yes, orientation programmes are organised for assessing students' knowledge before the commencement of teaching programme.

- ❖ During the orientation programme teachers provide some educational topics to the students and students deliver speech concerning it.
- ❖ Overall assessment is done through self-introduction and discussion.

## 2.2 Catering to Diverse Needs

### 1. Describe how the institution works towards creating an over all environment conducive to learning and development of the students?

The college creates an overall environment, conducive to learning and development of the students in the following ways:-

#### A. Infrastructure & Instructional facilities:

- ❖ The College has good Infrastructure, sufficient to fulfil the demands of B.Ed. programme according to N.C.T.E. norms.
- ❖ It has enriched Library on various subjects of education field, Reference books, Encyclopaedias, Dictionaries, reports, educational journals, magazines, e-material etc.
- ❖ It has well equipped multipurpose, psychological, work experience, Science, sports, and computer centres.
- ❖ Individual attention and remedial teaching are given wherever necessary.

#### B. Qualified faculties:

- ❖ The College has qualified faculties to teach students regularly in the classes, as their periods allotted in the timetable.
- ❖ Stress-free learning environment is created through a pleasant student teacher relationship

#### C. Co-curricular activities:

- ❖ Students are encouraged to take participate in these activities like- Debate, Essay, Singing, Dance, Rangoli, Play and sports competitions.

#### D. Extension Lectures, Seminar and Workshop:

- ❖ Extension lectures are organized time to time in the campus. Besides it a Workshop is organized at least once in a year.
- ❖ Motivational and Inspirational thoughts are displayed on the walls of classrooms, library and the campus wall to mould the thought process of students.

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

The student-teachers are prepared for managing diverse learning needs (of their own along with the students in school) at KCMS. The College works towards creating an overall environment conducive enough to empower them in the art and techniques of managing learning and development of the students having diverse needs. The instructional approaches and learning experiences provided by KCMS are comprehensive/multifarious and sufficient enough to cater to diverse needs, and at the same time being in tune with the stated objectives of the programme.

- ❖ The best teachers with the most efficient teaching methodologies are identified through the formal and informal feedback from student-teachers. Their methods are then widely propagated for the others to follow as well.
- ❖ Identification of weak learners is done at an early stage of the B.Ed. programme. They are then given extra lectures and their doubts too are solved at an individual level.
- ❖ Teaching strategies for Advanced Learners Complicated topics of Assignments and Seminar are allotted to them. Advanced Learners are encouraged to present class seminar through LCD.
- ❖ Strategies for the Slow Learners are taught through discussion and demonstration methods in remedial classes. Opportunities are given for collaborative learning. Individual attention and special coaching is given to the slow learners.
- ❖ All help is provided to the student-teachers for using ICT tools for practice teaching block teaching and for developing lesson plans. Student-teachers have access to the computer labs with internet facility for making PPTs for stray lessons and practice teaching. Moreover, the Lab instructor assists the student-teachers totally in any ICT related equipment use, surfing the net or using the right animation for the PPTs.

- ❖ The KCMS has a enriched Library which also is helpful in fulfilling all the needs of the student-teachers.

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

KCMS follows the curriculum prescribed by the Gujarat University. Viewed comprehensively, the said curriculum is well balanced and provides for training and grooming of the student-teachers. There are different activities envisioned in the curriculum for student-teachers to understand the role of diversity and equity in teaching-learning process. The curriculum is envisioned to cover the following:

- ❖ Constitutional provisions of education, Social structure and nature of the society, Bases of individual differences, Diversified learning activities, Guidance and counselling, Topics like national integration and international understanding, Individualized instructional strategies, Individual projects, Observation of days of National importance, Citizenship Training Camps, Study tours, Field works
- ❖ The curriculum provides theoretical insight to the student-teachers to envisage the various educational, psychological and social issues. KCMS provides an opportunity to apply and practice the theoretical aspects in real life situations through field experiences.
- ❖ The student-teachers are provided with ample training and explanations before the beginning of the Stray lessons, Block Teaching, Internship and on diversity and equity in schools.
- ❖ In both the Semesters of the B.Ed. programme there is a paper called ‘Teacher in the Emerging Indian Society’; there is another paper called ‘The Learner – Nature and Development’. Both these papers familiarize the student-teachers with the concept, meaning and importance of equity and diversity. Besides, it focuses on the problems of caste and class based disparities and the aspects concerning democratic functioning of

society, national integration, international understanding and their interrelations. In this context, the content of the curriculum outlines the ways and means for observing equity and respecting diversity.

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

The KCMS ensures that the Faculty members are both knowledgeable and sensitive to the diverse needs of students. For the same, concrete steps are taken by the Management. Selection of the faculty members is done as per the norms of the NCTE and the affiliating University, by following all the structure of qualification. All guidelines of advertising for the said post, nominating a selection panel with appropriate representation of the University are complied with. Hence, faculty at the KCMS has obtained a reputation for being well qualified and sensitive to the needs of the students. Since our College is based in a rural location, there was all the more reason for the right kind of faculty members to become part of our college. Faculty members are encouraged to attend seminars, conferences, and workshops. They are further encouraged to attend Orientation and Refresher Courses.

- ❖ All teacher educators report about the activities under their charge and discuss day to-day activities for better developments concerned with the overall growth of the student-teachers.
- ❖ The Principal and the Management conduct regular meetings with the faculty members so as to understand their contribution to the welfare of the students.
- ❖ Encouraging writing articles in the magazines.
- ❖ Encouraging the use of internet facility.
- ❖ The Principal and the Management conduct regular meetings with the faculty members so as to understand their contribution to the welfare of the students and also take care of any obstacles in the way.

**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 following practices help student teachers to develop knowledge and Skills related to diversity and inclusion at the KCMS there are many effective practices that are developed and put in vogue to help student-teachers develop knowledge and skills related to diversity and inclusion.

- ❖ Every morning begins with a prayer session in the Prayer Hall.
- ❖ Students are made to present news items related to current issues; analysis of the same is also then presented by another group of students.
- ❖ Lives of great world leaders like Abraham Lincoln, Napoleon, Mahatma Gandhi, Nelson Mandela, and others are discussed in the Assembly every morning.
- ❖ All the festivals of all the religions are duly discussed and their importance in a particular religion is also explained.
- ❖ World dignitaries, who have changed the world through their vision, like authors, scientists, inventors and actors are also talked about on fixed days during the prayer session.
- ❖ The KCMS encourages active participation of all the student-teachers in creative activities like poem writing, story writing, story-telling, chart making, poster making, sketching, drawing etc.
- ❖ Student-teachers are also encouraged to participate in co-curricular activities like community services, participation in cultural activities, debates, quiz, elocution competitions and the like.
- ❖ The student-teachers are given names of books by the faculty members to be issued from the Library and they are then encouraged to read them. The faculty members also explain the reasons for suggesting the said books and what should the student teachers try and learn from them.

- ❖ The faculty develops in the student-teachers a clear understanding of the psychology of school children with individual differences in focus. This acquaints the student-teachers with the educational needs of special groups of students.
- ❖ The faculty works for empowering the student-teachers on various additional components such as democratic values, effective classroom interactions, use of methods and techniques in classroom situations, Inclusive education, effective classroom communication in teaching-learning process, role play in education etc. Such empowerment trains the student-teachers in the art of identifying students with different needs and perspectives by observing, talking, intervening, negotiating and discussing.
- ❖ As part of their project work, the student-teachers participate in a Seminar in the first semester. This too inculcates a sense of preparing, listening, focusing on the important details and observing the diversity on display.

### 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.)

KCMS engages its students in ‘active learning’ in a number of ways.

#### **Library**

At the KCMS, the students have access to a well-stocked library with a seating capacity of nearly 50 students. The Library has nearly 7083 books and 2878 Titles. The Library has Reference books, journals, magazines and newspapers. Hence, for developing lesson plans the student teachers regularly make use of the Library. The Library has 2 computers with internet facility; plus, there is a multiple use machine for photo copy and scanning, and printer too within the Library. Faculty members and the Librarian too suggest relevant reference books to the student-teachers for

their various tasks. We provide free book facilities to not only needy students but to the all students. The KCMS makes all efforts to procure as many books as possible to facilitate learning of the student-teachers.

### **Website**

The website of the KCMS is [www.Kcmshahbedcollege.Com](http://www.Kcmshahbedcollege.Com). It is duly updated on a regular basis and hence, the student-teachers come to know about the various activities to be organised. Apart from the college website, the faculty members also suggest websites that are useful for lesson plans, practice teaching, simulation, micro-teaching and others.

### **Individual Projects**

In the first Semester as part of the project work Seminars are conducted for the student teachers. At least one Seminar is conducted on Method and one on a compulsory paper within the curriculum. Seminars give a sense of working together within a specified framework. Student-teachers are able to identify areas of strengths and weaknesses.

### **Practice Teaching:**

All students do micro teaching, simulation and stray lessons, block teaching in both the school subjects.

### **Practical Work:**

Each and every student does these practical works such as Observation of lessons taught by student teachers in each method, Preparation of teaching aids , Administration and Interpretation of psychological tests, Case study, book review, Science Practical, presenting seminar, workshop.

### **Role-playing**

Student-teachers are engaged in active learning through role-playing. Various issues of socio-economic and educational importance are shown to the student-teachers through skits or short stories like female foeticide, child marriage, child labour, importance of education, awareness regarding preservation of environment etc. are displayed through role-playing.

### **Internship**

The student-teachers have to undergo an internship in the second semester of the B.Ed. programme. This Internship is planned for approximately 8-10 days. For the same, generally the student-teachers select a school located near their residential location. Student-teachers carry a letter of permission to the said school's Principal from the KCMS and get back a written order permitting them to carry out their internship.

Faculty members suggest a list of activities to be carried out by the student teachers in the school which they have selected. Student-teachers are encouraged to perform not only academic but even administrative work in the schools during their internship. They are instructed to learn to organise all types of activities in the schools. It may be organising exams, preparing time-tables, attendance records, organising co curricular activities, conducting the Assembly etc.

Student-teachers are also supposed to give a Report on their activities during the Internship. The schools where student-teachers undergo their internship also give a feedback about them in a systematised manner on the letter-head of the school.

**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?**

'Learning' is made student-centred by adopting the following participatory learning activities.

**Individual Project:** All students are assigned topics for class seminar and Home Assignments.

**Practice Teaching:** All students do micro teaching, simulation, stray lessons and block teaching in both the school subjects.

**Practical Work:** Through curriculum, the college is providing varied learning experiences to the students such as Micro Lesson, Simulated

Lesson, Stray Lesson, Block Teaching, Content Assignments ,Workshop For TLM, Administration of Psychological Testing's , Science Practical , General Workshop, Seminar presentation, Book Review, Action Research, Internship And Literacy Programme ,Viva, Paper Analysis, Magazine editing , Science, Practical, Guidance Programmes, Cultural activities are given aptly by their own interests.

**Extra-Curricular Activities:**

At the KCMS however, we realize that present day education is not confined to the four walls of the classroom. Keeping in mind this trend, the student-teachers are involved in outdoor activities; they are encouraged to participate in Inter-collegiate events and also become part of the social service activities.



**Function of annual day at KCMS**

The student-teachers visit nearby villages and spread awareness about literacy mission, health, sanitation, tree plantation and social service messages like eradication of blind-beliefs and dowry. They also visit old-age homes and orphanages to inculcate sensitivity towards such sections of society. They are also made aware of issues such as gender discrimination, women empowerment, environment protection, female foeticide, HIV/AIDS, RTE, RTI, Inclusive education and Equality for all.



### Extension work

Citizenship Training Camp, Community outreach programmes, Extension activities, Field trips, Excursions, Tree plantation, Quiz, Debates, News reading in the morning assembly, Thought for the day, Extempore Speeches, Gardening, Role play, Conducting competitions, Power point presentations, Text book review, Note making etc. are done to develop social skills. The students are encouraged to develop the spirit of team work.

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 various models of teachings used at the KCMS are as follows:

Method Used	Subject/Lesson Taught
Inductive-Deductive Method	Science, Maths and Commerce
Concept Attainment Model	Social Studies and Language
Advanced Organizing Model	Science and Social Studies
Computer Aided Lesson	All teaching methods
Problem-solving method	Science, Commerce and Maths
Supervised Study method	Language, Commerce and Maths
Debate and discussion	Social Studies, Science, Commerce and Language

Multimedia Approach	English, Computer and Social Studies
Role-play method Language,	Commerce and Social Studies

**Innovative Method:**

**(1) Seminar:** At the KCMS one seminar for the Method paper and one seminar for the compulsory papers are conducted. The student-teachers present papers with the help of prepared material, O.H.P and projector. After the presentation the whole group turns into an open forum for raising questions and adding their own experiences.

**(2) ICT:** Almost 25% of the teaching at KCMS is done with the help of ICT aids. Power Point Presentations are developed on all the seemingly difficult topics, websites are suggested for further enhancement of the knowledge base and material from the internet is regularly downloaded and shared with the students. The College is fully equipped with LCD projectors and also have the OHP through which a large part of the teaching is done. It is a well-known fact that audio-visual aids always enhance teaching.

**(3) Films and Documentaries:** Inspiring and Motivating films and documentaries are regularly shown to the student-teachers. World renowned films shown to the students. It exposes them to the real world and teaches them how to tackle difficult situations; the student-teachers in turn can equally motivate their students in schools.

**(4) Student feedback:** KCMS believes that opinions and perceptions of student-teachers add a different and valuable perspective to the entire system. Therefore, student teachers are asked about their views on individual teachers' performance. This is done through simple feed-back forms (source – feedback form as found in the NAAC Manual). The feedback obtained from the students is duly analysed with the help of a statistical analyst. The record of the same is kept with the College in a separate file.

- 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.**

KCMS does not provide additional training in models of teaching as a matter of routine practice. However, if there is a demand for the same by the student-teachers then certainly the faculty members do provide additional training.

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

Micro-teaching technique is used at KCMS for developing teaching skills. To begin with the student-teachers are explained the concept of micro-teaching for effective and efficient teaching learning process. Once the concept is thus familiarised with by the faculty members, the student-teachers are invited to discuss and raise questions regarding micro-teaching. Each student-teacher has to teach five micro-teaching lessons in the first semester of the B.Ed. programme.

All the faculty members give a demonstration lesson and the student-teachers observe it and make queries/remarks. The skills practiced by the student-teachers are as follows: Skill Of Set Induction, Skill Of Questioning -Probing Question, Influencing Question, And Developmental, Questions Skill Of Reinforcement, Evaluation Skill, Skill Of Blackboard Summary, Skill Of Stimulus Variation, Skill Of Explanation, Skill Of Demonstration, Skill Of Illustration, Role-Play, Silence And Non-Verbal Cues.

- 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 lesson plans, etc.)**

**Process of practice teaching:**

As per the guidelines of the affiliating University and the NCTE, each student-teacher has to give 30 lessons during the entire course of practice teaching. Of these 15 lessons are given in the first semester and the rest 15

in the next semester. The break-up of the practice teaching lessons is done as below:

**Semester I**

- (a) 05 lessons - Micro-teaching
- (b) 05 lessons - Simulation
- (c) 05 lessons - Stray lessons

**Semester II**

- (a) 05 lessons - Stray lessons
- (b) 10 lessons - Block Teaching

The KCMS has a good network of school partnership. At the beginning of every year, the College decides upon the schools where the student-teachers will go for practice teaching. Groups of around 14-20 students are sent to a single school. For the same permission from the said school is obtained beforehand.

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**Lesson Observation:**

The faculty members check the lesson plans of all the student-teachers before the commencement of the practice teaching. Once the student-teachers are delivering the lessons, the faculty members observe all the lessons. Sometimes there is 'Double Observation' also resorted to; that means that a single lesson is being observed by a faculty member as well as a member from the school staff.

**Feedback Mechanism:**

Written feedbacks from the schools selected for practice teaching is taken by the KCMS. These are then discussed with the faculty members, the Principal and the method master at the College.

At times, there is provision made for feedback from all quarters the students in the classrooms who are taught by the student-teachers of KCMS, the teachers of the said school, as well as the faculty members of the KCMS. While observing lessons, the faculty members record their comments on a set evaluation format, which come as immediate feedback to the concerned student-teacher.

Teachers of concerned schools are also encouraged to observe lessons given by student-teachers to their students. This helps the student-teachers to know their weaknesses by independent and unbiased observation.

**Monitoring Mechanisms:**

The entire process of practice teaching is duly monitored by the faculty members at the KCMS. There is however, an Annual Lesson that the student-teachers have to give as part of their B.Ed. programme in second semester as part of external examination as B.Ed. Part II exam is being conducted in the month of February by the university which is external exam taken by the university. This Annual Lesson Observation is overseen by the University. In the month of February the practical exams means Annual Lesson are taken by the Gujarat University in their respective subjects each subject carries 50marks.

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

- ❖ To begin with the student-teachers are given the basic knowledge of Block Teaching.
- ❖ Block teaching has to be undergone in the second semester of the B.Ed.programme.
- ❖ The student-teachers are first asked to draw rough lesson plans; they are then given the final shape with the help of the faculty members.
- ❖ During block teaching the student-teachers have to engage nearly 8-10 classes. Hence, block teaching is fixed for an entire week.
- ❖ One topic is given to each student-teacher as per the syllabus of the school.

- ❖ After the student-teachers have dealt with their topics for about 5 days, they give a question paper to the students on the last day.
- ❖ The result for the same is also announced by the concerned student-teacher.
- ❖ Usually it is customary for the student-teachers to reward those students in the class who perform well in the question paper prepared by them.
- ❖ It is noteworthy that KCMS encourages the use of ICT tools for block teaching as well. Student-teachers are allowed to carry Laptops, LCDs, OHPs, Tapes and such other aids to the schools for such block teaching classes.

### **Internship**

- ❖ The student-teachers have to undergo an internship in the second semester of the B.Ed. programme.
- ❖ This Internship is planned for approximately 8-10 days. For the same, generally the student-teachers select a school located near their residential location.
- ❖ Student-teachers carry a letter of permission to the said school's Principal from the KCMS and get back a written order permitting them to carry out their internship.
- ❖ Faculty members suggest a list of activities to be carried out by the student teachers in the school which they have selected.
- ❖ Student-teachers are encouraged to perform not only academic but even administrative work in the schools during their internship.
- ❖ They are instructed to learn to organise all types of activities in the schools. It may be organising exams, preparing time-tables, attendance records, organising co curricular activities, conducting the Assembly etc.
- ❖ The various activities carried out by the student-teachers during their internship can be broadly categorised as under:
  1. Taking classes on short notice without prior information.

2. Carrying out instructions of the Principal of the school.
3. Selecting any one teaching technique and preparing models to demonstrate it during classroom teaching.
4. Performing regular classroom related work and doing evaluation.
5. Visiting the Computer Centre, Library, Science Laboratory, and school playground with a group of students.
6. Remaining present in prayer session and conducting allied activities.
7. Performing the task of correcting note-books, map books, practical files, and even supervising during exams if so asked to.
8. Participating in community awareness programmes in which the said school is involved

Student-teachers are also supposed to give a Report on their activities during the Internship. The schools where student-teachers undergo their internship also give a feedback about them in a systematised manner on the letter-head of the school.

**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 practice teaching plans are developed in partnership with the school staff. First of all the Faculty members of the KCMS approach the schools in the nearby the college and those with whom good relations already exist. The faculty members duly submit letters from the College, asking for permission to allow student-teachers to conduct practice teaching. In this the school teachers play an important role, as it is them who give inputs about the syllabus to be tackled during various practice teaching sessions. Due permission is then obtained by the faculty members. The student-teachers now consult the serving school teachers for identifying the content area to be taught during practice teaching sessions. Once the area and topics are

Finalised, the student-teachers start preparing lesson plans related to their subjects. All suggestions given by the serving teachers of the schools are considered by the student-teachers. Particularly quantum of the content to be taught and the method suitable for the learners is decided upon with mutual help. It provides continuity to the on-going teaching process of the subject in the school from the point of view of school curriculum.

The experience of the faculty and Management of the KCMS with the schools approached has so far been very good, positive and fulfilling.

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

In order to manage the diverse learning needs of students in schools, the Student teachers are prepared in many ways:

- ❖ Student-teachers use different skills for introducing and developing their lesson plans.
- ❖ They take the help of ICT tools to increase the efficiency of their lessons. They are also motivated to make PPTs to deliver their lessons.
- ❖ Student-teachers are trained in the technique of presenting content from different perspectives and connect it with the students' levels.
- ❖ Student-teachers are advised to motivate the students to ask questions on the content being taught.
- ❖ In order to focus the attention of the students in the classroom, the student-teachers often provide examples, illustrations and models.
- ❖ Sometimes keeping in mind the nature of the students explanations are provided in dual language for a difficult topic.

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

Student-teachers at the KCMS are motivated to deliver at least 25% of their practice teaching lessons with the help of technology. In other words ICT aided lessons are given prime importance and priority.

- ❖ Student-teachers have ready access to well-equipped Computer Labs at KCMS. The Labs have internet facility, audio-video CDs and CD-ROMs on different school subjects. They can use all these to prepare their own lessons.
- ❖ The faculty members at KCMS themselves deliver nearly 25% of their lectures with the aid of technology like PPTs, OHP, LCD and other audio-video aids. Hence, the student-teachers are groomed into the use of new technology since the beginning of their B.Ed. programme.
- ❖ Student-teachers are not only given free access to the computer labs, but they are also encouraged to carry laptops, OHPs, LCDs, CDs, pen-drives and the like to their respective schools, to enable them to give lessons using technology.
- ❖ Audio-visual aids like Tape-recorder and speakers are also permitted to the student teachers to carry to their respective schools.
- ❖ Apart from these, student-teachers indulge in making charts, posters, maps and models as per the topics they are to teach.
- ❖ Use of Laptops is encouraged even during Simulation in the college.

## 2.4 Teacher Quality

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

The practice teaching plans are developed in partnership with the school staff. First of all the Faculty members of the KCMS approach the schools in the nearby vicinity and those with whom good relations already exist. The faculty members duly submit letters from the College, asking for permission to allow student-teachers to conduct practice teaching. In this the school teachers play an

important role, as it is them who give inputs about the syllabus to be tackled during various practice teaching sessions.

Due permission is then obtained by the faculty members. The student-teachers now consult the serving school teachers for identifying the content area to be taught during practice teaching sessions. Once the area and topics are finalised, the student-teachers start preparing lesson plans related to their subjects. All suggestions given by the serving teachers of the schools are considered by the student-teachers. Particularly quantum of the content to be taught and the method suitable for the learners is decided upon with mutual help. It provides continuity to the on-going teaching process of the subject in the school from the point of view of school curriculum. The experience of the faculty and Management of the KCMS with the schools approached has so far been very good, positive and fulfilling.

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

During the last academic year (2013-14) the number of students admitted in KCMS was 100. The ratio of student teachers to identified practice teaching school is 1:14/20. The ratio depends on the number of section in the school. KCMS selects nearby schools for practice teaching and internship programme. Consent for the same is obtained from the schools much in advance. Usually 14-20 student teachers are assigned to a single school. However, this number can undergo a change depending on the strength and classes available in the particular school. Usually the groups of students and their numbers are decided upon by the number of Teachers /Faculty members available for observing the lessons minutely. In the case of KCMS right now there are seven teaching faculty members with in charge principal; so this ratio stands at 1:14/20.

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

Various sources for getting feedback on practice teaching are in vogue.

- ❖ The faculty members observe the lessons delivered by the student-teachers in the practice teaching schools and record their remarks/observations/suggestions on the lesson taught in the lesson plan book itself. It is followed by discussion, if required, after the lesson is over.
- ❖ The Internship schedule is so prepared that all student-teachers come to know the feedback on previously taught lessons in the practice teaching schools as well as get their lesson plans approved for next day teaching schedule. Problems are discussed and clarifications are provided. This helps the student-teachers to know their weaknesses observed by superiors and also to incorporate the suggestions for improvement in their lesson-delivery subsequently.
- ❖ Feedback is provided to all the student-teachers after the delivery of their lesson plan each day. The feedback thus provided covers all the areas affecting teaching learning process. The feedback is basically related to the techniques used by the student-teachers concerning previous knowledge, introducing the lesson, questioning technique, use of audio-visual aids, overall performance, dress up, gestures, pronunciation, interaction, discipline etc.
- ❖ Student-teachers go through all the remarks given by the faculty members, school teachers and peers, and then try to implement the suggested changes in their deliverance of lessons.

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

Student-teachers are provided with the latest information about the class, content, subject and the school by the faculty members of the KCMS and by the school teachers. The student-teachers are given complete information on the area, location, type of students likely to be met with, discipline problems if any, and the strength of the students in the classroom. These instructions

are of course, given orally to the student teachers. In the same way oral information on the policies followed by schools and the state government in general are given to the students. In addition to this, amendments passed by NCTE (e.g. TET) are also passed on to the student-teachers for a proper understanding and implementation of the policy directions.

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

The faculty members and student-teachers of the KCMS are kept informed with the latest developments in the school subjects and teaching methodology.

- ❖ The faculty members and student-teachers take the prescribed curriculum from the concerned schools. They also check the relevant websites to download from the Internet.
- ❖ The faculty members refer to the newsletter and websites of different organisations like NCTE, GSSEB, and the University to check all material related to school education.
- ❖ The participating network of schools with which KCMS is associated also help in keeping the student-teachers updated about the recent developments in school subjects and teaching methodologies.
- ❖ The Principal also keeps the faculty members updated on the inclusion or exclusion of subjects in the school curriculum.

**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 Management and the Principal are always encouraging the teaching staff to ensure their personal and professional growth. The faculty of English method of KCMS Dr. Himanshu G. Acharya obtain his doctorate in order to further development of his career. Moreover the faculty of social science method Mr. Brijeshbhai N. Sikligar obtain the degree of M.Phil. in

Education 2013. Newly joint Mr. Akshaykuumar Darji is also perusing for PH.D. The teaching staffs are always encouraged to attend Seminars, Conferences and Workshops which will give a boost to their understanding of career related aspects. They are given duty leave (D.L.) Stray lessons to attend Orientation programmes and Refresher courses.

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

The Management of the KCMS takes on record the efforts put in by every staff member. In the meetings conducted with the staff members (teaching and administrative) the Trustees appreciate the positive efforts of the staff members. In meetings of the Alumni Association and with the parents of students also, such staff members are appreciated. The Management of the KCMS issues a Letter of Appreciation to the outstanding achievers in the annual function or a function organised by Sarvoday Charitable Trust (SCT). Sarvoday Charitable Trust (SCT) organised a function in the memory of Late Valla Vallabhbai M Shah on their birthday, from primary education to higher education students as well as teaching and administrative staff are invited in this function at this time SCT issues a presents/mementos to the outstanding achievers students as well as staff members Those faculty members who receive very good feedback from the students are also given a letter of appreciation.

**2.5 Evaluation Process and Reforms**

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

Barriers to the learning process are generally identified in the classes itself.

- ❖ The KCM provides for remedial lectures for the slow learners; hence, individual problems related to topic are solved easily.

- ❖ The Grievance Redressal Cell has been constituted at the KCM, which takes care of all the complaints of the students. Its constitution is as under:
  1. Mr. Jayesh C Patel
  2. Dr. Himanshu G. Acharya
  3. Mr. Brijeshbhai N. Sikligar
- ❖ There is a complaint/suggestion box in the main corridor of the college building .Any student can put his/her suggestions/complaints in the box. The suggestions are analysed and worked upon.
- ❖ The College is located in a neat, clean and peaceful location. Away from the din and noise of the city, it offers an ideal location for those who wish to pursue their studies with dedication and focus.
- ❖ The college building is pretty large. It has a beautiful lush green lawn at the front portion. All the infrastructural facilities are provided for in the building. The classrooms are large and airy, properly ventilated and with adequate electrical fittings.
- ❖ The College has Computer Labs with 35computers with internet facility, the college has also additional computer lab in the SCT campus. A large well-stocked Library, a canteen, an RO plant for drinking water and well-maintained washrooms. In terms of technology, the KCMS is regarded to be one of the well-equipped colleges of teacher education.
- ❖ The college has computerised examination system, computerised library, and computerised administrative section, availability of ICT equipment like LCD, OHP, TV, Tape-recorders, Speakers and Laptops.
- ❖ All the faculty members recruited at the college are highly qualified and have established themselves as teachers, guides and mentors.
- ❖ Students' feedback on the teachers and teaching quality is duly obtained at the end of each academic year; the same is then duly

analysed and the report is kept in the Management's and Principal's office.

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

The B.Ed. programme is divided into two Semesters as per the new UGC norm. Each student has to appear for an internal examination conducted by the College and an external examination conducted by the University. As noted above, the KCM conducts a unit test in each semester. The formal internal evaluation is as under:

**Semester I**

A written exam of 30 marks is conducted as a unit test in semester I and semester –II but from the June 2012 the pattern was changed and university removed the patterns of taking the unit test from the college level which was for the internal assessments for each of the six subjects internally by the College, which means totally the internal evaluation of the written examination is out of 180 marks.

Apart from this 400 marks are part of the internal evaluation of Stray lessons, Simulation, Book Review and Micro-teaching. The college conduct only conduct prelim exams of 70 marks for each paper and 30 marks for the internal evaluations in each papers .The Foundation Studies paper (Computer) is for 100 marks; however the marks for the Foundation Studies paper are not included in the final University assessment. The external University exam is of 420 marks. As the part of internal evaluation there is Micro Teaching, Simulations, Stray Lesson, Content Assignments, Teaching Aid Method Workshop, Seminar, Psychological Test, Book Review And Science Practical .Hence, the final mark sheet of semester –I is of the student is of 1100 marks.

In **Semester II** stray lesson, Block teaching , workshop for TLM ,Action Research ,Viva And Co –Curricular Activities ,Internship And Literacy Programme ,Blue Print are assessed for 300 marks; 100 marks

are for the Annual Observation of the lessons and 420 marks again for the external university exam. In the second semester too the total marks for which the student-teachers are evaluated is 1100.

**Please refer the syllabus of the Gujarat University attached herewith as supporting documents.**

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

KCMS has a well-placed mechanism for continuous and comprehensive evaluation of the student-teachers. Marks for all the tests and internal exams are displayed on the Notice Board. In case of Seminars, Book Review and project work, the students are given oral evaluation outcomes. For those students who consistently obtain lesser marks in the, remedial lectures are organised. This is done with a view to improving their performance in the internal College exams at the end of each semester, as well as in the final exam conducted by the University. Faculty members of KCMS also discuss the appropriate style of writing summative answers in the exams. Time management in a theoretical exam is very important; hence, question papers of past years along with tips to answer them adequately are discussed with the students. Well-written answers in good papers are openly discusses and appreciated in the classroom. The low performers are also shown these answers so that they get a grasp on better writing techniques.

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

The ICT is not in direct use for the assessment process; however, the mark sheets are computerised and displayed on the notice board. The student-teachers make their lesson plans with the help of ICT. The faculty is also provided with printed material and profile of the student-teachers for their use. For the future KCMS proposes to develop detailed profile of the student-teachers with the help of ICT.

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

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

KCMS is a young College providing teacher education in a rural location. Yet it has made significant contribution in teaching/learning and evaluation methods. We will take a look at the following:

#### Use of IT

- ❖ KCMS is by far the only teacher education college based in a rural location that has encouraged the use of IT in teaching, learning and evaluation process.
- ❖ The KCMS has Computer Labs with 35 computers in each; internet facility in all the computers. There is also additional computer lab in SCT campus. Faculty members make use of computers, LCDs, TV, OHP for delivering at least 25% of their lectures. Teaching through Power Point Presentation is a regular feature of the teaching learning process at the KCMS.
- ❖ Student-teachers are also motivated to use technology for giving lessons in their respective schools. They are even permitted to carry laptops, LCDs and OHPs to their schools for delivering lessons through ICT.
- ❖ The Library is fully computerised. There are four computers with internet facility in the library along with a printer, scanner and a photocopier. CDs, CD-ROMs, audio-visual aids, tape-recorders and speakers are also all given to the student-teachers to be taken to their schools for practice teaching.

#### Exposure

- ❖ Valuable exposure is provided to the student-teachers through inviting well-known experts on various fields like micro-teaching, Blue print, action research, use of ICT in teaching-learning process, psychological testing and information about research.

- ❖ Student-teachers are taken to educational tours to places across the country. This gives them valuable exposure to organise, learn new cultures, understand different ways of communication, and manage within a given set of resources.
- ❖ Documentaries, films and educational CDs are shown to student-teachers from various fields. This generates a sense of value system in the students and gives them much needed exposure on global trends and practices.

### **Inviting Expert Speakers**

KCMS is based in a rural location. Hence, the Management is of the opinion that extra efforts should be made so that the students get an idea of the prevailing trends in teacher education, student psychology, changing teaching methodologies, developing strategies of lesson deliverance, and managing diverse student population in classroom situations. For this the College invites a host of expert speakers to give a talk on current relevant topics and on curriculum based teaching learning processes. [Annexure 2.6.1.3.]



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

As noted above, the College is the first teacher education Institute located in a rural area to indulge in the teaching-learning process using technology. Not only are the Faculty members of the KCMS keen on the use of technology, but the student-teachers are also encouraged to use ICT equipment to teach in their respective schools.

## Criterion III

# Research, Consultancy and 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?**

Research is an integral part of the teaching-learning process at the Smt. K.C.M.Shah B.Ed. College. The Management lays particular emphasis at research activities among both Faculty members as well as among the student-teachers. Action research is encouraged among the student-teachers.

- ❖ College Management and the Principal keep a close look at the emerging trends and needs of teacher education. In group discussions among the Faculty members and with the student-teachers, debates are arranged to locate research themes, find answers to emerging questions and solutions for resolving issues in the field of general education and teacher education.
- ❖ KCMS encourages its Faculty members to take up research in education and also encourage them to attend seminars/workshops and develop taste and potential for research studies. The Management has given an open hand to all the faculty members who wish to pursue research. Faculty members undertaking research are amply supported by provision of individual computer, internet facility, purchase of books (through the Library), separate seating space in the Library, and relaxation in the daily workload.
- ❖ National/international journals and magazines related to research are made available in the Library for reference.
- ❖ PC and internet facility are made available both in the staff room as well as in the Computer Lab.
- ❖ Progress of Faculty members in research oriented activities is appreciated at different platforms like College functions, College magazine etc.

- ❖ The Faculty members and student-teachers are encouraged to undertake short term survey based research projects, duly supported by the Management.

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

The KCMS runs only the B.Ed. Programme. The thrust areas of research mainly comprise of aspects related to teacher education, creativity, effective educational management, teachers' behaviour, class-room teaching, innovative practices, significance of creating conducive environment for teaching learning, adolescent education, action research etc. Apart from these, it is the intention of the KCMS to identify more areas of research in the coming academic sessions and encourage both the Faculty members and the student-teachers to become part of it.

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

Yes, KCMS encourages Action Research Projects during the internship programme as well as during practice teaching conducted by the student-teachers at the school level.

- ❖ For preparing Action Research Plans, student-teachers take up certain problems faced by them during practice teaching. These problems can be those related to Absenteeism, Maladjustment, Indiscipline, Lack of attention, Difficulty in concept absorption in a specific subject, Lack of willingness to participate in co curricular activities like cultural, academic or sports, and many such other problems.
- ❖ The student-teachers select a problem that attracts their attention the most; in the ultimate analysis then, they try to find the root cause of the problem,
- ❖ Findings of which may lead to improvement in the classroom teaching-learning process.

- ❖ The student teachers collect data on related aspects of learning or participation of the school students in various activities conducted in the schools, all under the guidance of their method masters and the teaching staff of the respective school.
- ❖ The analysis of the said Action Research is presented by the student-teachers in the form of a report.
- ❖ A copy of the report is shared with the Principal and teachers of the respective school.
- ❖ The report is discussed with the Faculty members by the student-teachers at the KCMS. The method teachers point out the various areas for improvements, and also suggest ways to implement the same for effective classroom teaching.
- ❖ The inferences and findings are discussed further with the teachers and sometimes with the students of the schools as well.
- ❖ The findings have led to improvement in the quality of teaching-learning and discipline at the level of practice teaching in schools.

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

Details of seminars and workshops of the faculties is attached herewith in

**Annexure 3.1.4.1.**

**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.**

KCMS has made all efforts to acquire latest technology for aiding the teaching learning process. The College has LCDs, LCD TV, OHP, Video Player, Tape- Recorder, Mike, and different educational CDs as teaching aids. The demonstration lessons are delivered through Power Point Presentations. In addition to these, the KCM has resorted to delivering at

least 25% of the lectures through technology aided tools. The student-teachers are also encouraged to do the same.

- ❖ Student-teachers make elaborate plans for application of technologies like OHP, Computers, CD player and TV for their practice teaching sessions.
- ❖ Student-teachers make transparencies in their concerned subjects and use them during simulated teaching.
- ❖ All the Faculty members at the KCM deliver lectures through PPTs; the student-teachers thus learn not only how to teach with the help of PPTs, but also how to make effective PPTs.
- ❖ Student-teachers prepare teaching aid in the form of CDs, PPTs, working and non-working models, posters, charts, teaching modules, display boards on phonetics etc.

It is noteworthy that at the KCMS, all the Faculty members suggest relevant websites to the students, so that qualitative information can be gathered by them and their learning process can be enriched.

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

KCMS has well equipped and modern Computer Labs for developing instructional materials. The Library of the College is well-stocked with ample reference books and large number of educational CDs. Moreover, the Faculty members and the student-teachers have ready access to the internet in the Staff room, the Library and the Computer Labs. The Faculty members are given a free hand to request the Management for purchase of relevant books as and when the curriculum changes, or to tap the emerging global trends in teacher education. The Computer Instructor of the KCMS also provides all help to the Faculty members and the student-teachers for developing the instructional materials.

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

The Faculty members of the KCMS regularly prepare PPTs in their respective subjects and nearly 25% of their lectures are delivered through them. Other IT equipment, like OHP, websites, LCDs etc. is also regularly used for the teaching learning process. At the KCMS, we have procured a large number of educational CDs, which are used by both the Faculty members and the student-teachers. The student-teachers are allowed to watch the CDs in the Computer Lab.

**4. Give details on various training programs and/or workshops on material development (both instructional and other materials)**

**a. Organized by the institution**

The KCMS is a young Institute dedicated to the cause of teacher education. So far, the College has not organised any formal training programme for the faculty; however, it plans to do so in the recent future. For the student-teachers though, workshops on material development and IT usage are conducted every year by the in-house faculty members of the College. The workshop is designed by the Computer Instructor of the KCMS, The student-teachers are taught how to make Power Point Presentations, use of LCDs, how to take help of educational CDs for teaching in schools, how to surf the net for better and effective presentation on school subjects and topics and finally some basic information about setting up of LCDs, Computers and other IT related equipment.

**b. Attended by the staff**

The faculty of the KCMS has been regularly attending workshops and Seminars /Conferences in order to develop material for the teaching-learning process.

**c. Training provided to the staff**

The KCMS is committed to providing the best training to its Faculty members in the use of ICT so as to enhance the teaching-learning

process. Management always favours in giving permission for attending the training programme for staff.

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

Though the KCMS is a young college, yet the Faculty members are always making all efforts to be engaged in research oriented activities.

The faculty of English Dr. Himanshu G. Acharya has to his credit research papers in well known journals. The details of the same are as follows:

1. Research paper of Role Of Multimedia In Learning English And Computer Assisted Language Learning (Call) By Acharya Himanshu G. has been selected for publication in our ISSN Journal Recent Thought Vaicharik Pravaho for the edition of 1<sup>st</sup> the month of July 2012<sup>th</sup>
2. Research paper on Pariksha Sudharna Ek Pasu Wrote by Brijeshbhai N Sikligar in educational psychology on Reforms and Innovations in Education ISBN-978-93-84148-45-4

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

So far no Faculty member from our college has received any award.

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

Faculty members from our staff have shown readiness to apply for a Minor or Major research project in the near future.

**3.3 Consultancy**

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

The College consultancy at the Local Level, the nearby schools and Practice Teaching schools are identified. The teachers in these schools are given

consultancy on new trends on education. Many of our Faculty members are involved in many extension activities and community services. However, none of our Faculty members provide consultancy services to any organisation in a formal manner.

**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.**

None of the Faculty members of the college have undertaken paid consultancy. However, on demand they do perform the role of subject expert to evaluate performance of the school teachers, provide ICT awareness and even visit schools as experts on selection committees. But the entire consultancy provided by them is non-remunerative and simply as an assistance to the said school. In the near future, the KCMS proposes to organise a workshop for teachers of the schools with which it has linkages, on the use of ICT as a teaching-learning resource.

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

Since the consultancy provided by the Faculty members of the KCMS is in an informal manner, there is no question of any revenue generation at all.

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

KCMS provides informal consultancy to NGOs and GOs free of cost. Therefore revenue generated through it is nil.

**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 NGO's and GO's)**

The local community has been benefited from the institution through its various extension activities. A few of them mentioned below:

❖ **Health Awareness Programme:**

The institution conducts Health Awareness Programme together with the assistance of local civil hospital kakanpur. Awareness talks were given on Maternity and child health, Diabetes Mellitus, Family welfare, TB, HIV Dengue fever.



❖ **Awar**

Every year institution conducted an awareness programme and rally.

❖ **Tree Plantation**

Tree plantation was done in our college campus and the nearby villages.



❖ **Guidance classes for TET examinations**

TET guidance class was conducted during the session and after the completion of the academic session

❖ **Visiting to old age home :**

The trainees donated stationeries and financial support to Blossom special school at Godhara .

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

The institution has benefited from the community in the following manner:

- ❖ The institution has network with neighbourhood schools and they provide faculty conducting practice teaching of the teacher trainees.
- ❖ The college has benefited from the community through its participation in the programmes of the college and through its encouragement and participation.
- ❖ Experts of local community were invited to share their specified expertise among the student teacher, and the teacher educator in events like Fine Arts day, Sports day, College day, Independence Day, Republic day and other festival celebrations.
- ❖ KCMS also has linkages with the various schools, inter-colleges, universities and teacher education institute through networking where Principals and administrators of schools helped KCM in the effective implementation of Community Programmes like awareness drives, rallies, visits to Orphanages, Old-age homes, etc.
- ❖ KCMS has a good association with nearly 21 locally based schools. The students of the college and these schools together generate a viable network through which the local community is benefitted.

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

- ❖ KCMS is planning to conduct workshops on “Use of IT for effective teaching learning process” for the teachers of all the schools with which the College has linkages.
- ❖ Since instances of female foeticide in the state of Gujarat are pretty high and the sex ratio is also at a poor level, the KCMS will like to organise more and more drives pertaining to “Beti Bachao”. Help will be taken of the Women and Child Welfare Department of the state govt. The KCMS plans to conduct rallies, awareness drives, stick posters, prepare charts and educate the villagers and local community on the importance of girl child in the family and in society at large.
- ❖ Again, as mentioned earlier, the literacy scenario, especially of the girl child in the state of Gujarat is not very encouraging. For this too, the KCMS wishes to plan an extensive awareness programme in the areas surrounding the College. “Educate the Girl Child” will be the main agenda of the College in their extension activities and community orientation programmes.

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

So far the KCMS has not taken up any project related to community development. The college has of course been very active in community programmes. However, in the near future, the KCMS wishes to take up “Beti Bachao” and “Educate the Girl Child”. For the same, the College plans to adopt two villages located near the College.

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

KCMS tries to develop social and citizenship values in all the student-teachers admitted in the college.

- ❖ The curricular activities, e.g., teaching-learning experiences, practice teaching, seminars, workshops, debate, quiz, group discussion, charts, poster-making, lessons in computer-aided teaching, all facilitate

inculcation of responsible democratic, social and citizenship values and awareness of human rights in student-teachers.

- ❖ Expert educationists are invited by the College Management regularly to talk on emerging trends in teacher education and student psychology. These talks too provide the ideal opportunity to the students for interaction and exchange of views and also sharing of experiences in person.
- ❖ Tree plantation drives, AIDS awareness, fight against blind-beliefs and superstitions, blood donation camps, voter awareness rally, and participation in the National Literacy Mission through the Saksharta Abhiyaan provide an opportunity to infuse democratic, social and citizenship values among the student-teachers.

### 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.**

KCMS is closely linked with Red Cross which is an international organization. The linkage with Red Cross has provided the students of KCM with a rare opportunity to carry out extension activities in a healthy and hygienic manner. Blood donation has been taken to a different level by the Red Cross; and the KCMS has benefitted by becoming a part of their blood donation drive each year. Inculcation of humanistic values in our students

also gets engraved. The KCMS is planning to develop linkages with a few more organisations in the near future.

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

#### **Curriculum Development**

Networking with schools provides an insight for modifying the existing curriculum, both at the level of the College and at the level of the schools. Though so far none of our Faculty members are part of the Board of Studies, yet they are always alert on the modifications required in the curriculum. At an informal level, their feedbacks are conveyed to the members of the Boards of Studies.

#### **Teaching**

Enhancement in quality of teaching is made possible by guidance from the educationists of different organisations. As part of the lectures organised by the KCM the students get wide exposure to various experts from diverse fields.

#### **Training**

Outreach programmes, ICT training, curricular and co-curricular activities, practice teaching, internship programme, interaction with experts and continuous & comprehensive evaluation makes the teacher training programme excellent and multifarious. Vast experiences provided by KCM during training made student teachers versatile to keep pace with the fast changing scenario of education and thus making teaching-learning process interesting and effective.

#### **Practice Teaching**

Linkages not only provided us the schools for internship but also lead to enhancement in quality level of the teaching. Interaction with the staff of different organizations helps the student teachers to remove a number of doubts which exist in their mind about “How” and “When” to use the educational technology, how to establish rapport with students, how to tackle different situations in classrooms, how to deal with students who are

naughty and bullying by nature, how to manage class for enhancement in quality level of the teaching etc. Exposure to different organisations makes the student teachers more expressive, adjustable, adoptable and versatile.

### **Research**

The faculty members of the KCMS are young and enthusiastic to go about research in a multi-dimensional manner related to the field of teacher education. Faculty members remain linked to eminent educationists through various seminars and conferences that they attend and through the various prominent personalities that are invited to lecture at the KCM. Interaction with members of the teacher education field are very beneficial to the faculty members as it has inspired all of them to take up further research in the form of Ph. D. in the near future.

### **Consultancy**

None of the faculty members of the KCMS offer formal consultancy of any kind that is remunerative in nature. However, from time to time, students from within the college, their guardians, parents and many other members from the local community ask for advice related to career, educational options, available colleges, job opportunities etc. Linkages of the KCMS with many schools and organisations help the faculty members to offer concrete suggestions regarding all the areas listed above.

### **Extension**

Contacts with various organizations during extension and outreach activities help in establishing good relationship with community and imparting social values. Such programmes are beneficial for both student teachers and the local community.

### **Publication**

The young faculty of KCMS is making all efforts to go beyond the four walls of the college and establish useful links with the outside world through relevant research and related activities. The Principal of KCMS has already published their reputed journal. The other members are also inspired by the

same and will be actively engaging themselves in publication activities shortly.

### **Student Placement**

Placement Cell of our college regularly interacts with outside bodies/agencies/schools etc. which leads to proper establishment of links for gainful employment opportunities of our students. Since the last year, due to the efforts of the Placement Cell, many students have been placed in reputed schools of nearby their resident. Smt K.C.M.Shah B.Ed. College also approaches those students who are already teaching in good schools after having obtained their B.Ed. degree from the institution. List of vacancies in good schools is thus obtained and the current student's placement is facilitated

**Please refer the list of students who got the jobs from the KCMS placement cell in Annexure 3.5.3.3**

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

KCMS has excellent rapport with the schools where student teachers are sent for internship. In addition, it remains in touch with other schools. Internship in reputed schools provides student teachers with adequate exposure to get placements in schools that provide job satisfaction.

- ❖ The practice followed by the KCMS of taking maximum help of IT for teaching learning process has helped in establishing a close connection with the schools of the surrounding areas, who look forward to having students from our college visit their schools for practice teaching and internship. This practice has strengthened the ties of the college with the school community at large.
- ❖ The schools also are very cooperative in terms of joining hands in the efforts of the College to carry out all kinds of extension activities. For instance, the efforts for “Beti Bachao” made by the

KCM are amply supported by nearly all the schools with which we have linkages. They readily put up posters regarding a social cause in their premises.

- ❖ As stated earlier, the KCMS is located in a rural area. Thus, the surrounding local community is directly in touch with the college management and the faculty members. For all extension activities, the gram panchayat and the members of the local community always show readiness for participation.
- ❖ The KCM has a good association with nearly 21 reputed schools, and with the surrounding local community. The college is actively engaged in networking with all the stakeholders for creating an amiable atmosphere for teaching and learning.

**Please refer to attached list of school whom KCMS has linkage in Annexure 3.5.4.4**

**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.**

Yes, all our faculty members are actively engaged in schools with teachers and other school personnel for designing, evaluating and delivering practice teaching.

**Designing:** Before the school based practice teaching begins, the faculty and student teachers interact with the school personnel to chalk out the activities to be carried out during the course of practice teaching. Faculty are actively engaged with schools in designing the time slots, evaluating delivered lessons, counselling and helping in organizing extracurricular activities.

Remedial teaching for the needy is provided by the student teachers in consultation with school teachers and under the guidance of the faculty members. Principals of schools are duly updated about the innovative practices adopted in teaching lessons.

**Delivery:** The faculty members remain in constant touch with the school for ensuring successful conduct of activities and delivery of teaching lessons. The area and quantum of content is decided with the active support and consultation of the school staff. Successful delivery depends considerably on the active support of the school; therefore, the faculty members have to ensure thorough involvement of the school teachers.

**Evaluating:** At the time of practice teaching our faculty members remain present at the respective schools to supervise and assess the performance of the student teachers. The practice teaching is also evaluated by the teachers of the respective schools which help the student teachers to enhance their performance and make their delivery more effective. Suggestions from the Principal and subject teachers are always welcomed and implemented. Our faculty members evaluate performance of teachers of schools as and when requested by the school authorities.

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

Faculty members of our college actively collaborate with schools, colleges and university department for augmenting the teaching-learning process.

- ❖ Collaboration with schools is mainly related to conduct the practice teaching programmes. The Principal and faculty members interact with the school authorities personally, either telephonically or through written correspondence.
- ❖ The college remains in touch with them in order to know issues related to common interest and such school specific needs as may be addressed with our help and cooperation.
- ❖ KCMS endeavours to work in coordination with the schools for various activities. Many events are organized together so as to involve the community at large, and bring beneficial advantage to the students.
- ❖ Faculty members regularly attend workshops, seminars and conferences, wherein they interact with members of other colleges

and universities in order to exchanges the ideas, and to know new things.

- ❖ KCMS also invites eminent educationists to lecture to our students; this too helps in establishing positive collaboration with college and university faculty.

### **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?**

KCMS has always shown willingness to adopt new measures for the enhancement of quality of research, consultancy and extension activities.

- ❖ All the faculty members are encouraged to engage themselves in research activities. Those who do not have the Ph.D. degree are encouraged to register for enhanced research degree. Moreover, the college offers all kind of help to the faculty members to attend seminars, conferences, and workshops in order to enrich their knowledge of teacher education.
- ❖ Every year eminent speakers from varied fields are invited by the KCMS to lecture to the students about the emerging global trends and new methodology introduced for the teaching-learning process.
- ❖ It has been the effort of the KCMS to continuously involve the local community for carrying out all its extension activities. In this way it hopes to establish a successful network wherein the local community becomes a direct beneficiary of the social service activities being conducted.
- ❖ Use of IT tools for imparting day-to-day teaching has generated a new interest in the teaching-learning process among the student teachers.
- ❖ KCMS is the first college of teacher education located in a rural area that gives such prominent exposure to students in terms of usage of technology and related tools.

- ❖ This kind of exposure helps the students to establish useful networking skills which are becoming the prime requirement in these days of social media.
- ❖ The College fulfils all requirements of the students in terms of providing them with charts, posters, stationery items, transport services (for study tours and extension activities), food and water, non-stop electricity supply, clean drinking water, reprography facility, internet, computers, clean and neat campus and an amicable working atmosphere.
- ❖ In order to bring all the faculty members and students updated about the latest language usage, the KCMS arranges for English Language Training Courses every year. These are generally conducted over a period of three days, in the form of a workshop.
- ❖ Similarly, the College provides training in IT skills too every year, both to the faculty members as well as to the students. This kind of in-house training helps the student teachers to be better prepared for their practice teaching sessions and internships.

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

The faculty members of the KCMS are young and enthusiastic to go about research in a multi-dimensional manner related to the field of teacher education. Faculty members remain linked to eminent educationists through various seminars and conferences.

None of the faculty members of the KCMS offer formal consultancy of any kind that is remunerative in nature. However, from time to time, students from within the college, their guardians, parents and many other members from the local community ask for advice related to career, educational options, available colleges, job opportunities etc.

Contacts with various organizations during extension and outreach activities help in establishing good relationship with community and imparting social values. Such programmes are beneficial for both student teachers and the local community

**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.

Yes, Smt K.C.M.Shah B.Ed.College, Kakanpur, has built up complete physical infrastructure as per the norms of the NCTE to run its B.Ed. programme. The college offers excellent infrastructure and learning resources to the students. The college is located in a lush green campus and offers very good facilities to all the faculty members and students.

KCMS is a self-financed institute with campus area of **2.58** acres. It has **1894.00** sq.mts. Built up area. It has a two-storied spacious building that accommodates the academic wing and the administrative wing of the college.

The description of the various classrooms and other facilities is given herewith:

#### Details of Physical Infrastructure

SR. NO	TYPES OF ROOM	Sq.Ft.	Location
1	Staff Room	586.62 Sq.Ft.	Ground Floor
2	Principal Room	286.62 Sq.Ft.	Ground Floor
3	Administration Room	575.25 Sq.Ft.	Ground Floor
4	Computer Lab	870.25 Sq.Ft.	Ground Floor
5	Multipurpose Hall	2323.12 Sq.Ft.	Ground Floor
6	B.Ed. General Hall-1	1157 Sq.Ft.	Ground Floor
7	Method Classroom- 2	586.62 Sq.Ft.	Ground Floor
8	Library	1139.6 Sq.Ft.	First Floor
9	Arts & Crafts Work (T.L. M ROOM)Room-3	592.00 Sq.Ft.	First Floor
10	Common Classroom -4	882.08 Sq.Ft.	First Floor
11	Store Room	831.76 Sq.Ft.	First Floor
12	Ladies Room	293.04 Sq.Ft.	First Floor
13	Science Lab	580.16 Sq.Ft.	First Floor
14	Health and physical room	580.16 Sq.Ft.	First Floor

15	Guidance Corner	293.04 Sq.Ft.	First Floor
16	Sports Room	384.12 Sq.Ft.	Frist Floor
17	ICT Room	583.12 Sq.Ft.	First Floor
18	Psychology Lab		Second Floor
<b>Area of the passages on different floor</b>			
19	Ground Floor Passage	1800 Sq.Ft.	Ground Floor
20	First Floor Floor Passage	1800 Sq.Ft	First Floor
21	Second Floor Passage	1800 Sq.Ft	Second Floor

#### Details of other facilities

Sr. No	Other facilities
1	Hostel–For Both Boys (42 Rooms) And Girls(48 Rooms) (90 Rooms)
2	Mess Facilities capacity of 300 students in 4000sq.ft.
3	Additional Computer Lab
4	Playgrounds (16000 Sq.Mt)
5	Washrooms On Each Floor
6	Drinking water facility With RO
7	Refreshment Centre
8	Bank ATM Centre
9	Electricity
10	Generator
11	Parking facilities
12	Open Rangmanch For Cultural Activities And Social Activities in SCT Campus
13	Guest House (For Visitors And Guests )

**Please refer to the documents attached as Master Plan of the College building**

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

The institute has sufficient resources in the form of land, finance, building & infrastructure to fulfill the need in near future to meet the required academic growth.KCMS fulfils the required necessities faced by the student teachers and the faculty members every year by considering the

various suggestions received by all the stakeholders during the course of the year.

KCMS is enhancing the new technologies and facilities as per the requirements of the academic developments. Earlier the faculty members used to make use of OHP and LCD for lesson planning. But nowadays, faculty members and student teachers both use modern gadgets for simulated teaching, micro-teaching and lesson planning to keep pace with the emerging global trends. The faculty members now make use of PPTs, direct internet, transparencies and such other innovative methods to make the teaching-learning process more efficient and effective.

**3. List the infrastructure facilities available for co-curricular activities and extracurricular activities including games and sports.**

The institution has very big ventilated multipurpose & seminar hall where all the co-curricular activities and extracurricular activities are organized (Refer Master Plan). The hall has the seating capacity of 150 students. The different activities like debates, dancing, singing, group discussion, guest lectures, quiz etc. are also organized from time to time.



**Prize Distribution Function at KCMS**

Prize distribution functions are arranged every year in the month of September in the memory of Late Vallabhbhai M Shah. Supporting

documents of the prize distribution invitation card is also herewith attached in **Annexure 5.1.3.1**

To conduct the indoor games like chess, carom, table tennis, ludo etc. For the activities related to outdoor games like volleyball, football, cricket, badminton, hockey, athletics etc. a huge playground is available in the institution. Sports kits and material facilities are provided to students.

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

The institution shares the physical infrastructure with other programmes of the institution like M.Ed. Institute shares its physical infrastructure with SCT whenever it needed it for personal meetings or charitable purpose. If the people of the society want to organize any meeting, the institution provides them multipurpose/conference hall with furniture and public address system.

**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 are adequate numbers of wash rooms available for both men and women within the college building. There always has a First-Aid kit readily available at all times. Information regarding it is made known to the students as well. Provision of a Ladies room. Pure drinking water is available to the students and faculty members through the installation of the RO plant within the college building. A cooler has also been installed to provide cold water during the summer months. There is a Refreshment Centre for both the Faculty and the students. It offers a wide variety of snacks, tea, coffee and cold drinks.

The Management keeps a tab on the quality of the food served in the canteen. A hygienic atmosphere is maintained in the canteen; if a student

finds it to be contrary, he/she can immediately bring it to the notice of the Management and appropriate steps are again taken.

**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 48 rooms. Four students are accommodated in each room, each room has an attached washroom. But right now all the students are coming from the nearby area that's why hostel facility is not required for the students for the accommodation purpose. Each student occupying the hostel is supposed to pay a nominal charge of Rs. 21,000/- for the entire year. This fee structure takes care of food requirements, electricity charges. A security guard is posted outside the hostel round the clock.

There is a separate room for indoor games. Games like chess and carom are provided for in the hostel. 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. The students in the hostel are given the facility of a cleaner also who brooms and sweeps their room. Within the room there is a study table, a bed and cupboards for the students. Electric plug-points are provided to the hostel students inside the room and also outside in the corridors. For the recreational requirements of the students living in the hostel, a Television has been installed in the hostel.

#### **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

**Financial information of KCMS for NAAC**

Sr. No.	Name of School	2009-10	2010-11	2011-12	2012-13	2013-14
1	Budget allotted for computers	---	---	---	---	---
2	Budget allotted for Building, Expansion, Maintainance, Etc.,	123218	123218	246436	123218	123218
3	Amount spent on Maintainance of computers.	4650	9600	3000	3550	2030
4	Amount spent on Maintainance and Upgradidng of Laboratory	Nil	Nil	Nil	Nil	Nil
5	Budget Alloted for Campus Expansion & upkeen	Nil	Nil	Nil	Nil	Nil
6	Amount spent on Salary of Teaching faculty during previous year (Percentage of total expence)	1607660	1501859	1421743	1447788	1531728
7	Library to total Budget	20842	7720	49210	15920	---
8	Total Income from Fees & Other Income.	3071693	3276529	3246517	3170034	2950974
9	Expenditure Statement (For last 2 years 2012-2013, & 2013-2014)	546616	678054	341217	301885	506158
A	Percentage spent on the salary of faculties.	50.60%	45.88%	47.46%	49.95%	45.38%
B	Percentage spent on the salary of Non-Teaching Staff.	16.34%	16.26%	18.80%	23.05%	23.97%

C	Percentage spent on books	0.63	0.24	1.64	0.55	---
D	Percentage spent on development activities (Expansion of Building)	Nil	Nil	Nil	Nil	Nil
E	Percentage spent on telephone, Electricity,water charge	3.54%	3.82%	3.71%	2.27%	3.34%
10	Santage spent on Maintainance of Building, Sport, facilities, Hostel, residential complex and student activities.	4.06%	5.01%	6.43%	5.34%	0.01%
11	Percentage spent on Maintenance of Equipments, teaching aids, contingency	1.22%	1.31%	1.69%	1.28%	2.15%
12	Percentage spent on research scholarship(Seminar, conference, faculty development programme, faculty exchange programme)	Nil	Nil	Nil	Nil	Nil
13	Percentage spent on travelling exps.	0.54%	0.82%	0.60%	0.79%	0.45%
14	Any other specify	Nil	Nil	Nil	Nil	Nil
Note : The expences/percentage mentioned above are based on allocation one of the consolidated figures of the parent trust which is running & colleges.						

**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 two- storied which facilitates all the classrooms and other infrastructural requirement. KCMS has a well-formed mechanism to ensure optimum utilization of its infrastructure facilities. The available facilities are adequate to meet all the requirements of the B.Ed.Programme. Large sized computer labs, with 35 computers in each are there to facilitate the students in their project work and curriculum based requirements. They make their Power Point Presentations; Lesson planning, Action Research Projects

and assignments in this lab. Staff meetings are held either in the Principal's room or in the computer Lab. There is also additional computer lab in SCT campus.



**Computer Lab of KCMS**

The General Hall is used for daily prayer sessions and also for lectures delivered by experts from outside. Cultural functions are also organised in the Multipurpose Hall.

Our library is rich in text books, reference books, journals, periodicals, educational surveys, encyclopaedias, magazines etc. which are used by the student teachers and faculty members to enhance their knowledge.



**Library of KCMS**

The Playgrounds are utilized for all kinds of outdoor activities and games like cricket and volleyball.

The institute generates and expands the infrastructure continuously. The advisory committee focuses on upkeep and maintenance of the infrastructure.

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

Measures adopted by the institution to minimize the pollution in general are listed below:

- ❖ Classrooms are well ventilated Floor and walls are made fungus free. The College premises are always kept clean and all the measures have been taken to avoid non-degradable materials inside the campus.
- ❖ The college campus has been made plastic free. By retaining the existing trees and planting more saplings to prevent dust particles entering in to the building.
- ❖ Planting more trees to reduce the carbon dioxide level and increase the fresh oxygen level. Since the college is situated in the middle of rural area lush green surrounding; here is no air and noise pollution.
- ❖ The College building is airy and full of light. The surrounding areas are clean water supply is through boring in college campus.

**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)?**

Yes, the institution has a qualified full time Librarian and sufficient technical staff to support the library for stock taking, issue and return of books, rearrangement of books and to offer computer services.

**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.** Seating capacity of 50. It has totally **2578** titles. The library is computerized. The SOUL software has been installed in the library. It has 2 computers with the internet facility 1 computer is for library admin departments and 1 computer is for the students. The sufficient number of text books, educational journals, magazines and newspapers are made available for student and staff. The students and staff can get the text books issued as per their requirements. Maximum number of books permitted to be retained is for the students are 15 days and for the faculty 30 days.

All the students are provided the books related to their syllabus without any fees at beginning of the each semester, they return the books after the completion of the course. Besides this each student can get 4 books at a time for 15 days while the faculty members can take 8 books for 30 days. The students select the text books themselves. Separate reading section is there in the library. The students can use it during their leisure time. The details of the library infrastructure are seen in **Annexure: 4.3.2.1** List of magazine is seen in **Annexure: 4.3.2.2** Name of Journals is seen in **4.3.2.3**

**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 KCMS has a mechanism to systematically review various library resources for adequate access, relevance etc., and to make acquisition decisions. The Principal of the college has constituted a library committee under his chair person which comprises the librarian and two staff members. The Library committee's composition is as listed below:

Sr.No.	Name	Designation	Position
1	Mr Jayeshbhai C Patel	I/C.PRINCIPAL	Chair Person
2	Mr Bhavesh Bhai	Librarian	Member
3	Dr. Himansh G. Acharya	Assistant Prof.	Member
4	Mrs. Padma H.Patel	Assistant Prof.	Member

The Library committee comprises of four members from the college with the librarian too as an important member. The committee plans developmental activities of the library including library expansion, purchase of new books, periodicals, magazines and other library reforms. This committee also looks into any problems or grievances related to library that the student teachers are facing. KCMS has a library committee to superintend the overall functioning of the library. The committee meets at least twice a year for reviewing the purchase and acquisition scenario. The committee also meets if there is a specific requirement for any decision to be taken regarding library affairs. Any suggestions or complaints that are put in by the student teachers are addressed by the library committee in such meetings. The committee decides upon the dates of issue and return of the books, time of reading hours and also plans management of the reading hall. Requests for new requisitions are first put to the committee before being submitted to the Management. The committee also looks into the discarding of that material which has now become obsolete.

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

Yes, the library is computerized. The SOUL software has been installed in the library. However, this software is so far being used only for searching of books. It is being planned to make the issue/return section also computerized in the near future. Efforts are on to deliver library services in an online manner.

**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 2 computers with internet facility. Reprographic facility is 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 Inflibnet/Delnet/IUC facilities? If yes, give details.**

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

**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 that keeps all new arrivals. Its position is in the central position of the library. Hence the students and staff immediately come to know about any new arrivals in the library, as they are prominently displayed on the shelf.

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

Yes, not only needy students but all the students of the college are provided the book bank facility without any taking the fees. There are separate cupboards for keeping the books under this facility. 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. The ex-students and the Alumni have also begun to contribute to the book bank now. The library hopes to increase its book bank volumes in the near future.

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

The Institute have very few instances of visually or physically challenged persons so far. Yet, whenever there have been any such students, they are offered a special sitting arrangement at the entrance of the Library itself. Issue/return of books is done by the Librarian from the specific cupboard.

#### 4.4 ICT as 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 50 computers in the Institute. In the computer lab there are 35 computers. There is also additional computer lab in the campus. The other ICT equipments available with the institution are:

- ❖ LCD projector along with white Screen
- ❖ Computers
- ❖ Laptops
- ❖ Printers
- ❖ Internet access
- ❖ Over head projector
- ❖ Slide projector
- ❖ T.V.
- ❖ DTH
- ❖ Tape recorder
- ❖ Radio
- ❖ CD's and Cassettes etc.
- ❖ DVD player
- ❖ Audio cassette player
- ❖ Headphone
- ❖ Digital Camera with Camcorder
- ❖ Mikes
- ❖ Wireless mikes
- ❖ Sound Speaker
- ❖ Amplifier
- ❖ Educational C.D.'S &D.V.D.'S
- ❖ Charts and models are also present.

The students are given opportunities to use all these facilities as per their requirement. Public address system is also available. Student teachers are given training in handling these equipments and using them in making teaching-learning more effective by the staff members.

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

Yes, there is provision in the curriculum for imparting computer skills to all students. As per the new curriculum implemented by the affiliating university, for the Foundation paper, Computer Skills is being offered as a subject to all students. Though there are many other subjects on offer, yet keeping in mind the global necessity of having a command on computer skills, the KCMS makes it mandatory for all the students to opt for the subject of Computer Skills. As part of this Foundation paper, the students learn the basic use of Microsoft Word and Microsoft Excel. Document making and file creation is also taught to the students. The student teachers acquire skills like using computer peripherals like printers, scanners, projectors etc. Preparing computer assisted instruction or project based learning on power point. Using software skills to design instructional processes and spreadsheets to solve the student teachers acquire skills for: analyze and represent data on charts. Access internet to gather all kind of information for projects, assignments etc.

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

KCMS is always eager and keen to implement new technologies/ICT in the process of curriculum transaction. Facilities are available for preparing ICT enabled lectures, many CD-ROMS related to teaching learning process are procured by the college, and internet access is also readily made available at various points of the college. For the purpose of using software skills to design instructional processes spread sheets to solve, analyse and present data on charts, both student teachers and faculty members identify the problem/project of the curriculum after rigorous discussion with each other. Once the problem is

identified, the faculty members and student teachers try to know how new/recently developed technology can be used to solve out their problem.

Student teachers make use of technologies for their lesson plans on power point.

Nearly all the student teachers prepare their lesson plans/projects for practice teaching and simulated teaching. Faculty members make use of OHP, LCD Projector and such other IT tools to deliver nearly 25% of their lectures.

**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)**

The student teachers are motivated, encouraged and trained for making use of modern technology for practice teaching as per details given here under.

**For Developing Lesson Plans:** All the student teachers adopt IT in their practice teaching. Before going to deliver actual lesson plans in the schools, student teachers prepare one/two lesson plans in their respective teaching methodology subjects on power point during simulated teaching. The student teachers take help of the ET lab for preparing their practice teaching lessons.

**For Classroom Transaction:** The student teachers prepare power point presentations of their lessons at the ET lab to be delivered during simulated teaching. Now, KCMS is planning to the vernacular medium schools with the same technology.

**For Preparing Teaching Aids:** The student teachers prepare slides related to the curriculum which is to be transacted in the classroom. They take help of multimedia in making different kinds of teaching aids. The student teachers prepare teaching models in the Teaching Aid Workshop to be used during practice teaching.

#### **4.5 Other Facilities**

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

KCMS is fortunate enough to possess the essential latest modern instructional Infrastructures like LCD Projector, OHP, Speakers, and Computers etc. All these equipment are freely available for use to all the faculty members and student teachers. The institution extends its facilities with the local community whenever there is a need for it. Our student teachers are free to use all infrastructures at the Computer Lab to prepare their own teaching-learning aids. They have full freedom to carry this equipment to their respective schools where they indulge in practice teaching. The college shares its infrastructure with the M.Ed. College run by the Sarvodaya Charitable Trust in the same premises.

**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?**

The KCMS has a rich and varied collection of CDs, audio and video cassettes. The student teachers are encouraged to use them to the maximum for the teaching-learning process. The faculty members also use the available audio-visual materials for the curriculum transaction. A list of the CDs and other audio-visual materials is attached herewith.

**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?**

The various general and methods laboratories available in the institution are Mentioned below:

- ❖ Psychology Lab
- ❖ ICT Resource Centre
- ❖ Computer Lab
- ❖ Arts and Crafts Room

The college enhances the facilities in laboratories according to the requirements of the curriculum. Management provides funds for maintenance and up gradation of the laboratories and for laboratory requirements.

**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. 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. When students are to go for study tours, competitions and for large scale extension activities the college can arrange the transport facilities. The college is very well connected through public transport systems hence, for the students daily commuting to and from the college is not problematic at all. The sports equipment available Carom, Chess boards, Tread Mill, Dumbbells, Badminton kit, Volleyball kit.

**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 B.Ed. General Room, ICT Hall and a Multi-Purpose are equipped with latest technology. There is unfixed LCD projector with screen, OHP, Audio Systems, T.V. with DTH, D.V.D.player, various CD'S and D.V.D.'S. 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. There is also additional computer lab in the campus.

**4.6 Best Practices 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?**

Faculty members are encouraged and inclined to use innovative methods to enhance the teaching learning process. Classroom environment is made conducive through the use of teaching aids and activity based teaching, incorporating technology.

The faculty members as well as student teachers adopt different methods of teaching and deploy different techniques for the sake of variety in teaching, and meeting multiple tastes and likings of learners. The faculties use different methods of instruction like Discussion, Synthesis and Analysis, Problem-Solving, Inductive-Deductive, Project, Brainstorming, Peer-tutoring, Role-playing, Demonstration, Experiment etc. To make teaching more effective, the technologies like PPT, Transparencies and audio-video are used increasingly. KCMS wants e-teaching/learning to be implemented with vigor and vitality.

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

The faculty members at the KCMS have found out that teaching done with the help of IT tools like Power Point Presentation has yielded very rich results. It enriches the teaching-learning process. PPT makes the content covered to be demonstrated in an articulate manner. It becomes very easy for the learners to understand the topic by live demonstration.

Some of the innovative practices related to ICT that contributed to quality enhancement are as follows:

- ❖ Making lesson plan through IT
- ❖ Lesson delivery through PPT
- ❖ Preparation and use of slides
- ❖ Preparation and use of PPT
- ❖ Collecting information through the net
- ❖ Increasing use of projectors for classroom seminars and projects

Moreover, the policy of the KCMS to provide complete access to faculty and student teachers to internet and computers has paid rich dividends. No other college engaged in teacher education located in a rural location has come up with such easy and plentiful access to IT. In-house training for faculty members as well as student teachers is conducted every year to give a thrust to IT aided teaching.

**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 50 students and teaching-learning done through ICT are some of the best practices in terms of Infrastructure and Learning Resources.

The College has provided its student teachers and faculty members with an ATM within the campus of the college premises; this takes care of their sudden cash requirement. Provision of free photocopy services, provision of transport services for study tours and for participating in competitions and free use of computers for internet surfing and for project completion are some of the prominent best practices observed at KCMS in terms of Infrastructure and Learning Resources.

At the KCMS, there is provision of Insurance for all the students who get enrolled in the college. Very few teacher education colleges in the state of Gujarat can boast of the insurance facility being provided to students. Even the facility of hostel is not found commonly in colleges of teacher education. But KCMS has seen to it that all the needs of the students are taken care of at a minimum charge.

**Criterion V**  
**Student Support and Progression**  
**Criterion**



## **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 advice through the commencement of their professional education programme (students pre-requisite knowledge and skill to advance) to completion?**

The students' preparedness for the B.Ed. Programme is assessed, and appropriate academic and professional advice is provided to them since the commencement of the Programme to its successful completion. It is assessed at pre-induction stage through orientation, and later on through various exams and other ways during the programme.

It should be noted here that the affiliating University, Gujarat University does not conduct any entrance test prior to the admission in the B.Ed. programme. The admission to the B.Ed. programme in the various teacher education colleges is done by the University in a centralized way. The intake of the college KCMS is 100; out of these 85 admissions are finalized by the Gujarat University, whereas the College has authority to give admission in 15 seats

- ❖ Orientation function organised by all the Faculty members are introduced to the students. Each student is also invited to give an introduction about him/her. In this way from the first day itself a conducive and amiable atmosphere is created. In the Orientation programme an idea of the curriculum is given to the students.
- ❖ A copy of the same is also distributed. Information about the SCT and KCMS is given to all the students. The Trustees too remain present in the Orientation programme. An idea about the various activities about the College is provided to the students.
- ❖ Details regarding classrooms, library, books, CDs, newspapers, rules of the college, code of conduct, internet availability,

computer labs, Method Labs and all other practices are shared with the students.

- ❖ The time-table copy is also distributed along with a copy of the syllabus.
- ❖ Academic calendar of the university as well as academic calendar is distributed to the staffs members and students of the college.
- ❖ The faculty members arrange a counselling and guidance programme also for the students at the commencement of the programme. Linkages with schools for practice teaching, internship, and placement facilities are also discussed with the students during this Orientation function.
- ❖ Various options available in the Govt. Sector as well as in private sectors are told to the students; information about vacancies and possible career options are also given to them.
- ❖ KCMS gets to know student teachers' preference for inclusion in any particular activity – academic or otherwise – as well as their specific strengths which can be used later on.
- ❖ In order to ensure that the student teachers receive appropriate academic and professional advice through the commencement of their professional education programme up to its completion, the college provides qualified and experienced faculty that remains in personal touch with student teachers. Each faculty is required to be a friend, philosopher and guide to them

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

The institution ensures that the campus environment promotes motivation, satisfaction, and development and performance improvement of the students in the following ways:

- ❖ A conducive campus environment is available to establish a good rapport between students and teachers, among students, and students and staff.
- ❖ Infrastructure facilities of the institution are adequate for the curriculum transaction and motivation of the student teachers. Natural development without imposing undue restrictions on student teachers is encouraged.
- ❖ Prize distribution functions are arranged every year by the management of the SCT in the month of September in the memory of Late Vallabhbhai M Shah. SCT issues a presents/momento to the outstanding achievers.faculty which are got very good from the students are also given a letter of appreciation.



**Prize distribution function September 2014**

- ❖ Availability of attractive and well equipped library, laboratories, classrooms and other facilities help the student teachers to perform their level best.

- ❖ Students are provided ample opportunities for acquiring knowledge and skills through Seminars, Open forums, Lectures by experts, Debates, Group discussions, Panel discussions, Field trips, Social Orientation Programmes, etc.
  - ❖ Guidance and Counselling Cell This cell provides pre-practice teaching guidance and counselling services to student teachers. They are assured of placement opportunities, and all other help required during their one year programme.
  - ❖ Cultural Activities The student teachers are encouraged to participate in a number of internal as well as external cultural activities. They are motivated to do so by offering those rewards, incentives and recognition by the Management.
  - ❖ The Library services are provided regularly to all the student teachers. In fact they are encouraged to visit the library at least once a day.
  - ❖ Placement Cell KCMS maintains a system of monitoring the progression of student teachers for suitable jobs in the teaching field, as well as in the other fields. Recruitment by various schools is arranged on the campus of the college just before the completion of the B.Ed. programme.
  - ❖ In order to maintain life-long relationship with students, the KCMS established the Alumni Association, which looks after the developmental activities of the College.
  - ❖ Use of ICT is a mandatory feature of the teaching-learning process at the KCMS
  - ❖ A Grievance Redressal Cell has been formed at the KCMS. Students can report all their grievances to this cell in case they encounter any problem in the teaching-learning process, evaluation, infrastructure problems, internet services, canteen, etc.
- 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 for controlling the drop out?**

Year	Name Of Students	Reason For Drop Out	Male	Female	Drop Out Students
2013-14	Bariya Mahendra	Socio-Economical Problem	01	01	02
	Chauhan Sweta	Personal Reason			
2012-13	Nil	Nil	Nil	Nil	Nil
2011-12	Nil	Nil	Nil	Nil	Nil
2010-11	Nil	Nil	Nil	Nil	Nil
2009-2010	Baria Ashwin A	Social reason	02	00	02
	Parmar Sureshkumar R				

As can be seen from the table given here, the drop out ratio of students from our college is bare minimal. The kind of secure, clean, green atmosphere and high quality of teaching that is offered to the students keeps this drop out ratio to the minimum. In our cases where students have dropped out from the programme, it was basically due to social problems, socio-economical problems and personal reasons.

**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 institution provides additional services for the students to compete for jobs and to progress towards higher education.

- ❖ Study material is also provided for TET/TAT and other Gujarat Government jobs.
- ❖ The Career and placement cell of the college arranges campus selection for placements in schools. Participation of student teachers in various campus interviews provides experience to enhance confidence level to appear for future interviews.

- ❖ Guidance are given for GPSC exam other national and state exam. Guidance is also provided for TET/TAT classes .Experts has been invited to take class for TET aspirants.33 students are passes TET/TAT exam in past two years.
- ❖ More than 15students got government job in past two years
- ❖ The college does not have any formal information about the number of students who have appeared for the NET/SLET exams and those who have cleared it; but henceforth, with the help of the Alumni Association, care will be taken to keep a record of the same. But information is put up on the notice board for NET/SLET coaching which is organised by Gujarat University
- ❖ Informal guidance is given to the students for preparing for various competitive exams of the State and Central Govt. Faculty members suggest books for the same and even offer good websites for the perusal of the students.
- ❖ Advertisements regarding govt. jobs are put up on the Notice Board and faculty members also inform the students about it in their classes.
- ❖ Relevant websites are also suggested for sourcing material for preparations for competitive exams. These websites are put up on the Library Notice board

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

The Alumni Association and the Placement Cell keep a track of those student teachers who go further higher studies or choose teaching as a career. Details of the same are presented in the form of [**Annexure 5.1.5. 1**]

**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.**

Ex-students of the KCMS may utilize any of the infrastructural facilities available within the college. However, equipment of any kind is not permitted to be taken outside the college premises for personal use. If the request for use of equipment comes from an organisation wherein the ex-student serves, then the same is provided; but it is done so after putting down some conditions in writing. Any ex-student of KCMS can make use of the library for reading purpose by showing his/her library card and can also borrow books with permission from the Principal after depositing security money.

**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 College provides placement services. The Placement cell approaches to the Principals/Headmasters of practice teaching schools and other nearby non government schools to give employment to our students in their schools. Apart from this, vacant positions are put up on notice board so that students could apply. The main motto of the cell is to provide information and help to its students. This Cell has the following composition:

- (i) Mr. Jayeshbhai C. Patel – (I/c)Principal
- (ii) Dr. H.G. Acharya -
- (iii) Mr.Brijeshbhai N. Sikligar

However, it may be noted at the outset, that most of the students generally prefer and make efforts for getting into a govt. aided school or a government school altogether. Such appointments in govt. schools or govt. aided schools are done by the govt.'s education department, in such recruitments the Placement cell has no role to play. But as far as placements in private schools are concerned, the Placement Cell makes efforts to conduct on-campus placements. The Cell registers the names of all the student teachers who wish to get a placement in a private school. Then, the Cell gathers information regarding

subject wise vacancies. The following services are provided to the student teachers under the auspices of this cell of the college.

- ❖ Neighbouring schools intimate their vacancy positions to the institution for getting apt candidates.
- ❖ The teaching vacancies that are advertised in the newspaper are put up on the notice board.
- ❖ Campus interviews are conducted by neighbouring reputed schools and students are selected with attractive pay packages.
- ❖ The students are given training to face interviews through personality development programmes.

The number of students selected through Career and Placement Cell are seen in [Annexure: 5.1.7.2]

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

So far, the Placement Cell has not encountered any difficulties. If in future there are some problems, the Management will look into it immediately.

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

Recruitment to government/aided schools is carried out by the government through a long technical process. KCMS does have an arrangement with the private practice teaching schools which are run by private management, for placement of the student teachers.

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

KCMS provides all the necessary human and material resources required for the smooth functioning of the placement cell. The members of the Placement Cell are free to use the computers in the staff room, the Library, the Principal's chamber or those of the computer labs. All these have the

internet facility. Stationery, telephones and all other requirements are freely offered to the Placement Cell. If the Placement cell members wish to avail of some particular library material in the form of books, journals, periodicals or magazines that give inputs about placement activities, then the same is immediately procured for them by the Management.

## 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?**

KCMS has to follow the curriculum designed by the affiliating university i.e. the Gujarat University, and within the given framework it has to accommodate the curricular and co-curricular activities of the college. **Please refer to document attached as Academic Calendar of Gujarat University for the academic session of 2014-15 in [Annexure 5.2.1.3]**

For the same, the Academic Calendar is developed by the Principal and senior faculty members. The academic activities, co-curricular and extra-curricular activities are planned at the beginning of the academic session within the suggested calendar of the university. It is done by taking consensus of the faculty members who are to implement the same in the upcoming year. Similarly, teaching-learning process is also planned at the beginning of the academic session as per the university calendar. Details are worked out at the level of the college in effective consultation with all the faculty members involved in the process of curriculum transaction.

The practice teaching sessions are planned after taking into account the availability of and accessibility to the concerned practice teaching schools. Besides, practice teaching session starts only after the student teachers have acquired basic knowledge in the theoretical aspects of teaching, matters related with the transaction of lessons in the classroom and other pre-practice preparedness.

Once the schedule of the curricular, extra-curricular and such activities is finalized, the formal academic calendar is developed and the student teachers are also notified of the same. Details of the Academic Calendar are displayed in the Principal's room, and in the Trustee's room. Tentative dates for mid-term exams and other forms of evaluation are also mentioned in the Academic Calendar. It is in accordance with the Calendar that participation in various competitions and Youth Festival is planned.

**Please refer to document attached as Academic Calendar of KCMS for the academic session of 2014-15[Annexure 5.2.1.4]**

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

Though there have been very few students taking admission in our college who are physically challenged, yet the college is committed to providing them with all necessary help.

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

There is no formal arrangement for mentoring in the institution. However, in terms of method subjects, project work and seminars, faculty members perform the role of mentors as student teachers are divided in various small groups therein. Faculty members make efforts to develop trust and rapport with the group of student teachers that they are tackling. They provide expertise to each of the students under their care, thus helping them to advance in their careers. They also help the student teachers for all kind of curriculum based difficulties or problems. Special care is taken of those students (particularly girl students) who live in the hostel. In case there is a demand, particular faculty members take remedial lectures too to clear all doubts. The Women's Cell also plays an active role in giving all kind of guidance to girl students and taking care of their personal issues as well. It is

heartening to note that so far at the KCMS there has not been a single case reported of any kind of harassment faced by the girl students.

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

Various provisions are made by the institution to support and enhance the effectiveness of the faculty in teaching and mentoring of students. College organizes various workshops, extension lecturers and seminars at college level. Orientation programmes are being organized for students and faculty regarding different areas of teaching learning process. Institution motivates the faculty for research work. They are provided internet facility and library facilities to get latest information's about the current issues.

**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 College has its own website. It is [www.kcmshahbedcollege.com](http://www.kcmshahbedcollege.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 write upon the Trustees and their vision for establishing this Institute is 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 are to be seen on the website.
- ❖ Details of the physical infrastructure facilities are also shown on the websites.
- ❖ Every year the Academic Calendar is uploaded on the website.

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

Student's weaknesses are diagnosed by the faculty through the class room interactions, class test and other examinations. Appropriate remedial

teaching is provided to the low achievers through extra classes, personal guidance assignments, peer tutoring and encouraging them to visit library frequently. Special assistance is provided low achievers by the all faculty.

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

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

a) For advanced learning, faculty encourages them to use internet, to consult reference books, participating in seminars, workshops and to present papers, assigning extra work etc. The knowledge and energy of advanced learners have been utilized by motivating them to participate in extra- curricular and community activities.

b) For slow learners, teaching strategies are developed according to the need of the learners. Extra classes, personal guidance, assignments and peer tutoring are organized to satisfy the need of the learners.

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

- ❖ Before the commencement of the course, an orientation programme is being organized to guide the students regarding course content and the different activities of work experiences.
- ❖ During the session, faculty members as mentors solve the individual problems of academic and personal aspects of students.
- ❖ Women cell is also there for the same purpose.
- ❖ The information regarding different courses, vacancies in schools and other job opportunities are displayed on display boards for the benefit of the students.
- ❖ Information is given for career guidance by orientation programme.

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

The institution has Grievance and Redressal committee to solve the grievances of students regarding any aspect of the institution. Suggestion box is also available outside the Principal's office. Students are free to give

their grievances to the committee or by putting it in the suggestion box. Issues are discussed with committee members and appropriate steps are taken and redressed to satisfy the student teachers. The major grievances redressed in last two years were regarding

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. 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?**

The orientation programme conducted at the beginning of the academic year to assess the knowledge of the newly admitted students gives vital inputs about their intellectual levels and preparedness to take the B. Ed. Programme. Those students who have scored slightly lesser marks in the internal examination test are individually meet with by the Principal and faculty members they advised them how to improve their performance. Apart from this the progress of the student teachers is continuously monitored throughout the academic year at different stages of the B.Ed. programme and appropriate advice is given to them.

**Informative Evaluation Approach:** Student teachers are properly assessed during classroom teaching learning process. Student teachers are assessed for their ability to answer the question passes by the teachers, ask questions of the teachers, ability to present any fact with or without examples.

**Diagnostics Evaluation:** Student teachers often face problems during the teaching learning process. The problems faced by them pose a hindrance in the progress of the candidates at different stages of the programme. These problems are solved with the help of the faculty members.

**Summative Evaluation:** Summative evaluation technique is also used by faculty to monitor the progress of the student teachers. The student teachers take the test of the curriculum content cum methodology subject. Apart from

the internal assessment done at the end of each semester. This makes the faculty keep a continuous check on the progress of the student teachers. These internal weekly tests in fact give valuable practice to the student teachers to write appropriate answers in the theory subjects.

**Monitoring the Performance:** Performance of the student teachers in the written tests and practical activities is monitored. Their performance in practice teaching is likewise monitored by the faculty members in terms of remarks related to personality, linguistics, body language, pronunciation, methodology, technique, classroom management, B.B. writing, individual confidence etc.

Next, as soon as the results of the internal exams 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?**

The student teachers undertake practice teaching exercise in three steps:

- (i) Pre-practice teaching preparation
- (ii) Actual practice teaching
- (iii) Post-practice teaching follow-up

**1) Pre-practice teaching preparation**

**Part I: Micro Planning**

The first step is spread over two stages which consist of Micro-planning and Simulation. Student teachers are familiarized with the concept of micro-teaching, different teaching skills and techniques to be practiced – like Introduction, Developing Lesson, Questioning, Demonstration, Explanation, Blackboard Writing etc. This part is conducted to ensure the students' competency to begin practice teaching. The Micro-teaching, the student teachers are taught how to make micro plans and transact it to the peer group. In Simulation, the student teachers have to give demonstration of micro lesson

plan (based on different teaching skills and techniques) before the peers, the peers then evaluate it on the basis of components and particular skill for improvements. Then student teachers re-plan, re-teach and finally get command over the skill.

### **Part II: Lesson Planning**

Student teachers are familiarized with the concept, purpose and ways of developing lesson plans. They are taught how to prepare a workable and effective lesson plan for effective and efficient teaching in particular subject/content area. Problems faced by the student teachers while preparing lessons are solved by the faculty by discussing and explaining the weaknesses found in the lesson plans. Student teachers may be asked to rewrite the lesson plans. A format of lesson plan and evaluation is also provided for the convenience of the student teachers.

### **Simulation of Teaching**

The faculty members deliver Demo lessons through PPTs to the student teachers for realizing how skills are used in a single lesson plan. Student teachers are also encouraged and asked to deliver their lessons in their peer groups in the presence of their subject teacher. All student teachers present their lesson plans in different subjects. Problems, if any, faced by the student teachers are solved by the faculty members mostly on the spot. Student teachers have to deliver 5 lessons in both the teaching subjects during simulation teaching.

The role of the faculty members in simulation is as follows:

- ❖ Ascertain content deficiencies in the topics related to the school syllabus.
- ❖ Provide remedy for the shortcoming with the help of intensive self instructional materials (format and resource centres).Help in preparing flexible lesson plans to be taught during practice teaching.
- ❖ Train in relevant skills in micro and simulated situations in a cohesive group under a faculty member.
- ❖ Provide necessary information and develop skills for doing related practical work. An intensive systematic and scientific simulated training

in each subject is arranged for the trainees. Peer evaluation is encouraged during the pre practice teaching.

### **Follow up support**

After successful completion of the simulation teaching in both the subjects, the student teachers are provided with post lesson feedback with thorough discussion and suggestions for improvement are also given to them.

### **2.)Actual practice teaching**

#### **Evaluation and Follow up support:**

After simulation, the student teachers are ready to deliver their lessons in real classroom situation. They are assigned different schools for teaching practice. The convenience of the student teachers is kept in mind while allotting the schools for practice teaching. Distance of the school from the residence of the student teachers, availability of the subjects of the student teachers, and suitable medium of instruction etc. are considered before the allotment of schools is done. Post lesson feedback with thorough discussion is given to the student teachers for the improvement of teaching skills, use of teaching aids, and interactive teaching learning process.

During teaching, evaluation is done by the faculty members of the college and by the teachers of the respective schools as well. KCMS has included highly skill-oriented activities like work experience, health and physical education, games, recreational activities, cultural activities, literary activities, ICT etc. Therefore, the internship programme is arranged for the student teachers to get real experience of the schools' working. In organizing the practice teaching programme, care is taken to ensure that student teachers abstain from following Stereo-typed format of lesson planning which often kills creativity in teaching. The student teachers are encouraged to practice new methods and approaches in teaching. The following points help to manage diverse needs of the students in schools by the student teachers:

- ❖ Student teachers are always welcome for any query or for any clarification of doubts regarding the content. Corporal punishment is strictly prohibited.

- ❖ The student teachers are advised to face different classroom situations in a constructive way.
- ❖ The learning outcomes are given importance and teaching is ensured to be student centered.
- ❖ The student teachers are tuned to see that societal and psychological needs of the students are more important to create conducive atmosphere to learning.
- ❖ The student teachers are guided to motivate the school students for better performance.
- ❖ The process along with the product of the work undertaken is carefully observed and necessary guidelines are provided to the trainee at every stage.

### 3) Post-practice teaching follow-up

KCMS procures detailed feedback from the practice teaching schools as well as from the faculty and student teachers for taking corrective measures and making future planning. This includes the evaluation plan too. A thorough discussion on practice teaching programme and evaluation of student teachers provides an insight to both the faculty and the student teachers.

### 5.3 Student Activities

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

**Yes, KCMS does have an Alumni Association.**

- (i) List the current office bearers

<b>Designation</b>	<b>Member Name</b>
<b>President (student )</b>	Thakor Ajay
<b>Vice President</b>	Suthariya Manisha
<b>Secretary (student)</b>	Rathod Bhavesh
<b>Co-Secretary</b>	Patel Nisha
<b>Treasurer(students)</b>	Parekh Nikita
<b>Student Representative</b>	Patel Hitesh
	Rathod Bhaghwati

The committee is working under the guidance of the principal and the committee members of the alumni association cell.

(ii) Give the year of the last election

Since the Alumni Association of the KCMS has just been established a year back, 2014 the current office bearers were selected through unanimity. In the near future, it is being planned that yearly elections will be held.

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

The activities of the Alumni Association in the last two years are as under:

- ❖ Regular meetings take place of the members. Record of the same are placed on record.
- ❖ Felicitation of the educationists/faculty members/student teachers for their achievements during the academic year.
- ❖ The Association organizes Career Guidance and Counseling camp.
- ❖ Active participation in Orientation programme for freshers.
- ❖ Providing help to the Placement Cell of the College for placement of student teachers.
- ❖ Helping the college in conducting various extension activities like Tree Plantation, Blood donation camp, 'Sarva Shiksha Abhiyan' and others.

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

No.	Name of student	Designation	Address
1	Patel sejalben v.	Govt. Teacher	79,Gayatrinagar ,Bhuravav Godhara
2	Bariya Vina J.	Govt. Teacher	72, New Policeline Head Quarter ,Godhara

3	Solanki Mukesh R .	Govt. Teacher	Satyam Society, Vavdi Bujarg, Godhara
4	Parmar Vanraj V.	Govt. Teacher	At Parmar Pura , Po Dhanitra Ta Godhara
5	Patel Bankesh	Dist Registrar	91, Suvidhanagar Godhara
6	Rathava Geeta M.	Police Constable	At Vadbher , Ta Devgadhbhariya. Dist Dahod .Gujarat
7	Parmar Dharmendra N	B.S.R.T.C.	At Mithali Ta Shehra Dist PMS
8	Prajapati Ronak R	Govt. Teacher	Anandvihar, Nr. Gandhi Petrol Pump Godhara
9	Patel rinku k	Anganvadi	Tejas society, Nr Jilla Panchayat Godhara
10	Charopat Leelaben M	Anganvadi	Velpura Ta zalod Dist dahod

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

The alumni have contributed the following to the college.

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.
- ❖ They have been taking constant efforts to give constructive suggestions for the development of the institution.
- ❖ They give feedback on curriculum which helps us to take necessary measures for further development.

- ❖ Alumni association just acts a morale booster and motivational force in achieving the competency and respect in teaching profession.

**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.**

The extra-curricular activities are given due importance for the overall development of the student teachers. The cultural programmes are organized with the view that they represent “values, norms and traditions”. KCM believes in the doctrine that cultural competence requires adequate set of values and principles. It demonstrates a behaviour, attitude, and policy structure that enables the student teachers to work effectively across cultural boundaries.

- ❖ KCMS encourages student teachers to participate in co-curricular activities like debate, extempore speech, quiz, poetry recitation, garba, skit, rangoli and many other such activities.
- ❖ KCMS also has provision for indoor and outdoor games. There is a huge playground at the backside of the college building. This is used by the students to play cricket, football and volleyball. The college provides kits for all these games. For those interested in indoor games, there is carom and chess.
- ❖ Every year the college sends a team of students for participating in the Youth Festival. For the same, the college provides all kinds of facilities for practice. They are given a separate room, speakers, music system, choreographer, CDs, costumes, Jewellery and any other such material required. The students are not charged for any of these things.
- ❖ Everyday each student teacher individually or in group has to take part in different activities of the college like convening morning assembly, reading news, bringing thought of the day, updating new bulletin board, prayer etc.

**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.**

Student teachers at KCMS are encouraged to bring out their creativity in varied ways. As part of their curriculum requirement, they are supposed to submit reports on Action Research, conducting book review, and the internship report. But apart from these compulsory reports, the college comes out with its Annual Magazine from last year which gives an opportunity to the students to come out with their creative articles, poems, jokes, puzzles, paintings, sketches etc. SCT also published its magazine namely “Manorath” on its silver jubilee front page is attached herewith in annexure: [Annexure 5.3.3.5]

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

Yes, the institution has a student council. Various committees are formed to make the work easy and by those students teachers can develop their leadership quality.

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

The college has constituted students councils as per the rules of the university. There are many academic and administrative bodies in which students have their representatives.

**The activities of the council are as following.**

- ❖ To assist in planning and implementation of co-curricular activities,
- ❖ To maintain discipline and good manner throughout the year various committees are established in our institute, under the guidance of faculty members. Under the G.S. and L.R. committees are worked as prescribed by the head of the institution .These committees are

Assembly committee ,Cultural activities committee, Sports committee, Excursion and tour committee, Discipline committee, Extension work committee Students' association committee, Reports writing committee

**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?**

At the end of the academic year, the written feedback from each student teacher is taken. Every student teacher has to fill in the feedback form after the final university examination is over. Based on the feedback, the Management of the College, from time to time, conveys its suggestions to the college. Also the college takes feedback from the staff members.

- ❖ The Management of the KCMS remains in touch with the schools having our students as their teaching staff. Such schools to provide vital inputs to the Management frequently.
- ❖ The feedback is also collected by the teacher-in-charge of practice teaching schools. Many of the student teachers of the KCMS are absorbed by schools; heads and managements of such schools interact with the teacher-in-charge and furnish relevant information.
- ❖ The information so collected is duly analyzed by KCMS and all relevant suggestions are taken into consideration while making preparation of the programme and planning the development of the college.

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

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

KCMS provides its student teachers with modern infrastructure and timely-effective support needed to complete the B.Ed. programme. From the beginning of the academic session, care is taken of every student teacher

towards his/her overall development and progress. Some of the best practices followed at KCMS are as under:

- ❖ The Management and the administration ensure that no student teachers are deprived of any facility due to financial constraints. If any poor student teachers approach for help it is immediately arranged for by the college..
- ❖ Besides, institution allows the poor student teachers to pay their fees in instalments and help them in good placements too after the completion of the programme.
- ❖ Books are provided from the Book Bank to all the students charging any caution or maintenance money.
- ❖ Every year KCMS pays educational tour fee for such student teachers.
- ❖ The drop out ratio thus has remained negligible.
- ❖ KCMS arranges guest lectures, remedial classes, group discussion, seminars, workshops and extension activities on a frequent basis. All this is done with the sole objective of empowering the student teachers and keeping them abreast with what is latest and the best.
- ❖ KCMS has introduced Information Technology on an appreciable scale. The faculties as well as student teachers make effective use of IT in the process of learning and performing. They create or download material identified by the subject experts and then the learners make use of it with the help of their own method teachers.
- ❖ KCMS maintains a well-equipped library and runs it on model lines.
- ❖ The relationship of the faculty members and the student-teachers is one of the best in our college. The two work together as a team to achieve the best possible results.

**Constitutional Values:** KCMS seeks to promote multi-cultural values, inclusive learning and democratic ways of thinking and living. The college takes interest not only in academic activities related to syllabus but also plan

for the co curricular activities for the harmonious development of the students. That is the reason why KCMS houses all kinds of indoor and outdoor sports equipment. **Curricular, Co-curricular and Extra-curricular activities:** KCMS encourages participation of student teachers in all the activities – extension, cultural, academic and curricular. Though our college was established just a few years ago, yet it has left no stone unturned in getting maximum number of students to participate in these activities.

The list of students who participated in youth festival in academic session 2014-15 is attached herewith in **Annexure: 5.4.1.6**

**Placement Services:** The Management of the KCMS were well aware of the fact that enrolment in the B.Ed. programme is generally done so as to enable oneself with employment opportunity. Hence, the Placement Cell was put up to become a platform between the recruiting schools and the students of the college. The Placement Cell of the college (though located in a rural area) has done a wonderful job of providing employment opportunities to maximum number of students from our college. A stage has been reached wherein schools now approach us for conducting placements in the college.

**Counselling Services:** KCMS provides various counselling services to the student teachers in terms of career advancement, societal adjustments, research, and best methods for absorbing emerging global trends in teacher education, classroom management and such other challenging areas. Though there is no formal mentoring in place; yet, the faculty members, Principal and the Management make all efforts to guide the students in every possible manner.

# Criterion VI

## Governance and Leadership



## **Criterion VI: Governance and Leadership**

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

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

**General Motto of our institute: Arise and Enlighten**

**Our Vision:**

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

**Our Mission:**

“To promote Professional Ethics among Teachers, develop Holistic development among the students towards the motto of **Arise and enlighten**, to impart value based Teacher Education, to provide advanced technical and scientific developments to the students particularly rural students by imparting contextual, relevant and meaningful Teacher Education and equip the students as catalysts for the transformation of the society and Nation Building.”

**Our values:**

1. To produce teachers who are intellectually competent, emotionally balanced, culturally refined, spiritually mature, morally upright, physically healthy, vocationally productive and self sufficient.
2. To inculcate in the students basic moral, social and spiritual values necessary for building up character and developing personality.
3. Contribution to the nation development To inculcate values such as brotherhood, patriotism, community service, national integration, religious tolerance, environment conservation, gender equity and compassion, a sense of social justice, responsibility, compassion, sensitivity and concern towards the weaker sections of society & deprived group in student-teachers .
4. Promoting the use of ICT

5. Quest for excellence.

**Our objectives:**

However, apart from this objective, the Smt. K. C.M. Shah B.Ed. College has higher goals to serve, and hence wider objectives of the College are listed below:

1. To prepare well trained competent teachers to shoulder the responsibility of modern society.
2. To train the student teachers with pedagogical curricular competencies and skills in transaction.
3. To enable the student-teachers to apply the knowledge of educational psychology and educational technology in their teaching-learning process.
4. To provide opportunities to enhance their self-concept and gain self confidence.
5. To impart knowledge and training in a manner that it can be applied in real life Situations.
6. To encourage innovation, especially in method of teaching.
7. To provide education as an instrument for human growth and thereby societal growth.
8. To create awareness and sense of responsibility towards environmental issues.
9. To develop competencies such as communication power, technological awareness, spirit of accountability, leadership qualities, and grooming of responsible citizens.
10. To help them develop an analytic, synthetic, logical and critical mindset this enables them to face the hard reality of life and to initiate the desirable social transformation.

The above stated vision is targeted to produce student-teachers who are academically sound, well -trained, dedicated and determined to serve the community and nation at large. They must be value based and intellectually

well suited for the global trends and demands by acting environment friendly. Thus with our motto “**Arise and Enlighten**” and with our mission we act with the spirit of dedication and determination to build up a value - based, productive and patriotic society in our nation, India.

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, the ICT Hall, in the computer lab and in the Ladies room.

The vision and mission are also printed in the Institute’s brochure. The college magazine too carries all these statements.

**3. 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 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. The demand of the school sectors is to produce teachers who efficiently train the school students in the changing global scenario. This requirement of the school sector is fulfilled by the mission, goals and objectives of the college. The institution produces good and responsible teachers to satisfy the needs of the society. Many students of the institution worked in the school sector of government and private institutions too. The need of the society is to have optimistic leaders who will lead the people properly for ever changing society in terms of knowledge, technology etc. The mission, goals and objectives of the college clearly shows what the need of the society is, and how it is fulfilled by the institution. The students to whom the college seeks to serve are the future teachers. Preparing them for becoming quality teachers who prepare their students for facing the globalize world with

proper value systems, technological knowledge, quest for life long learning etc. This is reflected in the mission, goals and objective of the college.

**4. 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 institution was established by the Sarvoday Charitable Trust on 17/09/1988. The Sarvoday Charitable Trust functions as the parent institution. It works for the spread of education among all irrespective of cast, creed, and religion SCT works with the motto of “**Tamso Ma Jyotirgamaya**”. SCT is a registered body having its own constitution which contains broad norms and, in some cases, even the prescriptive details. For effective and efficient transaction of teaching and learning processes, a proper hierarchy of management has been designed so as to coordinate at each level of management. Various activities are organized throughout the year. Each staff members are insisted to organized co-curricular activity for the all round development of student teachers to develop managerial ability, leadership trait and intuitiveness, the following committees are actively functioning in our colleges. Managing Committee of Sarvoday Charitable Trust is the top most authority regarding policy decisions. It consists of President, Vice President, Secretary, Treasurer, and other members. Various committees are also constituted in the college for the proper and smooth functioning. Organisation structures of the institution are:

- ❖ Organization Structure
- ❖ Principal
- ❖ Teaching Staff
- ❖ Various Committees
- ❖ Administrative Staff

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

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

At before the commencement of each academic year, staff meeting is held in order to assign responsibilities to the staff and the various committees are to be formed for the smooth functioning of the college. The responsibilities are consigned to the faculties by discussing with them and based on their capabilities. The date and time of staff meetings and other important matters is communicated, to the faculty by the principal. The instruction and notices received from the management for the staff and students are to be conveyed by giving written notice.

**6. 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 institution identifies and addresses the barriers in achieving the vision, mission and goals by constant evaluation and appraisal and redefining its goal, objectives. If the goals and objectives are not achieved according to the mission and vision then amendments are made and reviews are done. Any barrier in achieving the goals are addressed immediately and corrective actions are taken. The management and faculty members try to visualize problems in advance and provide preventive or reformative solutions. The interaction between the Principal and Management serve as facilitator and catalyst. Since the Management visits the college regularly, keeps abreast of the academic transactions and finds out short- coming/ barriers on their own in achieving the vision. Teachers and students are free to bring out the shortcomings to be rectified to the notice of the management, and management acts swiftly in alleviating \reducing them. Evaluation from the students gives a clear picture of things to be improved. The feedbacks reports received regularly are reviewed and the barriers are identified. The Management also works proactively and anticipates any

barriers that can arise and disturb in achieving the vision and mission of the Institution.

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

The institution identifies and addresses the barriers in achieving the vision, mission and goals by constant evaluation and appraisal and redefining its goal, objectives. So far the institution has not come across any barriers towards achieving the stated goals.

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

Management encourages and support involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes by the following way.

- ❖ The management encourages democratic environment, student centered approach and participatory management approach in running the institution.
- ❖ The academic autonomy is given to the Principal and staff of the college. The management does not interfere in each and every activity of the institution unnecessary.
- ❖ To update the knowledge with latest information and for the professional development of faculties they are free to participate in Workshops, Seminars, Symposia and conferences.
- ❖ The best practices were appreciated by the management.
- ❖ The faculties are also motivated to undergo for higher studies.
- ❖ Workload is equally allocates to the faculties by the Principal.
- ❖ The faculties are also given equal responsibilities in matters of various committees and in organizing various programmes. During celebrations and organizing various programmes no staff is neglected.

- ❖ A duty allotment chart is prepared and the responsibilities are allotted to them on discussion during the staff meeting. Faculties are equally involved during stock checking.
- ❖ The management identifies the faculty who have helped to improve the effectiveness and the efficiency for the institutional process and felicitate them by giving Certificate of appreciation them during the annual function of the institution.

**9. 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 monitors the programme meticulously. The head of the institution holds a special meeting of faculty members after the annual examination, to chart out the schedule of the ensuing academic year. Under the leadership of the head of the institution teaching work, co-curricular and extra-curricular activities, other allied tasks and responsibilities are assigned to faculty members as per their subject/method and areas of expertise and interest. The head of the institution encourages faculty members to participate in seminar, workshop, symposium etc.

## **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 decisions made, regarding academic management, finance, infrastructure, faculty, research, extension and linkages and examinations during the last year.**

For the effective operation of curricular, co-curricular and extra curricular activities the institution has constituted following different committees with in-charge faculty members.

1. Institutional developmental plans implementation committee,
2. Guidance and counselling Committee,
3. Admission Committee,

4. Students Council,
5. Women's Cell,
6. Discipline Committee,
7. Examination Committee
8. Practical work committee
9. Educational Tour Committee
10. Cultural Activity Committee
11. Sports Committee
12. Library Committee
13. Internal Assessment Committee
14. Guest Lecture Committee
15. Maintenance & Campus Development Committee
16. Alumni Cell,
17. Placement Committee
18. IQAC Committee
19. Grievance Redressal Cell

The list of KCMS committee is given in **Annexure: 6.2.1.1.**

The above stated committees are constituted in joint consultation of head of the institution, faculty members. Committees are framed in a democratic and most amicable way. Meetings of various committees are held in order to plan and execute various programmes of the institution. Meeting of the administrative staff is arranged by the head of the institution regularly.

In order to execute the entire programme of the institution the administration work is decentralized. At the end and beginning of an academic year a special meeting of staff members is organized by the head of the institution to chart out the complete academic calendar for successful smooth functioning of the institution. Following responsibilities and tasks are assigned to the faculties in turn by rotation.

- ❖ Orientation programme
- ❖ Microteaching [different skills]

- ❖ Simulation
- ❖ Practice teaching

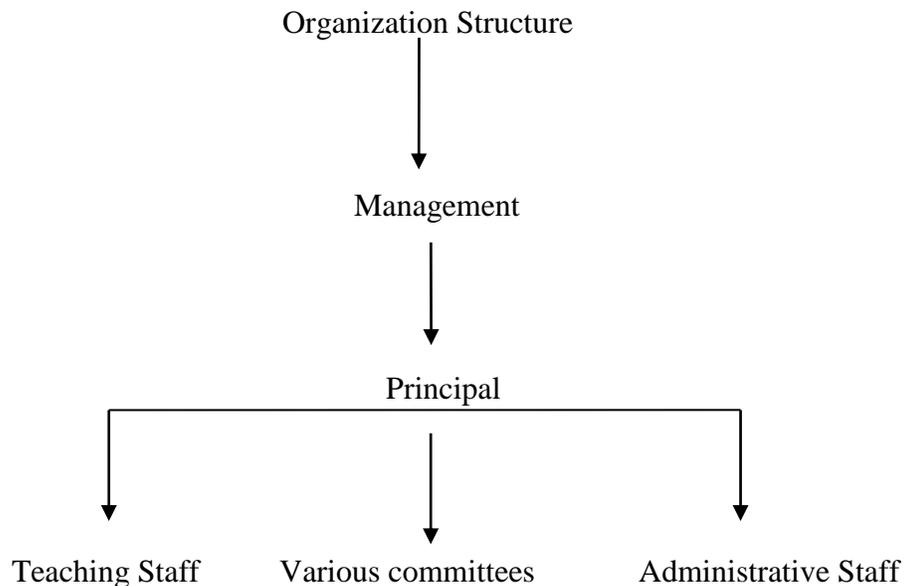
1. Stray Lesson

2. Block-Teaching

- ❖ Internship
- ❖ Student development programmes
- ❖ Guest lecture programmes
- ❖ Prayer and post prayer talk (daily)
- ❖ Celebration of special days and week
- ❖ Co-curricular and Extracurricular activities
- ❖ Submission work
- ❖ Paper wise teaching programme

With regard to the financial aspects, the institution itself is self financed college and thus depends on the fees collected from the students. Regarding the infrastructure, the Trust provides financial support as and when required. The institution has sufficient well qualified faculty for teaching programme. The institution is always ready to adopt innovative practices.

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



The entire structure of the Institutional organisation 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 Principal refers every matter to the concerned Committees and the Faculty members. 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 thence 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?**

Institution has a healthy interactions, tele-talk and exchange of faculty members to enhance the quality of education. We conduct seminars, workshops, Group discussion; there will be a chance for students and staff members of different departments to share their knowledge. During Teaching practice their starts a tie between the institute and various schools. Exchange of faculties as guest lecturers improves the co ordination.

The Institution remains in constant touch with P.G. Department of Education and other members of departments of various university .Faculty members are in close contacts with school community. During practice teaching, block teaching and internship programmes they motivate and guide student teachers for effective execution of curricular, co-curricular and extra- curricular activities.

- 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, the institution uses the various data and information obtained from the feedback and letters from suggestion box in decision-making and performance improvement. Data's are discussed in meeting and the best decisions are incorporated and recommended for adaptation.

- 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 platform for all its faculties and student teachers. The friendly cordial atmosphere creates a sense of belongingness and thus all activities are carried out in a pleasant atmosphere. The head, faculties and all student teachers share their knowledge, innovation, and creativity.

The faculty members are deputed for various academic development programme like seminar, workshop, conference, symposia, etc.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. Sustainance 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 schoolteachers, faculty and administrators involved in the planning process?**

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, practice teaching, simulation, block teaching and internal exams, the Academic Calendar is duly prepared. Various committees formed at the beginning of the year, list the activities to be carried out throughout the year with tentative schedule. Academic calendar is presented in printed form.

**5. 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 Prospectus as well as in the website. They are displayed at strategic locations in the campus as well. It is orally communicated at various occasions to the students

Objectives of the institution are displayed on bulletin boards and are communicated to the student teachers on the orientation - introduction day.

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

The vision, mission and implementation plans are thoroughly discussed with the administrative body and necessary programme of action is prepared in consultation with the head of the institution.

The principal holds meeting with faculty members and plans out effective strategy for the effective implementation of the vision and mission. The suggestions offered by the student teachers are collected from the suggestion box in the presence of principal – vice president of students’ representative council, G.S., L.R. and members of student development cell. After healthy discussion suggestion are communicated in the general class and strategies of implementing the same are communicated to the student teachers.

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

Technological innovations are necessary for qualitative teaching programme. The institution offers computer education as a special field to keep pace with modern era. Newer teaching aids like OHP and LCD projector, documentary/film shows, internet, ICT etc are used extensively in the teaching learning process.

Faculty members not only encourage student teachers to adopt technology in classroom teaching but also use technology in their respective field of teaching and activities.

**6.4 Human Resource Management**

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

The principal motivates faculty members for development and career progression. The faculty members contribute significantly at local, state, national and international level and seminars, workshop, symposia,

conference. The management also motivates faculty members by organising quality improvement programmes at regular intervals and encourages the faculty.

- 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 analyzed 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 well-being, satisfaction and motivation)**

The Faculty members are given all possible facilities for their well-being and satisfaction. They are given computer and internet facility throughout the year. 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.**

The institution is always concerned about staff development. In order to meet the challenges of 21st century classroom teaching, technology based teaching learning programmes are widely and wisely required. The non-teaching staffs too have attended computer training programmes to upgrade their skills, from time to time.

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 academic year 2012 -13and 2013-2014. The Management is ever committed to providing such training to its staff for up gradation 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. )?**

Faculty members are recruited according to the norms laid down by NCTE, UGC, Government of Gujarat and Gujarat University, Ahmedabad. 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).**

There is no adhoc faculty member in the KCMS

**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 associations).**

The institution motivates faculty members for professional development. Faculty members participate in various state, national and international level seminar, workshop, conference, etc.

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

The Faculty members have 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?**

Faculty members are free to approach principal for making any kind of suggestions and presentation. A suggestion box is put-up in college premises by the management. The information received from this input mechanism is discussed sincerely and resolved amicably.

**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 institution rewards its faculty members by way of appreciating their work on the occasion of special programmes organized by the Trust or college. Faculty members are motivated to train themselves for various college programme, where, they share their responsibility by rotation so that they can have the experience of entire institutional programmes.

## **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 Institution is a Self-Financed Institution and is not getting any kind of grant or financial assistance from government or any other agency. It is managed from the income received only from students' fees. Deficit, as and when occurring, is compensated by the Trust from its own funds. The SC, ST, OBC and PH scholarship is given to the student teachers by State Government's Social Welfare Department of Gujarat. The Institute does not have an independent source of income except for the fees of the B. Ed students. However, it is totally funded by the Sarvodaya Charitable Trust. The source of revenue of the Trust is the fees obtained from B.Ed. college only.

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

The resources mobilized through donation are routed through management viz. Sarvodaya Charitable Trust.

### **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)**

The budgetary resource is college course fee. The accounts of the institution are regularly audited by the chartered accountant appointed by the college management. The audit report of the last five years is attached. The budgetary resources in terms of student's fees are not adequate enough to fulfill the mission. The last 5 years budget allocation shows that fees received have reduced while the expenses are rising every year. Further details are depicted in the institution balance sheet, attached herewith.

**Financial information of KCMS for NAAC**

Sr. No.	Name of School	2009-10	2010-11	2011-12	2012-13	2013-14
1	Budget allotted for computers	---	---	---	---	---
2	Budget allotted for Building, Expansion, Maintainance, Etc.,	123218	123218	246436	123218	123218
3	Amount spent on Maintainance of computers.	4650	9600	3000	3550	2030
4	Amount spent on Maintainance and Upgradidng of Laboratory	Nil	Nil	Nil	Nil	Nil
5	Budget Alloted for Campus Expansion & upkeen	Nil	Nil	Nil	Nil	Nil
6	Amount spent on Salary of Teaching faculty during previous year (Percentage of total expence)	1607660	1501859	1421743	1447788	1531728
7	Library to total Budget	20842	7720	49210	15920	---
8	Total Income from Fees & Other Income.	3071693	3276529	3246517	3170034	2950974

NAAC: Self - Study Report of Smt K.C.M.Shah B.Ed.College , Kakanpur Gujarat

9	Expenditure Statement (For last 2 years 2012-2013, & 2013-2014)	546616	678054	341217	301885	506158
A	Percentage spent on the salary of faculties.	50.60%	45.88%	47.46%	49.95%	45.38%
B	Percentage spent on the salary of Non-Teaching Staff.	16.34%	16.26%	18.80%	23.05%	23.97%
C	Percentage spent on books	0.63	0.24	1.64	0.55	---
D	Percentage spent on development activities (Expansion of Building)	Nil	Nil	Nil	Nil	Nil
E	Percentage spent on telephone, Electricity, water charge	3.54%	3.82%	3.71%	2.27%	3.34%
10	Santage spent on Maintainance of Building, Sport, facilities, Hostel, residential complex and student activities.	4.06%	5.01%	6.43%	5.34%	0.01%
11	Percentage spent on Maintenance of Equipments, teaching aids, contingency	1.22%	1.31%	1.69%	1.28%	2.15%
12	Percentage spent on research scholarship(Seminar, conference, faculty development programme, faculty exchange programme)	Nil	Nil	Nil	Nil	Nil
13	Percentage spent on travelling exps.	0.54%	0.82%	0.60%	0.79%	0.45%
14	Any other specify	Nil	Nil	Nil	Nil	Nil
Note : The expences/percentage mentioned above are based on allocation one of the consolidated figures of the parent trust which is running & colleges.						

**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).**

Yes the accounts of the institution are audited regularly by the internal chartered accountant. The financial management of the institution is

completely computerized. The details of the fee collected from the students are maintained manually as well as in computers.

The institution accounts are regularly audited at the following levels.

1. Sarvodaya Charitable Trust Audit
2. Chartered Accountant Audit

There are no major pending audits. Sarvodaya Charitable Trust undertakes to meet all expenses which are not admissible in expenses of the institution.

**(Please refer to attached documents as audited Balance Sheets of last three years)**

**6. Has the institution computerized its finance management systems? If yes, give details.**

Yes, the management has fully computerized its finance management system for staff salary and other aspects. There is a separate account section in the college that deal with all necessary requirements. Every information about the number of students and fee collected from them are available manually as well as in computer.

**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 principal provides leadership in all curricular and co-curricular activities, principal is president of students' council and so chairs all the meetings of the council, where he guides the proceedings in a democratic manner. In curricular planning and implementation, he is the key figure

who supervises the process of course design and works as a liaison officer with the management, they interact with the highest policy making body to ensure appropriate allocation and utilization of resources for the preparation of students.

# Criterion VII

## Innovative Practices



## **Criterion VII: Innovative Practices**

### **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:

1. Mr. Jayeshbhai C. Patel (**I/c. Principal** )
2. Dr. Himanshu G. Acharya (**NAAC Coordinator**)
3. Mr Maulinbhai B Shah (**Campus Director** )
4. Mr Bharatbhai R Shah (**Managing Trustee**)

The IQAC was formed on the 15th June, 2013. 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 Action Research topics of the B.Ed students, 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.

After the establishment of the IQAC the activities under taken by is about Ensuring use of ICT in teaching learning process, Develop and maintaining of institution's Data Base, Documentation of various college activities, Monitoring internal and external examination results, Monitoring School Teaching Practice of Pupil Teachers, Feedback through various activities and events organized in the college or outside the college from various stakeholders, Monitoring grievances of Pupil Teachers in teaching learning process, IQAC evaluates the achievement of goals and objectives of the college.

**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 ensures constant upgradation 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.

- ❖ Preparing and implementing Academic Calendar.
- ❖ Various committees have been formed with specific objectives and their recommendations are considered in staff meetings and implemented as per decision taken by the meeting.
- ❖ Observing students performance with unit tests and assignments.
- ❖ Getting and analysing feedback from various stakeholders is another source to ensure quality of its academic programme.
- ❖ Quality is measured only in terms of implementation of various best Practices.

**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.

- ❖ Principal of the institution is the chief administrative officer of the institute and responsible for day to day administrative activities and acts as a bridge between management and teaching and non teaching staff and students and accountable to Management.
- ❖ Various committees have been formed under the chairmanship of principal for proper co-ordination and functioning of administration.
- ❖ Institute does not have any other source of income except fee. Fee is charged as per university.
- ❖ Financial decisions are not taken individually.
- ❖ The institution ensures the quality of its financial management process by regular meeting of the governing body members with the college accountant and examining the records. Further, the income and expenditure account financial report is verified annually by registered Chartered Accountant at the end of the year. Service failures and deficiencies are identified to take appropriate corrective and preventive measures.

**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.
- ❖ Moreover the institution allows its faculty members to attend various seminars and conferences and ready to incorporate their ideas for the betterment of the institute.
- ❖ Open discussion in regular staff meetings is also a source that helps in identifying good practices and consent of faculty is an approval to share it.

- ❖ Morning Assembly is regular feature of the institution and it helps us to share various views (encouragement, motivation, announcements) not only with students but all who are concerned with functioning of the institution.
- ❖ College has a suggestion box placed inside its building. Students and parents of students are also encouraged to share their views /ideas good practices. by sharing various information received from different areas of the institution to maintain coordination amongst them. Various constituents of the institution get deeply committed to various goals set up in the institution's vision and mission.

This enables a sharing of good practices among the various constituents of the Institution.

## **7.2 Inclusive Practices**

### **1. How does the institution sensitise 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. The institutions appoint SRC (Students Representative Committee) beginning of the

Year. There is provision for “Group work” in the academic plan for students to learn about inclusion and exceptionalities as well as gender differences.

**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.**

To create learning environments that foster positive interaction, active engagement in learning and self motivation in curriculum Seminar, debates, workshop, co-curricular and extra co-curricular activities are engaged time to time to create learning environment in learning and self-motivation. We have:

- ❖ The Academic activities
- ❖ Assembly activities
- ❖ Practical Activities
- ❖ Practice teaching period
- ❖ Cultural activities
- ❖ The Social Activities
- ❖ Extension activities
- ❖ Sports Activities

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

Practice Teaching programme and Internship are the occasions wherein the students are exposed to children from diverse background and exceptionalities. The internship programmes include the following teaching and co-curricular activities: Teaching, Organising contests, Organising Social events, Sports, Cultural programmes, etc. These opportunities make the students learn about the needs of the children with exceptionalities

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

The institution addresses 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

- ❖ By giving extra-care by faculty members (individual attention)
- ❖ By making the peer groups support them and help them
- ❖ By giving them proper guidance and counseling

**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. But an institution handles and responds to gender sensitive issues by making active women cell and other similar bodies:

- ❖ Active functioning of women cell
- ❖ Active functioning of IQAC
- ❖ Direct involvement of the principal in handling issues
- ❖ Involvement of class teachers in solving issues

**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 magazine and the college website also carry all the relevant information of the Institute. The institution ensures the access to the information on organizational performance to the stakeholders through its website, calendar and prospectus.

**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 main goal of the College is evolving a complete man by means of achieving academic strength, moral and spiritual value and social responsibilities and that is the way the College determines student's satisfaction relative to academic benchmark. Yes, this approach is updated in view of the current and future educational needs and challenges. Increased teacher-taught interaction in and outside the class in social service activities, one day camp, co-curricular activities helps to attract and retain students leading to enhance students performance and to meet their expectations of leading, imparting value-based education is emphasizes, stressing an all round development of the individual. Special attention and care to personal problems are duly provided to the staff by the management. Any type of complaint or suggestion is definitely taken into consideration and used in the improvement of the organization and for the better stake holder relationship and satisfaction.

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.

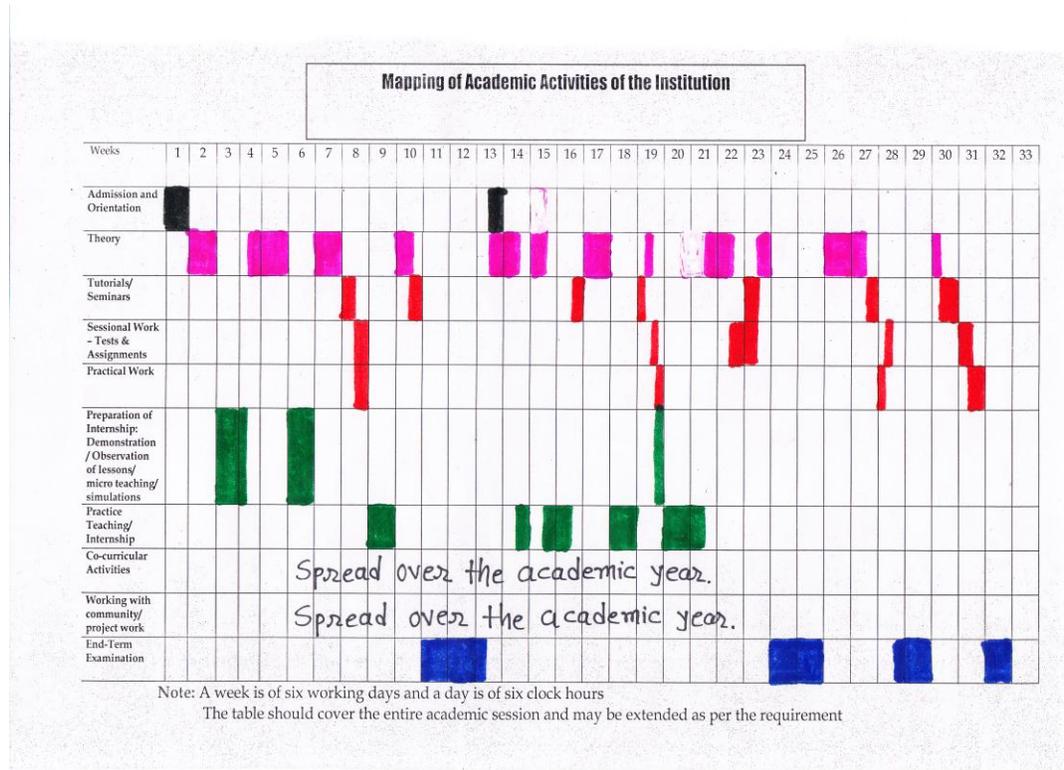
**3. What are the feedback mechanisms in vogue to collect, collate and data from students, professional community, Alumni and other stakeholders on program quality? How does the institution use the information for quality improvement?**

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 in formal way. However, in the near future the Institute plans to do so.

To ensure and maintain quality of block teaching and developing pupil teachers as professional teachers teaching staff of that particular school is involved in every aspect of practice teaching .Feedback is collected from students the help of a questionnaire for feedback on teachers and feedback on curriculum. Feedback is taken Feedback is seriously examined and analyzed by IQAC which is the highest body in the college responsible for improvement in the quality of various programmes. The suggestions which are considered to be helpful in the improvement of the quality of education are implemented and put up before the management, if needed.

## Mapping Of Academic Activities of the Institution



NAAC: Self - Study Report of Smt K.C.M.Shah B.Ed.College , Kakanpur Gujarat

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

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

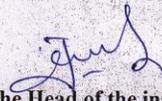
This SAR is prepared by the institution after internal discussions, and No part thereof has been outsourced.

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



Place: Kakanpur

Date: 24-12-2014

  
Signature of the Head of the institution  
with seal:  
**I/C. PRINCIPAL**  
**SMT. K.C.M Shah B.Ed College**  
Kakanpur Ta. Godhra,  
Dist.Panchmahal.-388713

# **APPENDICES**

## **APPENDIX: 1**

### **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 a 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.

## APPENDIX: 2.1

### Academic Calendar of KCMS for the academic session of 2014-15

Academic Session Of 2014-15 SEMESTRE-I		
Months	Activities	Special day
<b>June</b>	Admission	
<b>July</b>	Orientation General & method lecture	
<b>August</b>	General & method lecture	Independence day celebration
	Theoretical explanation of Micro teaching	Awareness rally arranged & village visit
	Demonstration lesson	Extempore speech
	<b>Microteaching skills 19/08/2014 to 23/08/2014</b>	Youth festival participation in GU
	Pre practice teaching : Skills by students teachers	
	General & method lecture	
	<b>Simulation</b>	
	Theoretical explanation of Simulation	
	Demonstration lesson & guidance	
	Simulation 28/08/2014 to 03/09/2014	
<b>September</b>	Simulation 28/08/2014 to 03/09/2014	5 <sup>th</sup> September teachers day
	General & Method Lecture	14 <sup>th</sup> September Hindi day celebrated on 15 <sup>th</sup> September <b>With Hindi Geet Spardha</b>
	15/09/2014 Content Assignments	23 <sup>th</sup> September the International Day for the Preservation of the Ozone Layer (Tree Plantation )
	16/09/2014 Workshop On T.L.M.	
	Method seminar	
	General & Method Lecture	
	<b>Guidance for stray lesson</b>	
	25/09/2014 to 30/09/2014 <b>Stray Lesson</b>	
<b>October</b>	General & Method Lecture	1 <sup>st</sup> October Garba
	Guidance for practical work submission	
	10/10/2014 to 18/10/2014 prelim exam by KCMS	
	<b>19/10/2014 TO 09/11/2014 DIWALI VACATION</b>	
November	12/11/2014 To 23/11/2014 Sem –I Gujarat University External Exam	

NAAC: Self - Study Report of Smt K.C.M.Shah B.Ed.College , Kakanpur Gujarat

Months	Activities	Special day
<b>November</b>	24/11/2014 orientation on Sem- II	
	General &Method Lecture	
	27/11/2014 to 01/12/2014 Guidance For Stray Lesson	
<b>December</b>	Stray lesson :2/12/2014 to 06/12/2014	
	<b>08/12/2014 TO 13/12/2014</b>	
	General &Method Lecture	
		08/12/2014 Guest Lecture <b>Dr. P.C.Shah Sir</b> (Principal Sarvajanic College Of Education Godhara )
		09/12/2014 Guest Lecture <b>Dr. V.D. Mogaria Sir</b> Retired Professor Of S.P.University,V.V.Nagar
		09/12/2014 Rte 2009 By College Faculty ASD
		10/12/2014 Guest Lecture <b>J.Z.Patel Sir</b> (Asst. Prof.Sarvajanic College Of Education Godhara)
		11/12/2014 TO 12/12/2014 <b>Two day camp in SAMALI</b>
	<b>15/12/2014 to 20/12/2014</b>	
	Orientation Programme On Unit Planning	
	Orientation Programme On Blue Print	
	Guidance For Block Teaching –I	
	18/12/2014 To 24/12/2014 Block Teaching –I	
	<b>26/12/2014 TO 31/12/2014</b>	
	General And Method Lecture	31 <sup>st</sup> welcoming 2015
Guidance For Block Teaching –I		
<b>JANUARY</b>	<b>01/01/2015 To 06/01/2015 Block Teaching – II</b>	
	<b>07/01/2015 TO 13/01/2015</b>	
	General And Method Lecture	
	Action Research	
	Internship	
	Guidance For Internship	

Months	Activities	Special day
<b>JANUARY</b>	Guidance For Literacy Programme	Literacy Programme
	15/01/2015 To 26/01/2015 INTERNSHIP	
	27/01/2015 TO 31/01/2015	
	General And Method Lecture	
<b>FEBRUARY</b>	1/02/2015 TO 28/02/2015	Health Awareness Programme
	General And Method Lecture	Old Age Home Visit
	Seminar And Woekshop	
	Preparation For Annual Lesson	
	Submission Work	
	Annual lesson as part of external exam of Gujarat University B.Ed. Part –II	
	General And Method Lecture	
<b>MARCH</b>	General And Method Lecture	
	Prelim Exam Of Sem –II by KCMS	
	Viva	
	TET /TAT guidance programme	
	Practice for annual day	
	Submission Of Practical Work	
	Annual Day of KCMS	
<b>APRIL</b>	External Exam Of B.Ed. For Semester –II	

## Appendix: 2.2

### Time Table Of KCMS



Smt K.C.M. Shah B.Ed. College Kakanpur Time Table (Semester -II)

Appendix: 2.2

Sr.No	Time	Monday 08/12/2014	Tuesday 09/12/2014	Wednesday 10/12/2014	Thursday 11/12/2014	Friday 12/12/2014	Time	Saturday 13/12/2014
1		Prayer 11:00 to 11:20					PRAYER 8:00 TO 8:15	
2	11:20 TO 12:05	A-510 H.G.A	A504 JCP	A-504 P.H.P	A-510 H.G.A.	C 501 ASD	8:20 TO 9:00	A-505 R.G.S.
3	12:05 TO 12:45	A-505 R.G.S.	A- 506 B.N.S.	C 501 ASD.	A504 JCP	A-505 R.G.S.	9:00 TO 9:40	A-510 AJG
4	12:45 TO 12:55	RECESS					RECESS 9:40 TO 10:10	
5	1 Prof.2:55 TO 1:35	A-504 P.H.P	A-510 AJG	A-505 R.G.S.	A-506 BNS	A-504 P.H.P	10:10 TO 10:50	A- 506 B.N.S.
6	1:35 TO 2:10	A506 B.N.S.	A-505 R.G.S.	A -510 HGA	A-505 R.G.S.	M1	10:50 TO 11:30	C 501 ASD
7	2:10 TO 2:35	RECESS						
8	2:35 TO 3:15	C 501 ASD	C 501 ASD	A-506 BNS	C 501 ASD	M2	11:30 to 12:00	A-504 P.H.P
	3:15 TO 3:50	M1	M1	M1		M3		
9	3:50 TO 4:25							
10	4:25 TO 5:00	M3	M3	M3		Activities & Guidance/seminar/symposium		

A 504 Education In Emerging Indian Society	Prof.PHP,Prof JCP
A 505 School Organisation And Management	Prof. RGS
A 506 Expanding Horizons Of Secondary Education	Prof. BNS
A510 Career guidance and counseling (Special Field)	Prof HGA ,Prof AJG
C501 Environmental Studies (Elective )	ProfASD
M means method	By Method Master

  
**U.C. PRINCIPAL**  
 SMT. K.C.M. Shah B.Ed College  
 Kakanpur, Ta. Godhra,  
 Dist.Panchmahal-388713

**Appendix: 2.2**

**Time Table Of KCMS**



**SMT K.C.SHAH B.ED. COLLEGE, KAKANPUR**

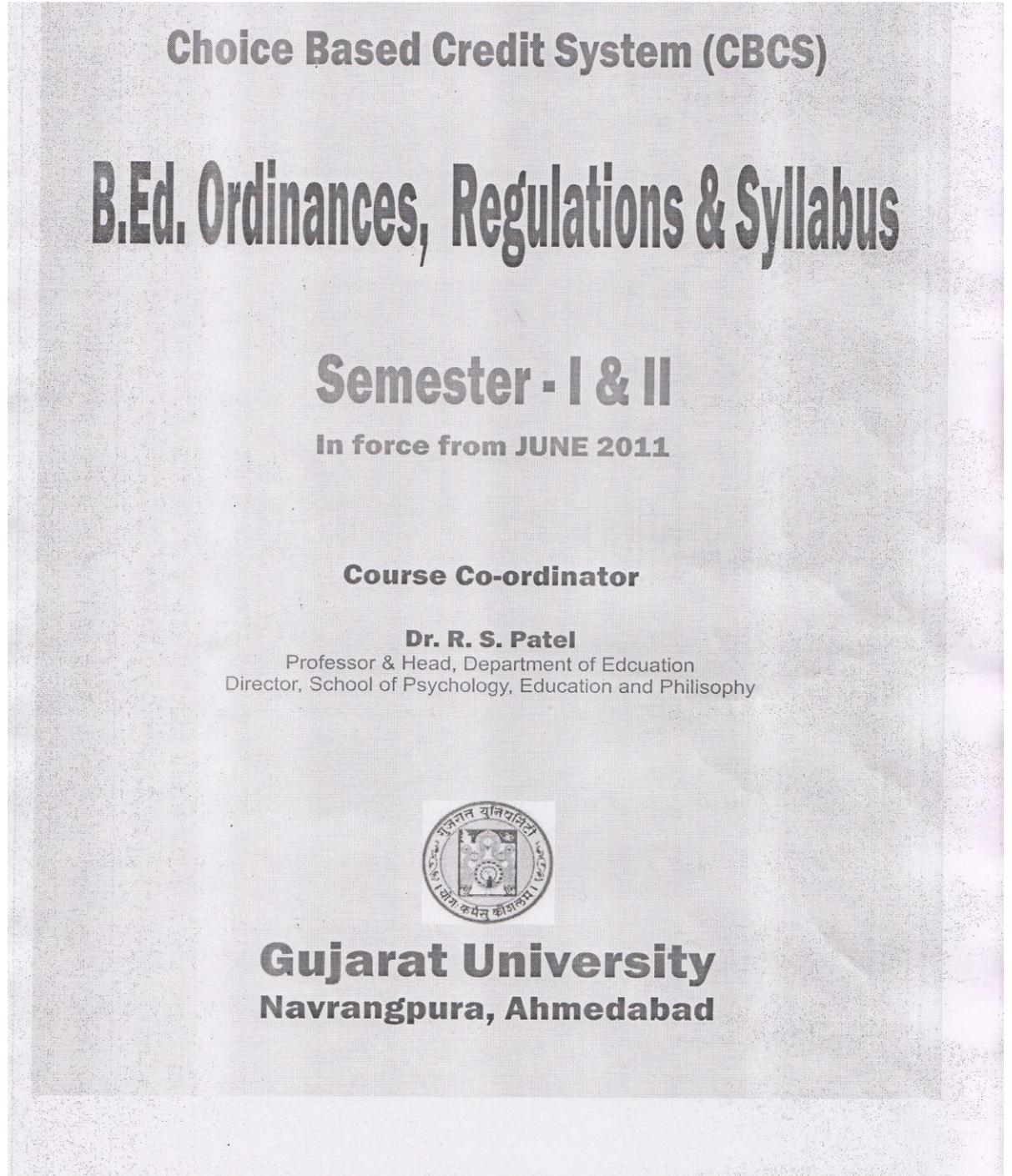
**Time Table: 29/12/2014 to 03/01/2015**

Sr.No	Time	Monday 29/12/2014	Tuesday 30/12/2014	Wednesday 31/12/2014	Thursday 01/01/2015	Friday 02/01/2015	Time	Saturday 03/01/2015
1		Prayer 11:00 to 11:20					PRAYER 8:00 TO 8:15	
2	11:20 TO 12:05	A504 JCP	A-504 P.H.P	C 501 A.J.G.	BLOCK TEACHING-II	BLOCK TEACHING-II	8:20 TO 9:00	BLOCK TEACHING-II
3	12:05 TO 12:45	A- 506 B.N.S.	C 501 A.S.D.	A504 JCP	BLOCK TEACHING-II	BLOCK TEACHING-II	9:00 TO 9:40	BLOCK TEACHING-II
4	12:45 TO 12:55	RECESS					RECESS 9:40 TO 10:10	
5	12:55 TO 1:35	A-510 H.G.A	A-505 R.G.S.	A-506 B.N.S	BLOCK TEACHING-II	BLOCK TEACHING-II	10:10 TO 10:50	BLOCK TEACHING-II
6	1:35 TO 2:10	A-505 R.G.S.	A -510 H.G.A.	A-504 P.H.P	BLOCK TEACHING-II	BLOCK TEACHING-II	10:50 TO 11:30	BLOCK TEACHING-II
7	2:10 TO 2:35	RECESS						
8	2:35 TO 3:15	Group Guidance For Block Teaching -II	A-506 B.N.S	Group Guidance For Block Teaching -II	BLOCK TEACHING-II	BLOCK TEACHING-II	11:30 to 12:00	BLOCK TEACHING-II
	3:15 TO 3:50	Guidance For Blue Print On METHOD -1	Guidance For Blue Print On METHOD -1	Guidance For Blue Print On METHOD -1	BLOCK TEACHING-II	BLOCK TEACHING-II		BLOCK TEACHING-II
9	3:50 TO 4:25	Guidance For Blue Print On METHOD -2	Guidance For Blue Print On METHOD -2	Guidance For Blue Print On METHOD -2	BLOCK TEACHING-II	BLOCK TEACHING-II		
10	4:25 TO 5:00	Guidance For Blue Print On METHOD -3	Guidance For Blue Print On METHOD -3	Guidance For Blue Print On METHOD -3	BLOCK TEACHING-II	BLOCK TEACHING-II		

*J. S.*  
**U.C. PRINCIPAL**  
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 Kakanpur Ja.Godhra.  
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**Appendix: 3**

**GUJARAT UNIVERSITY SYLLABUS OF B.Ed.PROGRAMME**



GUJARAT UNIVERSITY  
AHMEDABAD

Choice Based Credit System (CBCS)

Ordinances & Regulations

For the U.G. B.Ed. Programme

(For the candidates to be admitted from the academic year 2011-2012 on wards)

**O. B.Ed. 1 : Eligibility :**

A candidate seeking admission to B.Ed. Programme must satisfy the following conditions.

1. He/She must be a graduate of Gujarat University or any other University recognized as equivalent for the purpose. He/She must have passed the bachelor degree as a regular student or as a student of distance education at least in the 10 + 2 + 3 or 11 + 4 pattern.
2. He/She must have obtained at-least 50% marks at graduation or at post graduation in relevant subject. Candidate belonging to scheduled cast/ Scheduled tribe must have obtained at least 45% marks at graduation or at the post graduate level.
3. If a candidate is a graduate, he/she should have graduated with one of the secondary school subjects as a major subject and if he/she has a master's degree, he/she should have offered any one of the higher secondary school subjects as a major subject. If a student has offered subjects such as Psychology, Commerce (B.Com.) at graduation level and Philosophy, Sociology, Political Science, Subject Administration, Archaeology, Musicology, Home Science, Persian etc., at graduation as well as post-graduation levels, he/she is not considered to be eligible for admission to the B.Ed. Programme.

The subjects offered by the students at the graduation and post graduation levels will form the basis for the selection of one/both method/methods at B.Ed. level.

4. He/she must have offered English as one of the subjects at the higher Secondary/College or University level.

A candidate for the degree of Bachelor of Education (B. Ed.) must have ...

- (i) Kept two Semesters (the First Semester and the Second Semester) of lectures on the theory and practice of education in College affiliated to the Gujarat University for the purpose of the B. Ed. Degree, and
- (ii) completed a course of practical work extending over two Semesters to the satisfaction of the Head of the College in which the candidate is studying, consisting of-
  - (a) Teaching practice of not less than 15 lessons (5 micro + 5 simulation + 5 stray lessons) for first Semester and 15 lessons (5 Stray lesson + 10 Block lessons) in second semester with the other 10 lesson of internship programme in the two subjects selected by him/her, distributed over Standards V to XII of the recognized Primary/ secondary/ higher secondary schools.
  - (b) Observed 50 directed lessons (25 in first semester and 25 in second semester) given by other candidates and demonstration lessons.
  - (c) Attended the demonstration and discussion lessons.
  - (d) Attended lectures and guidance for the discussion of theory courses, and
  - (e) Completed practical work related to theory portion.

❖ The examination for the degree of B. Ed. shall consist of division of marks, credit and allotment of time to each component of syllabus as shown in table-1.

**TABLE -I**  
**Part I: Written Examination (Theory)**

**5.0 (A) The following Eights courses are compulsory for Semester – I & II**

Semester –I (Compulsory Paper)							
No.	Subjects/ Curriculum Components	Instru- ctional Hours/ week	Credit	Exam Hours	Total		
					Internal	External	Total
A 501	Teacher In Emerging Indian Society	4	2	3	30	70	100
A 502	The Learner-Nature and Development	4	2	3	30	70	100
A 503	Principles and Techniques of Teaching and Learning	4	2	3	30	70	100
Semester -II							
A 504	Education In Emerging Indian Society	4	2	3	30	70	100
A 505	School Organization and Management	4	2	3	30	70	100
A 506	Expanding Horizons of Secondary Education	4	2	3	30	70	100

A student will select any one of the following courses (to be offered) as a special field in each semester.

Semester –I for Special Field (Optional Paper) Any one							
A 507	Classroom Management	4	2	3	30	70	100
A 508	Educational and Mental Measurement & Educational Statistics	4	2	3	30	70	100
A 509	Teacher Education	4	2	3	30	70	100
Semester –II for Special Field (Optional Paper) Any one							
A 510	Career guidance and Counseling	4	2	3	30	70	100
A 511	Introduction to Educational Research	4	2	3	30	70	100
A 512	Educational Evaluation	4	2	3	30	70	100

**5.01 (B) Courses as Special Method**

Each Student will also offer any two of the following methods which shall be of two semester duration.

Semester –I & II : Content Cum Method (Optional Papers) Any Two (As per Group of Method- Table-2)							
No.	Subjects/ Curriculum Components	Instru- ctional Hours/ week	Credit	Exam Hours	Total		
					Internal	External	Total
B 501	Gujarati	4	4	3	30	70	100
B 502	Hindi	4	4	3	30	70	100
B 503	English (LL)	4	4	3	30	70	100
B 504	Sanskrit	4	4	3	30	70	100
B 505	Social Science	4	4	3	30	70	100
B 506	Mathematics	4	4	3	30	70	100
B 507	Science and Technology	4	4	3	30	70	100
B 508	Urdu	4	4	3	30	70	100
B 509	Economics	4	4	3	30	70	100
B 510	Business Organisation and Management (BOM)	4	4	3	30	70	100
B 511	Accountancy	4	4	3	30	70	100
B 512	Psychology	4	4	3	30	70	100
B 513	English-HL (for English medium Students)	4	4	3	30	70	100

Any two school subjects are to be studied as content and method papers. These will be based on the two main subjects or the main and one of the auxiliary subjects in case of graduates; and the subjects offered at post graduation level should be the same as at graduation level except in case of those who have offered the fundamental subjects like Philosophy, Sociology, Psychology or M.A. Education.

**TABLE-2**

**Group of Methods**

The student-teacher can select two groups of the following.

From each group he/she can select one method at a time.

1	2	3	4	5
Gujarati Urdu	Hindi Science and Technology Economics	English (LL) English (HL) Psychology BOM	Social Science	Sanskrit Accountancy Mathematics

**Note:**

The candidate shall be permitted to select any one subject from the following groups.

- (1) Science and Technology, Physics, Chemistry or Biology.
- (2) Mathematics (std. V to X) or Mathematics (Std. XI-XII Science Stream)

**5.02 (C) Elective Course:**

Each candidate will select any one of the following courses as an elective course in semester-II.

**TABLE-3**

Semester –II								
No.	Title of the course	Instruct ional Hours/ week	Cr	Exam Hours	Total			
					Internal	External	Total	
C 501	Environmental Studies	4	2	3	100	-	100	
C 502	Population Education	4	2	3	100	-	100	
C 503	Bhartiya Educational System	4	2	3	100	-	100	
C 504	Yoga Education	4	2	3	100	-	100	
C 505	Teaching of Human rights and values	4	2	3	100	-	100	

**5.03 (D) Foundation Course:**

Each candidate will select any one of the following courses as a foundation course in semester-I

**TABLE-4**

Semester – I (Foundation Paper) Any one								
No.	Title of the course	Instruct ional Hours/ week	Cr	Exam Hours	Total			
					Internal	External	Total	
D 501	Educational Concern of Constitution	4	2	3	100	-	100	
D 502	Basic Computer Education	4	2	3	100	-	100	
D 503	Communication Skill	4	2	3	100	-	100	
D 504	General English	4	2	3	100	-	100	
D 505	Special Education	4	2	3	100	-	100	

The Elective and Foundation courses are to be conducted by the colleges themselves. These courses 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 to become eligible for the end semester examination/award of the B.Ed. Degree.

**R.B.Ed. 1 : Division of Marks, Credit and Allotment of time to each Component :**

Semester –I (Part-I)							
No.	Subjects/ Curriculum Components	Instructional Hours/ week	Credit	Exam Hours	Total		
					Internal	External	Total
A 501	Teacher In Emerging Indian Society	4	2	3	30	70	100
A 502	The Learner-Nature and Development	4	2	3	30	70	100
A 503	Principles and Techniques of Teaching and Learning	4	2	3	30	70	100
A	Special Field ( A 507 to A 509) Any one	4	2	3	30	70	100
B	Method-I (B 501 to B 519 any one) 70% content + 30% Method	4	2	3	30	70	100
B	Method-II (B 501 to B 519 any one) 70% content + 30% Method	4	2	3	30	70	100
D	Foundation Paper (D 501 to D 506)	4	2	3	100	-	100
<b>Total</b>	<b>8 week x 28 hour / week =</b>	<b>224</b>	<b>14</b>		<b>280</b>	<b>420</b>	<b>700</b>

Semester –I (Part-II)							
No.	Subjects/ Curriculum Components	Instructional Hours/ week	Credit	Exam Hours	Total		
					Internal	External	Total
E 501	Micro Teaching (5 Lessons)	-	2	-	50	-	50
E 502	Simulation Lesson (5 Lessons)	-	2	-	50	-	50
E 503	Stray Lesson in School (5 Lessons)	-	2	-	50	-	50
E 504	Assignment / Content Test	-	2	-	50	-	50
E 505	Teaching Aid	-	1	-	25	-	25
E 506	Internal Examination (Unit test + Mid Semester)	-	2	-	50	-	50
E 507	Seminar/Workshop	-	2	-	50	-	50
E 508	Psychological Test/Practical	-	2	-	50	-	50
E 509	Book Review / Science Practical	-	1	-	25	-	25
<b>Total</b>			<b>16</b>		<b>400</b>		<b>400</b>

\* Note : Total Practical works are 240 hour for B.Ed. Semester-I.

Note: For Semester-I total external marks are 420 and total internal marks are 680.

For each semester, a total of 15 working weeks for teaching are further divided as 8 weeks for theory teaching and 7 weeks for practical work. It is further provided that a total of 288 hours for theory teaching (8 weeks x 6 hours x 6 days = 288) are recommended out of which a total of 224 hours (28 hours/ weeks x 8 weeks) are shown in the above label, the remaining 64 hours are allotted as co-curricular and other activities like prayer and out-side class hours activities. Similarly, for practical work of 252 hours (7 weeks x 6 hours x 6 days = 252), 240 hours are allotted for practical work, the remaining 12 hours are allotted for school related and such other works.

**R.B.Ed. 2 : Division of Marks, Credit and Allotment of time to each component :**

Semester –II (Part-I)							
No.	Subjects/ Curriculum Components	Instruc-tional Hours/ week	Credit	Exam Hours	Total		
					Internal	External	Total
A 504	Education In Emerging Indian Society	4	2	3	30	70	100
A 505	School Organization and Management	4	2	3	30	70	100
A 506	Expanding Horizons of Secondary Education	4	2	3	30	70	100
A	Special Field ( A 510 to A 512) Any one	4	2	3	30	70	100
B	Method-I (B 501 to B 519 any one) 70% content + 30% Method	4	2	3	30	70	100
B	Method-II (B 501 to B 519 any one) 70% Method + 30% Content	4	2	3	30	70	100
C	Elective Paper (C 501 to C 509)	4	2	3	100	-	100
<b>Total</b>	<b>8 week x 28 hour / week =</b>	<b>224</b>	<b>14</b>		<b>280</b>	<b>420</b>	<b>700</b>

Semester –II (Part-II)							
No.	Subjects/ Curriculum Components	Instruc-tional Hours/ week	Credit	Exam Hours	Total		
					Internal	External	Total
E 510	Stray Lesson in School (5 Lessons)	-	2	-	50	-	50
E 511	Block Lessons (10 Lessons)	-	4	-	100	-	100
E 512	Blue Print (2)	-	1	-	25	-	25
E 513	Action Research (One Study)	-	1	-	25	-	25
E 514	Internship and Literacy Programme	-	1	-	25	-	25
E 515	Viva (External Test) & Co-curriculum Activity	-	1	-	25	-	25
E 516	Internal Examination (Unit test + Mid Semester)	-	2	-	50	-	50
E 517	Annual Lessons (University Exam)	-	4	-	-	100	-
<b>Total</b>			<b>16</b>		<b>300</b>	<b>100</b>	<b>300</b>

\* Note: : Total Practical works are 240 hour for B.Ed. Semester-II.

Note :

- For Semester-II total external marks is 420 + 100 for lesson and total internal marks 580. For each semester, a total of 15 working weeks for teaching are further divided as 8 weeks for theory teaching and 7 weeks for practical work. It is further provided that a total of 288 hours for theory teaching (8 weeks x 6 hours x 6 days = 288) are recommended out of which a total of 224 hours (28 hours/ week x 8 weeks) are shown in the above table, the remaining 64 hours are allotted as co-curricular and other activities like prayer and out-side class hours activities. Similarly, for practical work of 252 hours (7 weeks x 6 hours x 6 days = 252), 240 hours are allotted for practical work, the remaining 12 hours are allotted for school related and such other works.
- The total B.Ed. Programme consists of 60 credits which are distributed as a 30 credits in each semester-I and semester-II.

**R. B.Ed. 14 : Assessment and Instructions for implementation of practical work related to Educational Transaction Practice Teaching**

**14.1 Practice Teaching Lessons**

Work	Particulars	Total Lesson
Micro teaching	Orientation and demonstrations of skills be given by lecturers. Lesson planning and teach-re-teach cycles of four microteaching skills per subject should be conducted. Recommended Skills : Questioning, Set-induction, Illustration with examples, Explanation, Stimulus Variation, Making use of Chalk Board. One integration (bridge) lesson – ( 15 min.) in any one method	05
Simulation	Orientation and demonstration of lessons in simulation. They should be on the basis of methodology and on different techniques of teaching in respective school subject. The components observed in teaching respective subject should be monitored while observing lessons. The core skills should be prioritized in selecting simulation. Students should practice novel methods and models of teaching in these lessons, e.g. learning through group discussion, problem solving, practical, exhibitions; computer aided learning, visit lesson, dramatization, self learning with the help of specially prepared work sheets, using concept attainment model, inductive thinking, synoptic, advance organizer, inquiry training, role play, jurisprudential model, Lessons catering to multiple intelligences. Five lessons in each method should be given.	05
Stray Lessons	One Demonstration Lesson by Method Master in each Method in a real school classroom situation. Five lessons in each method should be given in real classroom. Every lesson should be on different unit and as far as possible on different standards.	10
Block teaching (Unit Planning)	Block teaching including four lessons on one unit, one unit test lesson per subject. The student is supposed to prepare blue print of test and result sheet after assessment of answer sheets.	10
Internship Lesson	10 Lesson without lesson plan under the supervision of school authority.	10
<b>TOTAL PRACTICE TEACHING LESSONS</b>		<b>40</b>

**14.2 Lesson Observations :** The trainee should observe lessons in both semesters as under

- (i) Demonstration Lesson(Macro) 02  
 (ii) Stray Lessons + Block Teaching + Internship 50  
**Total observations 52**

(In aggregate the trainee should observe at least 52 lessons including demonstration lesson given by the method master during the B.Ed. Programme)

The trainee must provide the written feedback on each observation and a copy must be handed over to a trainee whose lesson is observed having signed by the Professor in-charge.

**14.3 Internship & Literacy Programme: (A real school life experience)**

- Internship 25 marks (5 marks for Literacy programme)
- Following activities are included in internship of 10 days in a school.
- The trainee is supposed to have experience of performing other responsibilities of a teacher such as attendance, organizing co-curricular activities, assessment of home work/journals, conducting prayer, proxy periods and Teaching work observations of school record etc.
- Student has to deliver 10 lessons during the internship programme under the supervision of school principal/supervisor/senior teacher without lesson plan. The

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**CBCS**

**B.Ed. MODIFIED**

**SYLLABUS**

(New) 2012=2013

**SEMESTER-I & II**

**IN FORCE FROM AUGUST 2012**

5.04 (E) Practical Work:

**TABLE-5**

Semester -I							
No.	Subjects/ Curriculum Components	Instruc-tional Hours *	Credit	Exam Hours	Total		
					Intrenal	External	Total
E 501	Micro Teaching (5 Lessons)	-	2	-	50	-	50
E 502	Simulation Lesson (5 Lessons)	-	2	-	50	-	50
E 503	Stray Lesson in School (5 Lessons)	-	2	-	50	-	50
E 504	Content Assignment (2)	-	2	-	50	-	50
E 505	Teaching Aid	-	2	-	50	-	50
E 506	Method Workshop (2)	-	1	-	25	-	25
E 507	Seminar (1)	-	2	-	50	-	50
E 508	Psychological Test (2 test administration)/Practical	-	2	-	50	-	50
E 509	Book Review / Science Practical	-	1	-	25	-	25
<b>Total</b>			<b>16</b>		<b>400</b>		<b>400</b>
Semester -II							
E 510	Stray Lesson in School (5 Lessons)	-	2	-	50	-	50
E 511	Block Lessons (10 Lessons)	-	4	-	100	-	100
E 512	Workshop (TLM) (1)	-	1	-	25	-	25
E 513	Action Research (One Study)	-	1	-	25	-	25
E 514	Internship and Literacy Programme	-	1	-	25	-	25
E 515	Blue Print (2)	-	2	-	50	-	50
E 516	Viva & Co-curriculum Activity	-	1	-	25	-	25
E 517	Annual Lessons (University Exam)	-	4	-	-	-	-
<b>Total</b>			<b>16</b>		<b>300</b>	<b>100</b>	<b>300</b>

\* Note: Total Practical work is 240 hours for each B.Ed. Semester (I & II)

The Examination of Part-I of semester-I/semester-II for a candidate may be taken only after he/she has attended minimum 15 weeks at an education college as required in O. B.Ed-1 Candidates will not be permitted to appear in the part-I examination unless they produce a completion certificate of practical work done to the satisfaction of the Head of the Education College at the end of each semester.

**O.B.Ed. 2 : Duration of Course :**

A candidate admitted to the B.Ed. Programme shall undergo a regular course of study for one academic year, that is, two semesters. Semester-I shall be from June/July to October/November and semester-II shall be from November / December to April/May. There shall be not less than 90 working days which shall comprise 450 teaching/working hours for each semester. (Exclusive of the days for the conduct of University or external end-semester examinations). A candidate can avail a maximum of 2 Semesters (1 years), in a continuous stretch of 1 years from the date of admission to complete B.Ed. Degree.

**O. B.Ed. 3 : Courses offered at U.G. B.Ed. Programme :**

- (1) B.Ed. General      (2) B.Ed. Special      (3) B.Ed. (GBTC)

**O. B.Ed. 4 : The CBCS System :**

All Programmes shall be run on Choice Based Credit System (CBCS). It is an instructional package developed to suit the needs of students to keep pace with the Review/ Internship / Literacy Programme/ Psychological Test/Action Research/ Viva etc., to meet effective teaching and learning needs of a would be teacher of B.Ed. Programme.

A-504 વિકાસમાન ભારતીય સમાજમાં શિક્ષણ

એકમ : ૧ ભારતીય અને પાશ્ચાત્ય તત્વજ્ઞાનીઓ અને તેમના તાત્વિક વિચારો-૨

- ૧.૧ વ્યવહારવાદની સંકલ્પના, લાક્ષણિકતાઓ, પદ્ધતિઓ, શિક્ષક-વિદ્યાર્થી સંબંધ
- ૧.૨ જહોન ડ્યુઈ, ગિજુલ્માઈ બધેકા અને વિવેકાનંદના શૈક્ષણિક વિચારો

યુનિટ-૨ મૂલ્ય શિક્ષણ

- ૨.૧ મૂલ્ય : અર્થ, સંકલ્પના અને પ્રકારો
- ૨.૨ શાળાકક્ષાએ મૂલ્ય શિક્ષણ : મહત્વ અને શાળા કક્ષાએ પ્રવૃત્તિઓ
- ૨.૩ શિક્ષણ અને સાંસ્કૃતિક વારસો

યુનિટ :૩ શિક્ષણના રાષ્ટ્રીય અને સામાજિક ધ્યેયો

- ૩.૧ આંતરરાષ્ટ્રીય સમજ માટે શિક્ષણ
- ૩.૨ માનવ સંસાધન વિકાસ માટે શિક્ષણ
- ૩.૩ શિક્ષણના રાષ્ટ્રીય ધ્યેયો અને સામાજિક ઉદ્દેશ્યોની પૂર્તિમાં શિક્ષણની ભૂમિકા

યુનિટ : ૪ ભારતીય સમાજમાં રાષ્ટ્રીય એકતા અને લોકશાહી

- ૪.૧ રાષ્ટ્રીય અને ભાવાત્મક એકતા : સંકલ્પના, મહત્વ, અસરકર્તા પરિબળો અને શિક્ષણનો ફાળો
- ૪.૨ બિનસાંપ્રદાયિકતા : અર્થ, સંકલ્પના, મહત્વ અને અડચણો (અવરોધો) અને શિક્ષણનો ફાળો
- ૪.૩ લોકશાહી માટે શિક્ષણ : મહત્વ, સ્વરૂપ અને શિક્ષણનો ફાળો

A-505 શાળા સંગઠન અને વ્યવસ્થાપન	
<b>એકમ : ૧ શાળા સંગઠન અને વ્યવસ્થાપન</b>	
૧.૧	શાળા સંગઠન-શાળા સંગઠનનો અર્થ-હેતુઓ-શાળા એક સંગઠન તરીકે પરિભવો (ઘટકો), વર્ગખંડના બધા પરિમાણ
૧.૨	શાળા વ્યવસ્થાપનની સંકલ્પના, અર્થ, લાક્ષણિકતાઓ-વ્યવસ્થાપનના કાર્યો-વ્યવસ્થાપનના લક્ષણોની સંકલ્પના અને વ્યવસ્થાપનના કૌશલ્યો
૧.૩	શાળા પત્રકો અને દસ્તાવેજોની જાળવણી- જનરલ રજિસ્ટર, શિક્ષકની લોંગબુક, સંગૃહીતપત્રક, શાળા છોડવાનું પ્રમાણપત્ર-શાળા કેલેન્ડર, સેવાપોથી
<b>યુનિટ -૨ શિક્ષક</b>	
૨.૧	માધ્યમિક શિક્ષક માટેની આચારસંહિતા: શિસ્ત, સંકલ્પના, શિક્ષક તરીકે ભૂમિકા (જાળવણી, શાળા, ગણવેશ, શિક્ષક અને વિદ્યાર્થીસંઘ)
૨.૨	ગુજરાત માધ્યમિક શિક્ષણ અધિનિયમ સંદર્ભમાં સેવાકાલીન નિયમો
૨.૩	આચાર્ય, શિક્ષક અને કરકૂનની નિમણૂક માટેના પ્રવર્તમાન ધારાધોરણ (નિયમો)
૨.૪	ટ્રિબલ્યુનલ : જજ, હક, સજા
<b>યુનિટ :૩ માળખાગત સવલતો અને શૈક્ષણિક માળખું</b>	
૩.૧	શાળામાં પાયાની માળખાગત સુવિધાઓ ૧) માનવીય જરૂરિયાતો ૨) શૈક્ષણિક જરૂરિયાતો
૩.૨	માળખાગત સુવિધાઓનું મહત્ત્વ
૩.૩	ઉચ્ચ (શ્રેષ્ઠ) ઉત્તમ શાળાઓમાં માળખાગત સુવિધાઓ
૩.૪	શૈક્ષણિક સંસ્થાઓ : એનસીઈઆરટી, જીસીઈઆરટી, પાઠ્યપુસ્તક મંડળ, માધ્યમિક અને ઉ.મા. બોર્ડ, એસવીએસ, ડાયટ, સર્વ શિક્ષા અભિયાન
<b>યુનિટ :૪ વ્યવસ્થાપનમાં વિવિધ મુદ્દાઓ (ઘટના) અને શિક્ષણનો આર્થિક દષ્ટિકોણ</b>	
૪.૧	શાળામાં શિસ્ત સમસ્યા અને શાળામાં અસમાનતા
૪.૨	માનવ સંસાધન વિકાસ : મહત્ત્વ અને કાર્યક્રમો
૪.૩	ગ્રાન્ટ ઈન એઈડ કોડ (અનુદાન સહાય નીતિ) ગુજરાત સરકારની વર્તમાન નીતિ
૪.૪	શાળાના અંદાજપત્રનું આયોજન

શ્રી કે. સી. શાળાઓની યાદી	
<b>A-505 શાળા સંગઠન અને વ્યવસ્થાપન</b>	
<b>એકમ : ૧ શાળા સંગઠન અને વ્યવસ્થાપન</b>	
૧.૧ શાળા સંગઠન-શાળા સંગઠનનો અર્થ-સેતુઓ-શાળા એક સંગઠન તરીકે પરિભળો (ઘટકો), વર્ગખંડના બંધ પરિમાણ	એકમ : ૧
૧.૨ શાળા વ્યવસ્થાપનની સંકલ્પના, અર્થ, લાક્ષણિકતાઓ-વ્યવસ્થાપનના કાર્યો-વ્યવસ્થાપનના લક્ષ્યોની સંકલ્પના અને વ્યવસ્થાપનના કૌશલ્યો	૧.૧
૧.૩ શાળા પત્રકો અને દસ્તાવેજોની જાળવણી- જનરલ રજિસ્ટર, શિક્ષકની લૉગબુક, સંગૃહિતપત્રક, શાળા છોડ્યાનું પ્રમાણપત્ર-શાળા કેલેન્ડર, સેવાપોથી	૧.૨
<b>યુનિટ : ૨ શિક્ષક</b>	
૨.૧ માધ્યમિક શિક્ષક માટેની આચારસંહિતા: શિસ્ત, સંકલ્પના, શિક્ષક તરીકે ભૂમિકા (જાળવણી, શાળા, ગણવેશ, શિક્ષક અને વિદ્યાર્થીસંઘ)	૨.૧
૨.૨ ગુજરાત માધ્યમિક શિક્ષણ અધિનિયમ સંદર્ભમાં સેવાકાલીન નિયમો	૨.૨
૨.૩ આચાર્ય, શિક્ષક અને કારકૂનની નિમણૂક માટેના પ્રવર્તમાન ધારાધોરણ (નિયમો)	૨.૩
૨.૪ ટ્રિબ્યુનલ : જજ, હક, સજા	૨.૪
<b>યુનિટ : ૩ માળખાગત સવલતો અને શૈક્ષણિક માળખું</b>	
૩.૧ શાળામાં પાયાની માળખાગત સુવિધાઓ	૩.૧
૧) માનવીય જરૂરિયાતો	૩.૧
૨) શૈક્ષણિક જરૂરિયાતો	૩.૨
૩.૨ માળખાગત સુવિધાઓનું મહત્વ	૩.૨
૩.૩ ઉચ્ચ (શ્રેષ્ઠ) ઉત્તમ શાળાઓમાં માળખાગત સુવિધાઓ	૩.૩
૩.૪ શૈક્ષણિક સંસ્થાઓ : એનસીઈઆરટી, જીસીઈઆરટી, પાઠ્યપુસ્તક મંડળ, માધ્યમિક અને ઉ.મા. બોર્ડ, એસવીએસ, ડાયટ, સર્વ શિક્ષા અભિયાન	૩.૪
<b>યુનિટ : ૪ વ્યવસ્થાપનમાં વિવિધ મુદ્દાઓ (ઘટના) અને શિક્ષણનો આર્થિક દૃષ્ટિકોણ</b>	
૪.૧ શાળામાં શિસ્ત સમસ્યા અને શાળામાં અસમાનતા	૪.૧
૪.૨ માનવ સંસાધન વિકાસ : મહત્વ અને કાર્યક્રમો	૪.૨
૪.૩ ગ્રાન્ટ ઈન એઈડ કોડ (અનુદાન સહાય નીતિ) ગુજરાત સરકારની વર્તમાન નીતિ	૪.૩
૪.૪ શાળાના અંદાજપત્રનું આયોજન	૪.૪

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એકમ :૧ રાષ્ટ્રીય શિક્ષણ નીતિ

- ૧.૧ રાષ્ટ્રીય શિક્ષણ નીતિ : સંકલ્પના અને તેમની જરૂરિયાત
- ૧.૨ માધ્યમિક શિક્ષણમાં એનપીઈનો અમલ
- |                                |                                  |
|--------------------------------|----------------------------------|
| - સામાન્ય શૈક્ષણિક માળખું,     | - રાષ્ટ્રીય અભ્યાસક્રમની રૂપરેખા |
| - શિક્ષણની ભૂમિકા અને જરૂરિયાત | - કાર્યાનુભવ                     |
| - પર્યાવરણ અને શિક્ષણ          | - અધ્યતાકેન્દ્રી અભિગમ           |
| - વ્યવસાયલક્ષી શિક્ષણ          | - સતત અને સર્વગ્રાહી મૂલ્યાંકન   |
| - નવોદય વિદ્યાલય               | - શિક્ષક પ્રશિક્ષણ               |
- ૧.૩ રાષ્ટ્રીય શિક્ષણનીતિ (સંશોધિત) -૧૯૯૨ અને કાર્યયોજના
- ૧.૪ જ્ઞાનપંચ - ૨૦૦૭
- ભાષા, અનુવાદ, ગ્રંથાલય, નેટવર્ક, પોર્ટલ, વ્યાવસાયિક શિક્ષણ, ઉચ્ચ શિક્ષણ, વિજ્ઞાન અને પ્રૌદ્યોગિકી, જાહેર ફંડિત સંશોધનની કાયદાકીય જોગવાઈ, ઈંગવર્નન્સ, શિક્ષણનો અધિકાર

યુનિટ -૨ તુલનાત્મક શિક્ષણ અને ચિંતનાત્મક શિક્ષણ

- ૨.૧ યુએસએના સંદર્ભમાં માધ્યમિક શિક્ષણની તુલના - શૈક્ષણિક માળખું, અભ્યાસિક સ્વરૂપ
- ૨.૨ યુકેના સંદર્ભમાં માધ્યમિક શિક્ષણની તુલના - શૈક્ષણિક માળખું, અભ્યાસિક સ્વરૂપ
- ૨.૩ ચિંતનાત્મક શિક્ષણ : સંકલ્પના, સાધનો અને તેના પ્રયોગો
- રોજનીશી, અધ્યાપન પોર્ટફોલિયો, સ્વકલ્પિત લેખન,

યુનિટ :૩ વર્ગખંડ શિક્ષણ, મૂલ્યાંકન પદ્ધતિ અને ઈ-લર્નિંગ

- ૩.૧ દૂરવર્તી શિક્ષણ : સંકલ્પના, જરૂરિયાત, માળખાકીય અભિગમ, ગુણો- મર્યાદા
- ૩.૨ ઈ-લર્નિંગ (વેબબેઝ લર્નિંગ) સંકલ્પના, જરૂરિયાત, માળખાકીય અભિગમ, ગુણો- મર્યાદા
- વિડિયો કોન્ફરન્સિંગ, આભાસી વર્ગખંડ, સકેન્દ્રિત અધ્યયન અને અકેન્દ્રિત અધ્યયન
- ૩.૩ એજ્યુસેટ અને બાયસેગની ભૂમિકા

યુનિટ :૪ શાળાકીય શિક્ષણની પરિસ્થિતિમાં ફેરફાર

- ૪.૧ શિક્ષણમાં નવીનીકરણ
- ૪.૨ શિક્ષકખંડ વાતાવરણ : સંકલ્પના અને તેની જરૂરિયાત
- ૪.૩ સારા શિક્ષકખંડ વાતાવરણના વિકાસમાં ચાવીરૂપ ઘટકો (પરિબળો)
- ૪.૪ વિવિધ સહઅભ્યાસિક પ્રવૃત્તિઓ : સંકલ્પના, પ્રકારો અને તેમનું મહત્વ

A-510 કારકિર્દી માર્ગદર્શન અને સલાહ

એકમ :૧ માર્ગદર્શન અને કારકિર્દી માર્ગદર્શન

- ૧.૧ માર્ગદર્શન : (અર્થ, સંકલ્પના, મહત્વ)
- ૧.૨ માર્ગદર્શનના પ્રકારો : (શૈક્ષણિક, વ્યાવસાયિક, વ્યક્તિગત)
- ૧.૩ કારકિર્દી માર્ગદર્શન (અર્થ, સંકલ્પના, મહત્વ)
- ૧.૪ કારકિર્દી માર્ગદર્શનમાં શિક્ષકનો ફાળો

યુનિટ :૨ કારકિર્દી માર્ગદર્શનની પ્રક્રિયા

- ૨.૧ કારકિર્દી માર્ગદર્શનના ઘટકો: પરિબળો
- ૨.૨ સ્ત્રોતો : સંગૃહિત પત્રક, અવલોકન, ફમાંક માપદંડ
- ૨.૩ મનોવૈજ્ઞાનિક કસોટી : (અર્થ, મહત્વ, સંચાલન, અર્થઘટન, ગુજરાતમાં ઉપલબ્ધ કસોટી)
- ૨.૪ માર્ગદર્શન કાર્યક્રમ : શાળા અને શિક્ષકનો ફાળો

યુનિટ :૩ સલાહ

- ૩.૧ અર્થ, સંકલ્પના અને સલાહના સિદ્ધાંતો
- ૩.૨ સલાહના પ્રકારો (વ્યક્તિગત અને જૂથ)
- ૩.૩ સલાહ અભિગમ (અર્થ, લાભ, મર્યાદાઓ)  
પ્રત્યક્ષ, પરોક્ષ અને વૈકલ્પિક સલાહ

યુનિટ :૪ કારકિર્દી સંસાધન કેન્દ્રો

- ૪.૧ માર્ગદર્શન અને સલાહની સંકલ્પના, હેતુઓ અને મહત્વ
- ૪.૨ પ્રવૃત્તિઓ ( સામાન્ય વિદ્યાર્થીઓ, વિશિષ્ટ બાળકો)
- ૪.૩ સંસ્થાઓ : સમાજ, ગુજરાત શૈક્ષણિક અને વ્યાવસાયિક માર્ગદર્શન સંસ્થા, અમદાવાદ  
યુનિ. રોજગાર માહિતી અને માર્ગદર્શન બ્યુરો અને ઉદિશા (ગુજરાત સરકારની પહેલ)

भाषा शिक्षण विधि

**इकाई - 1 भाषाकिय तत्व**

- 1.1 अर्थ विचार, पर्यायवाची, विलोमशब्द, युग्मशब्द और अनेकार्थी शब्द, कहावत, मुहावरे, शब्दसमूह के लिए एक शब्द
- 1.2 समास : परिभाषा, प्रकार, द्वन्द्व, तत्पुरुष, कर्मधारय, बहुव्रीहि
- 1.3 ऊर्लकार : उपमा, उत्प्रेक्षा, रुपक और व्यतिरेक
- 1.4 मिट्टी की महिमा पद्य कक्षा १० शिवमंगलसिंह सुमन
- 1.5 हो सौंवर थोरी पद्य कक्षा-१० राजेन्द्र शाह
- 1.6 आत्मशिक्षण गद्य कक्षा-१० जैनेन्द्र कुमार
- 1.7 सीया जलाना कब मना हे गद्य कक्षा-१० चन्द्रकान्त महेता

**इकाई-2 भाषा कौशल और विधि**

- 2.1 भाषा कौशल्य : श्रवण, कथन, पठन और लेखन ( महत्व, गुण, दोष, इसके कारण तथा उसके उपाय
- 2.2 भाषा शिक्षा कि विधि : परोक्ष, प्रत्यक्ष, डॉ. वेस्ट और व्याख्यान विधि

**इकाई-3 भाषा स्रष्ट**

- 3.1 गद्य, पद्य, व्याकरण और रचना शिक्षा-उद्देश्य, महत्व, पद्धति, प्रविधि और उसका पाठ आयोजन
- 3.2 भाषा शिक्षा के सिद्धांत सूत्र
- 3.3 अपरिचित शब्द शिक्षा

**इकाई-4 अनुबंध**

- 4.1 परीक्षण एवं मूल्यांकन : महत्व, साधन और प्रश्नपत्रों का आयोजन
- 4.2 हिंदी भाषाशिक्षा में दृश्य-श्राव्य साधन, महत्व और उपयोग
- 4.3 राष्ट्रभाषा का पाठ्यपुस्तक : लक्षण और समीक्षा, अभ्यासक्रम
- 4.4 राष्ट्रभाषा का शिक्षक : शैक्षिक एवं व्यवसायिक योग्यता



બી.એડ.



તાલીયાથી કરાવી : ૨૦૧૨-૨૦૧૩



**વિષયવસ્તુ પદ્ધતિ**  
(Content and Methodology)

B-501 ગુજરાતી

સેમેસ્ટર : ૧

એકમ : ૧ વિષયવસ્તુ :

ધો. ૮ની નીચેની કૃતિઓને સાહિત્ય સ્વરૂપના લક્ષણોને આધારે મૂલવવી તેમ જ કર્તાનો પરિચય મેળવવો.

- ૧.૧ આપણા દુઃખનું કેટલું જોર! ૧.૨ કન્યાવિદાય  
૧.૩ સપરમે દહાડે સંકલ્પ ૧.૪ ગોવિંદનું ખેતર

એકમ-૨ વિષયવસ્તુ : વ્યાકરણ

સર્વનામ, વિશેષણ, સંયોજકો, વાક્યપરિવર્તન, સંધિ અને જોડણી

એકમ-૩ વિષયવસ્તુ : વ્યાકરણ

અલંકાર, છંદ (વસંતતિલકા, શિખરિણી, મંદાકાન્તા, શાર્દૂલવિકિરિત, સ્વગર) કહેવત, રૂઢિપ્રયોગ, નિપાત, પર્યાયી શબ્દો, શબ્દસમૂહ માટે એક શબ્દ

એકમ-૪

૪.૧ માતૃભાષા શિક્ષણનું મહત્ત્વ : પ્રત્યાયન માટે-અભિવ્યક્તિ માટે- વ્યક્તિત્વના ઘડતર માટે- મૌલિક વિચારણા કરવા- આનંદ મેળવવા- સામાજિક અને સામાજિક વારસાનું સંરક્ષણ, સંવર્ધન અને સંક્રમણ કરવા- શિક્ષણના માધ્યમ તરીકે- વ્યક્તિને સામાજિક બનાવવા

શાળામાં માતૃભાષાનું શિક્ષણ:

શાળામાં માતૃભાષાના શિક્ષણમાં જોવા મળતી ઉપેક્ષાઓ અને તેને દૂર કરવાના ઉપાયો

- ભાષા વિકાસ પર અસર કરતા પરિબળો

- ભાષાકની શક્તિ - પ્રેરણા - વાતાવરણ (કુટુંબ - મિત્રો-સમાજ-શિક્ષક-શાળા) સમૂહ માધ્યમો

૪.૨ માતૃભાષા શિક્ષણના હેતુઓ : શૈક્ષણિક હેતુઓનું મહત્ત્વ- શૈક્ષણિક હેતુઓનું વર્ગીકરણ- માતૃભાષા શિક્ષણના સામાન્ય હેતુઓ- માતૃભાષા શિક્ષણના વિશિષ્ટ હેતુઓ- વિશિષ્ટ હેતુઓ નક્કી કરતી વખતે ધ્યાનમાં રાખવાની બાબતો

૪.૩ માતૃભાષાના અધ્યાપનનું આયોજન

પ્રારંભ આયોજન : માઈક્રોપાઠ, સિમ્યુલેશન પાઠ અને તાસ આયોજન-અર્થ-મહત્ત્વ-સોપાનો

ગદ્યશિક્ષણ : ગદ્યનો અર્થ, ગદ્યશિક્ષણના હેતુઓ : ગદ્યશિક્ષણની સામાન્ય પદ્ધતિ, ગદ્યશિક્ષણ વખતે ધ્યાનમાં રાખવાની બાબતો, નમૂનાનો પાઠ

૪.૪ માતૃભાષા શિક્ષણની અધ્યાપન પદ્ધતિઓ

કથન-ચર્યા પદ્ધતિ : પ્રશ્નોત્તરી અને અસગમન-નિગમન પદ્ધતિ

(દિરેક્ટ પદ્ધતિની સંકલ્પના- કાર્યપદ્ધતિ- પદ્ધતિના લાભાલાભ- પદ્ધતિનો વર્ગખંડશિક્ષણમાં વિનિયોગ)

૪.૫ માતૃભાષાના કૌશલ્યો

શ્રવણ : સંકલ્પના, મહત્ત્વ, વર્ગખંડની સહઅભ્યાસક પ્રવૃત્તિઓ

કથન : સંકલ્પના, મહત્ત્વ, કથન કૌશલ્યના મુખ્યઘટકો, અસર કરતા પરિબળો અને વર્ગખંડ-સહઅભ્યાસ પ્રવૃત્તિઓ

સેમેસ્ટર : ૨

એકમ : ૧

ધો. ૧૦ની કૃતિઓ નીચેની કૃતિઓને સાહિત્ય સ્વરૂપના લક્ષણોને આધારે મૂલવવી તેમજ કર્તાનો પરિચય મેળવવો.

૧. અતિસાન ૨. જૂનું પિપરશર

૩. પૃથિવીવલ્લભ ૪. આકા

(કૃતિને સાહિત્ય સ્વરૂપના લક્ષણોને આધારે મૂલવવી તેમજ કર્તાનો પરિચય મેળવવો.)

એકમ-૨

૨.૧ કવચ

૨.૨ વ્યાકર

૨.૩ એકમ

એકમ-૩

૩.૧ મહત્ત્વ

વસ્તુ

મુખ્ય

મુકવચ

લેખન :

૩.૨ મહત્ત્વ

(દિરેક્ટ પદ્ધતિ)

૩.૩ લેખન

હેતુઓ, અભિવ્યક્તિ

શાળાકીય

લેખન

૩.૪ મહત્ત્વ

દેશસ્થાપન

એપિગ્રાફ

દેશસ્થાપન

(ઉપરોક્ત)

એકમ : ૪

૪.૧ માતૃભાષા

મૂલ્યાંકન

વ્યુટિટ :

૪.૨ માતૃભાષા

૪.૩ માતૃભાષા

૪.૪ ભાષા શિક્ષણ

ભાષા પ્રયોગ

ભાષાખંડ : ૫

ભાષાખંડ : ૫

ભી.એ.સ. તાલીમાર્થી સરકારી - ૨૦૧૨-૨૦૧૩

એકમ-૨

- ૨.૧ કાવ્યશિક્ષણ અને કાવ્યશિક્ષણ વચ્ચેનો ભેદ, કાવ્યનો અર્થ, કાવ્યશિક્ષણના વિશિષ્ટ હેતુઓ, વર્ગશિક્ષણમાં આજનું નબળું કાવ્યશિક્ષણ, કાવ્યશિક્ષણમાં શૈક્ષણિક સાધનો, કવિ પરિચય, નમૂનાનો પાઠ
- ૨.૨ વ્યાકરણ શિક્ષણ : વ્યાકરણશિક્ષણ અંગેના મતાંતરો - વ્યાકરણશિક્ષણની ઉપેક્ષાના કારણો વ્યાકરણશિક્ષણનું મહત્વ- વ્યાકરણશિક્ષણની પદ્ધતિઓ -નમૂનાનો પાઠ
- ૨.૩ એકમ આયોજન : એકમ આયોજનનો અર્થ અને સંકલ્પના, એકમ આયોજનનું મહત્વ, તાસ આયોજન અને એકમ આયોજન વચ્ચેનો તફાવત, એકમ આયોજનના સોપાનો, નમૂનાનો પાઠ

એકમ-૩

- ૩.૧ માતૃભાષાના કૌશલ્યો  
વાચન : સંકલ્પના, મહત્વ, વાચનના પ્રકાર (મુખવાચન અને મુકવાચન) શિક્ષકનું આદર્શ વાચન  
મુખવાચન : અર્થ, મહત્વ, મુખવાચનમાં જોવા મળતા દોષ, તેના કારણો અને તેના ઉપચાર, મુખવાચન વિકસાવવાની વર્ગખંડ અને સહઅભ્યાસિક પ્રવૃત્તિઓ  
મુકવાચન : અર્થ, મહત્વ, મુકવાચનમાં જોવા મળતા દોષ, કારણો અને તેના ઉપચાર, મુકવાચન કરતી વખતે ધ્યાનમાં રાખવાની બાબતો, મુકવાચન વિકસાવવાની વર્ગખંડ અને સહઅભ્યાસિક પ્રવૃત્તિઓ  
લેખન : સંકલ્પના, મહત્વ, લેખન કૌશલ્યના આધારસ્તંભો, લેખિત અભિવ્યક્તિના સ્વરૂપો, લેખન કૌશલ્ય વિકસાવવા માટેની વર્ગખંડની અને સહઅભ્યાસિક પ્રવૃત્તિઓ લેખિત અભિવ્યક્તિમાં જોવામળતી ઊણપો અને તેના ઉપાયો, જોડણીની ભૂલો, અનુસ્વારની ભૂલો, વિરામચિહ્નોની ભૂલો, શબ્દભંડોળનો અભાવ
- ૩.૨ માતૃભાષા શિક્ષણની અધ્યાપન પદ્ધતિઓ : જૂથચર્ચા, નાટ્યીકરણ, પ્રોજેક્ટ પદ્ધતિ (દરેક પદ્ધતિની સંકલ્પના-કાર્યપદ્ધતિ-કાર્યપદ્ધતિ-પદ્ધતિના લાભાલાભ- પદ્ધતિનો વર્ગખંડ શિક્ષણમાં વિનિયોગ)
- ૩.૩ લેખિત અભિવ્યક્તિનું શિક્ષણ : લેખન રચનાનું શિક્ષણ: લેખિત અભિવ્યક્તિનું મહત્વ, લેખિત અભિવ્યક્તિના હેતુઓ, લેખિત અભિવ્યક્તિના આધારસ્તંભો, લેખનરચનાના પ્રકાર, લેખિત અભિવ્યક્તિની વર્તમાન સ્થિતિ, લેખિત અભિવ્યક્તિ માટે ધ્યાનમાં રાખવાની બાબતો, લેખિત અભિવ્યક્તિ માટેના આધુનિક પ્રવાહો, લેખિત અભિવ્યક્તિમાં શાળાકક્ષાએ જોવા મળતી ખામીઓ અને ઉપાયો, લેખિત અભિવ્યક્તિ વિકસાવવા માટેની પ્રવૃત્તિઓ  
લેખિત અભિવ્યક્તિના વિવિધ સ્વરૂપોનું પાઠ આયોજન : અહેવાલ, નિબંધ, વિચારવિસ્તાર, સંક્ષિપ્તકરણ
- ૩.૪ માતૃભાષામાં દૈનિકશ્રાવ્ય સાધનોનો ઉપયોગ : માતૃભાષા શિક્ષણમાં સાધનોના ઉપયોગનું મહત્વ  
દૈનિકશ્રાવ્ય સાધનો : કાળું પાટિયું-બુલેટિન બોર્ડ-ફ્લેક્સ કાર્ડ-ભીંતપત્ર-ફ્લેક્સકાર્ડ-મોડેલ-ચિત્રો-આકૃતિઓ-કોલ્કાઓ-ઓ.એચ.પી. એપિડાયોસ્કોપ, ફિલ્મસ્ટ્રીપ, ચાર્ટ્સ  
શ્રાવ્યસાધનો : ટેપરેકોર્ડિંગ-રેડિયો  
દૈનિકશ્રાવ્ય સાધનો : ટીવી, કમ્પ્યુટર, સેલફોન  
(ઉપરોક્ત દરેક સાધનની સંકલ્પના-મહત્વ અને મર્યાદાઓ અને વર્ગખંડ શિક્ષણમાં વિનિયોગના ઉદાહરણો)

એકમ-૪

- ૪.૧ માતૃભાષા શિક્ષણમાં મૂલ્યાંકન અને પરિક્ષણ -એકમ આયોજન : અર્થ, મહત્વ અને સોપાનો  
મૂલ્યાંકનની સંકલ્પના : મૂલ્યાંકનના હેતુઓ, મૂલ્યાંકનનું મહત્વ, મૂલ્યાંકન ત્રિકોણ, મૂલ્યાંકન કસોટીની રચના માટેની શરતો, પ્રશ્નોના વિવિધ પ્રકાર, મહત્વ અને મર્યાદાઓ, ભાષાકૌશલ્યના માપન માટેના સાધનો  
બ્લ્યુપ્રિન્ટ : અર્થ, મહત્વ, બ્લ્યુપ્રિન્ટ બનાવતી વખતે ધ્યાનમાં રાખવાની બાબતો, રચનાના સોપાનો, ત્રિપરિમાણદર્શક કોલે  
માતૃભાષાનો શિક્ષક \* શૈક્ષણિક સજ્જતા \* વ્યાવસાયિક સજ્જતા \* કાવ્યશિક્ષક  
\* ભાવિ સમાજના ઘડતર સંદર્ભમાં શિક્ષકનું યોગદાન
- ૪.૨ માતૃભાષાના પાઠ્યપુસ્તકનું મૂલ્યાંકન : પાઠ્યપુસ્તકનું મહત્વ, સિદ્ધાંતો, લક્ષણો, ભાલ અને આંતરિક માપદંડો,  
ધો.૧૦ના પાઠ્યપુસ્તકનું મૂલ્યાંકન
- ૪.૪ ભાષા શિક્ષણના સંદર્ભસાહિત્ય : વિશેષવાચનના પુસ્તકો, સામયિકો, જોડણીકોશ, જ્ઞાનકોશ, ગુજરાતી વિશ્વકોશ, વર્તમાનપત્રો, સ્વાધ્યાયપોથીઓ  
ભાષા પ્રયોગશાળાઓ : અર્થ, સ્વરૂપ, મહત્વ, ભાષા પ્રયોગશાળામાં સાધનસામગ્રી  
ભાષાખંડ : મહત્વ, સાધનસામગ્રી, શૈક્ષણિક સાધનો, સજ્જવટ, સ્થાન,કદ  
ભાષામંડળ : અર્થ, મહત્વ, રચના, ભાષામંડળની પ્રવૃત્તિઓ

**Unit-1 Lesson Std. X (L.L.)**

- L1 Prose :**
- Unit 2, The Clever Shepherd
  - Unit 3, The colours of my nation
- L2 Poetry :**
- 1, A fairy went to market once
  - 6, Stopping by woods on a snowy evening
- L3 Comprehension :** Comprehension from passage
- L4 Story writing :** from given points
- L5 Narration-Reported speech**

**Unit-2 Teaching Skills and material for language teaching**

- 2.1 Teaching Language Skills**
- LSRW
  - Teaching linguistic skills • Teaching • Listening • Speaking • Reading • Writing
- 2.2 Teaching Poetry**
- 2.3 Teaching Prose**
- 2.4 Teaching Grammar**
- Formal and functional grammar,
  - Methods of teaching grammar
- 2.5 Materials developed for teaching English as second/foreign language**
- Text-book as resource : Characteristics of good text-book & Critical study of the textbooks prescribed for std VI to X – English (LL)
  - Reading material

**Unit-3 Methods and approaches to teaching language as second/foreign language; teacher of English as second/foreign language**

- 3.1 Methods :** Direct, Bilingual and Grammar Translation Method
- 3.2 Approaches :** Structural approach & Communicative Approach
- 3.3 Communicative Language Teaching**
- 3.4 Teacher of English as second/foreign language.**

**Unit-4 Evaluation and ICT in Teaching English as First Language Method**

- 4.1 Difference between test examination**
- 4.2 Test developed by teachers and scientific tests**
- 4.3 Blue-print, three-dimensional table and preparation of question paper**
- 4.4 Use of Modern Gadgets like, TV, Tape-recorder, VCD/DVD Player, OHP, Episcoper, Multimedia Projector, Slide Projector, Mobile, interactive whiteboard, Language Laboratory etc.**
- 4.5 Use of Non-projection devices like: chalk-boards, chart, maps, drawing/sketches, photograph, etc.**

૨૦૧૩

વિષયો

તાલીમની ક્ષેત્રો

૨૦૧૨-૨૦૧૩

**એકમ-૧ વિષયવસ્તુ**

- ૧.૧ ધો. ૧૦ ગદ્યાર્થ ગ્રહણની કૃતિઓ - કુકુરાળાં સંહ્ય, ગુરુમ્હ : ઉપમન્યુ :  
ધો. ૧૦ અનુવાદ માટેની કૃતિઓ - જયન્તિ તે, સુમાધિત સુસ્મી
- ૧.૨ સમાસ-સંકલ્પના પ્રકારો ઉદાહરણ સહિત સમજૂતી (તત્પુરુષ, દ્વન્દ્વ, અવ્યયીભાવ, બહુવ્રીહિ, કર્મધારય)
- ૧.૩ ક્તિરિ- કર્મણી સંકલ્પના, બંને વચ્ચેનો તફાવત, ઉદાહરણ સહિત સમજૂતી
- ૧.૪ સર્વનામના રૂપાખ્યાનો અસ્મદ્, યુજ્ઞદ્, યત્, તત્, ત્ત, કિમ ના સ્ત્રીલિંગ, પુલ્લિંગ, નપુંસકલિંગના રૂપો

**એકમ-૨ સંસ્કૃત શિક્ષક, શિક્ષણની પદ્ધતિ અને શૈક્ષણિક સાધનો**

- ૨.૧ સંસ્કૃત શિક્ષક : તાલીમ, ગુણો, વ્યવસાયિક ક્ષમતા અને સજ્જતા
- ૨.૨ સંસ્કૃત શિક્ષણની પદ્ધતિઓનું મહત્ત્વ, લક્ષણ, મર્યાદા, પાઠશાળા, પ્રત્યક્ષ, જૂથ, સ્વાધ્યાય, અનુવાદ
- ૨.૩ શૈક્ષણિક સાધનોનું મહત્ત્વ (ચાર્ટ, ચિત્રો, પ્રતિકૃતિ, ફ્લેશકાર્ડ, ફ્લેનલ કટૂસ, ટેપરેકોર્ડર, સ્લાઇડ, કમ્પ્યુટર)
- ૨.૪ સંસ્કૃત ખંડ : મહત્ત્વ અને સજ્જતા

**એકમ-૩ સંસ્કૃતમાં મૂલ્યાંકન પ્રક્રિયા અને કૌશલ્યો**

- ૩.૧ ભાષાશિક્ષણના સિદ્ધાંતો અને સંસ્કૃતનો સંસ્કૃત શિક્ષણમાં વિનિયોગ
- ૩.૨ મૂલ્યાંકન પ્રક્રિયા : પ્રશ્નપત્ર સંરચના, બ્લ્યૂપ્રિન્ટનું મહત્ત્વ, ત્રિપરિમાણદર્શક કોઠો, નિદાન અને ઉપચારાત્મક શિક્ષણ
- ૩.૩ કૌશલ્યો : શ્રવણ, કથન, વાંચન અને લેખન (દરેક કૌશલ્ય માટે - મહત્ત્વ, ઉપયોગિતા વિકસાવવાની રીતો )

**એકમ-૪ પાઠ્યપુસ્તકો અને અનુબંધ**

- ૪.૧ અભ્યાસક્રમ અને પાઠ્યક્રમનો તફાવત, પાઠ્યક્રમ રચનાના સિદ્ધાંતો
- ૪.૨ સંસ્કૃત ભાષાનો અન્ય વિષયો સાથે અનુબંધ
- ૪.૩ આદર્શ પાઠ્યપુસ્તકના લક્ષણો તથા ૯-૧૦ના પાઠ્યપુસ્તકની સમીક્ષા

ના ઉપાયો

શિક્ષણ

ગો.એડ.

૨૭

તાલીયાળી બાયરી

૨૦૧૨-૨૦૧૩

એકમ:૨ : ૨

**એકમ:૧ વિષયવસ્તુ**

- ૧.૧ ધો. ૯  
પાઠ-૩ સ્વાતંત્ર્ય પ્રાપ્તિ તરફ પ્રયાણ  
પાઠ ૧૦ સરકારના અંગો
- ૧.૨ ધો. ૧૦  
પાઠ-૭ આપણા વારસાનું જતન  
પાઠ -૧૮ ભારતીય અર્થવ્યવસ્થાની મુખ્ય સમસ્યાઓ : ગરીબી અને બેરોજગારી

**એકમ:૨ પાઠ આયોજન : એકમ આયોજન, સોપાન, આયોજન અને આદર્શ પાઠ**

- ૨.૧ પાઠ આયોજન અને એકમ આયોજન વચ્ચેનો તફાવત  
૨.૨ સામાજિક વિજ્ઞાનના શિક્ષણની પદ્ધતિઓ :  
નિદર્શન અને પ્રદર્શન પદ્ધતિ, પ્રોજેક્ટ પદ્ધતિ, જૂથચર્ચા પદ્ધતિ, કુદરતી પ્રદેશ પદ્ધતિ

**એકમ:૩ શૈક્ષણિક સાધનો અને સંદર્ભ સાહિત્ય**

- ૩.૧ શૈક્ષણિક સાધનો : ઉપયોગ, પૃથ્વીનો ગોળો અને દિનાંતર રેખા,  
દાર્શનિક સાધનો નકશો, ચિત્રો, ચાર્ટ્સ, સ્લાઇડ્સ, પૃથ્વીનો નકશો, નકશાપોથી, આલેખ, મેગેઝિન, નમૂનો,  
વર્તમાનપત્રો, સિક્કા, ટિકિટો, કોઈઓ, સ્કેપબુક  
દૃશ્યશ્રાવ્ય સાધનો : ફિલ્મ સ્ટ્રીપ્સ, એપિડાયોસ્કોપ, કમ્પ્યુટર, ટેપરેકોર્ડર, ટીવી, પ્રદર્શન, વિડીયો લાયબ્રેરી
- ૩.૨ સામાજિક વિજ્ઞાનનો શિક્ષક : શૈક્ષણિક લાયકાત, તાલીમ, વ્યાવસાયિક ક્ષમતા
- ૩.૩ સામાજિક વિજ્ઞાનનો અન્ય વિષય સાથે અનુબંધ : સાહિત્ય, ગણિત અને વિજ્ઞાન

**એકમ: ૪ સામાજિક વિજ્ઞાનખંડ અને મૂલ્યાંકન**

- ૪.૧ સામાજિક વિજ્ઞાનખંડ : સામગ્રીનું મહત્વ, એકત્રીકરણ અને ગોઠવણ, સામાજિક વિજ્ઞાનખંડની પ્રવૃત્તિઓ
- ૪.૨ સામાજિક-વિજ્ઞાન મંડળ : સામાજિક વિજ્ઞાન મંડળની જરૂરિયાત અને પ્રવૃત્તિઓ
- ૪.૩ સામાજિક વિજ્ઞાનનું પાઠ્યપુસ્તક : સારા પાઠ્યપુસ્તકનું મહત્વ, લાક્ષણિકતાઓ, ધોરણ- ૮-૯-૧૦ના વર્તમાન પુસ્તકોનું મૂલ્યાંકન
- ૪.૪ મૂલ્યાંકન :  
- મૂલ્યાંકન અને પરીક્ષણનો અર્થ  
- સામાજિક વિજ્ઞાન માટેની પરીક્ષાના સાધનો  
- આદર્શ પ્રશ્નપત્ર અને બ્લ્યુપ્રિન્ટની રચના

ગોપીકાંડ, ૨૯ તાલીમની ગતિની - ૨૦૨૨-૨૦૨૩

**એકમ : ૧ ગણિતમાં વિષયવસ્તુ**

- ૧.૧ ધો. ૯ (સેમેસ્ટર-૨)**  
પ્રકરણ - ૧૨ વર્તુળ  
પ્રકરણ- ૧૪ હેરોનું સૂત્ર
- ૧.૨ ધો. ૧૦**  
પ્રકરણ- ૧૦ ઊંચાઈ અને અંતર  
પ્રકરણ- ૧૪ પૃષ્ઠફળ અને ઘનફળ  
પ્રકરણ- ૧૫ આંકડાશાસ્ત્ર

**એકમ : ૨ એકમપાઠ આયોજન અને મૂલ્યાંકન**

- ૨.૧ એકમ પાઠ આયોજન**  
**૨.૨ એકમ પાઠ આયોજનની તૈયારી અને મૂલ્યાંકન**  
**૨.૩ ગણિતના મૂલ્યાંકનમાં વિવિધ પ્રકારના સાધનોનો ઉપયોગ**  
**૨.૪ બ્લ્યુપ્રિન્ટ અને આદર્શ પ્રશ્નપત્ર**  
**૨.૫ ગણિતમાં નિદાનાત્મક કસોટી**  
**૨.૬ અંકગણિત, બીજગણિત અને ભૂમિતિનું શિક્ષણ : ધ્યેય અને હેતુ, જુદા જુદા અભિગમો અને તેનું મહત્વ**

**એકમ : ૩ શૈક્ષણિક સાધનો અને પાઠ્યપુસ્તક સમીક્ષા**

- ૩.૧ શૈક્ષણિક સાધનો**  
**૩.૨ પાયાનાં ખ્યાલોનો વિકાસ (પૂર્વધારણા, ગુણોત્તર - પ્રમાણ, સમરૂપતા, વિષેય, ચલન, દ્વિધાત સમીકરણ, સમતલીય ચતુષ્કોણ, લઘુગણક, ત્રિકોણ, વર્તુળ અને સમલંબ વગેરે**  
**૩.૩ ગણિતના અધ્યયનમાં કમ્પ્યુટરનો ઉપયોગ, ગણિત શિક્ષણમાં પાવર પોઈન્ટ પ્રેઝન્ટેશનની તૈયારી**  
**૩.૪ ગણિતના પાઠ્યપુસ્તકની સમીક્ષા (મૂલ્યાંકન)**

**એકમ : ૪ ગણિત મંડળ, શિક્ષક અને અનુબંધ**

- ૪.૧ ગણિત મંડળ : હેતુઓ, મહત્વ અને વિવિધ પ્રવૃત્તિઓ**  
**૪.૨ ગણિત શિક્ષક : લાયકાત અને ક્ષમતાઓ**  
**૪.૩ ગણિતનો અનુબંધ : ખ્યાલ, આંતરિક - એકમો સાથે, શાખાઓ સાથે અને વિવિધ વિષયો જેમાં વિજ્ઞાન અને ભૂગોળ સાથેનો અનુબંધ**  
**૪.૪ અધ્યયન-અધ્યાપન સામગ્રી : પાઠ્યપુસ્તક, શિક્ષક હાથપોથી, સ્વાધ્યાયપોથી, ગણિતના સામયિકો**

**એકમ :૧ વિષયવસ્તુ**

**૧.૧ ધો. ૯**

- પ્રકરણ-૨ તરંગ, ગતિ અને ધ્વનિ
- પ્રકરણ-૪ રાસાયણિક બંધન
- પ્રકરણ-૮ આપણાં કુદરતી સંશાધનો

**૧.૨ ધો. ૧૦**

- પ્રકરણ: ૬ બ્રહ્માંડ
- પ્રકરણ:૧૧ કાર્બનિક સંયોજનો
- પ્રકરણ:૧૬ આનુવંશિકતા અને ઉત્ક્રાંતિ

**એકમ : ૨ વિજ્ઞાન શિક્ષક અને પાઠ્યપુસ્તકો**

- ૨.૧ એકમ પાઠ આયોજન
- ૨.૨ વિજ્ઞાન શિક્ષક : કાર્યક્ષમતા અને વ્યાવસાયિક પ્રતિબદ્ધતા
- ૨.૩ ધો. ૮ થી ૧૦ના વિજ્ઞાન અને ટેકનોલોજીના આદર્શ પાઠ્યપુસ્તકની લાક્ષણિકતાઓ
- ૨.૪ વિજ્ઞાન શિક્ષણમાં સંદર્ભ સાહિત્ય (ઉપયોગિતા) જ્ઞાનગ્રંથ, વિચકીશ, સામયિકો, સંદર્ભ પુસ્તકો
- ૨.૫ વિજ્ઞાન શિક્ષણનું મહત્ત્વ અને જરૂરિયાત : શિક્ષક હાથપોથી અને વિદ્યાર્થી કાર્યપોથી
- ૨.૬ વિજ્ઞાન શિક્ષણનું મહત્ત્વ : માછલીઘર, વનસ્પતિ સંગ્રહાલય, જીવશાળા અને વાનસ્પતિક બગીચો

**એકમ :૩ વિજ્ઞાન પ્રયોગશાળા, મંડળ અને વિજ્ઞાન પ્રવૃત્તિઓ**

- ૩.૧ પ્રોજેક્ટ પદ્ધતિ
- ૩.૨ વિજ્ઞાન પ્રયોગશાળા : જરૂરિયાત અને આયોજન
- ૩.૩ વિજ્ઞાન મંડળ : મહત્ત્વ, રચના અને પ્રવૃત્તિઓ
- ૩.૪ વિજ્ઞાન શિક્ષણની પ્રવૃત્તિઓ  
(વર્ગખંડમાં રમતગમત અને સમસ્યા ઉકેલ)
- ૩.૫ સંગ્રહાલયનું મહત્ત્વ, વિજ્ઞાન પ્રદર્શન વિજ્ઞાનપ્રવાસ અને વિજ્ઞાન નગરી
- ૩.૬ વિજ્ઞાન પ્રતિભા શોધ : મહત્ત્વ અને વિદ્યાર્થી તૈયારીમાં શિક્ષકની ભૂમિકા

**એકમ : ૪ મૂલ્યાંકન**

- ૪.૧ વિજ્ઞાન શિક્ષણનું મૂલ્યાંકન (વિભાવના અને મહત્ત્વ) : સતત અને સર્વગ્રાહી
- ૪.૨ વિજ્ઞાનમાં મૂલ્યાંકન : શિક્ષક રચિત, પ્રમાણિત અને નિદાનાત્મક કસોટીઓ, ઉપચારાત્મક શિક્ષણ, પ્રશ્નપત્રની સંરચના અને બ્લ્યુપ્રિન્ટ (સ્વરૂપ અને મહત્ત્વ)
- ૪.૩ વિજ્ઞાન શિક્ષણનો ગણિત, સામાજિક વિજ્ઞાન અને કલા સાથેનો અનુબંધ
- ૪.૪ વૈજ્ઞાનિકો : (નામ, દેશ, શોધ અને પ્રદાન)  
ભારતીય : સી.વી. રમન, ડૉ. વિક્રમ સારાભાઈ, સર જગદીશચંદ્ર બોઝ, હોમી ભાભા,  
વિદેશી : આર્કિમિડિઝ, આઈઝેક ન્યૂટન, મેડમ ક્યુરી, એલેક્ઝાંડર ગ્રેહામબેલ, આલ્બર્ટ આઈન્સ્ટાઈન

ભાગ - ૧	
પાઠ્યપુસ્તકો	
<b>કોષ્ટક - ૧ વિષયવસ્તુ</b>	
<b>૧.૧</b>	<b>પે. ૧૧</b>
<b>પ્રકરણ-૮</b>	ધંધાકીય સાહસના સ્વરૂપો-૧
<b>પ્રકરણ-૯</b>	ધંધાકીય સાહસના સ્વરૂપો-૨
<b>૧.૨</b>	<b>પે. ૧૨</b>
<b>પ્રકરણ-૧૪</b>	ગ્રાહક સુરક્ષા
<b>પ્રકરણ-૧૬</b>	ધંધાની સામાજિક જવાબદારી અને ધંધાકીય નીતિમતા
<b>કોષ્ટક - ૨ એકમ આયોજન અને અનુબંધ</b>	
<b>૨.૧</b>	એકમ પાઠ આયોજન, એકમ અને તાસ આયોજનનો તફાવત
<b>૨.૨</b>	અનુબંધનો અર્થ, મહત્વ અને પ્રકારો
<b>૨.૩</b>	વિવિધ વિષયો સાથે અનુબંધ : અર્થશાસ્ત્ર, નામુ, સામાજિક વિજ્ઞાન
<b>૨.૪</b>	વૈકલ્પિક જીવનની પ્રવૃત્તિઓ સાથે અનુબંધ
<b>કોષ્ટક - ૩ વ્યક્તિગત પદ્ધતિ, મંડળ, શિક્ષક</b>	
<b>૩.૧</b>	પદ્ધતિઓ : પ્રદર્શન પદ્ધતિ, પ્રોજેક્ટ પદ્ધતિ, સ્વાધ્યાય, સીએઆઈ
<b>૩.૨</b>	વ્યક્તિગત મંડ અને મંડળ : ખ્યાલ, જરૂરિયાત, મહત્વ, વિવિધ પ્રવૃત્તિઓ
<b>૩.૩</b>	વ્યક્તિગત શિક્ષક : વ્યાવસાયિક યોગ્યતા, તાલીમ, વ્યાવસાયિક સજ્જતા, ગુણો, કુશળતા
<b>૩.૪</b>	શૈક્ષિક સાધનો : પ્રકારો : દૃશ્ય-શ્રાવ્ય, દૃશ્ય-શ્રાવ્ય ઉપકરણો (ચાર્ટ્સ, મોડેલ્સ, ટેપ-રેકોર્ડર, કમ્પ્યુટર, સ્લાઇડ, દૃશ્યપ્રોગ્રામ, ઈન્ટરનેટ, ઓએચપી, સંદર્ભ પુસ્તકો અને સામયિક)
<b>કોષ્ટક - ૪ મૂલ્યાંકન</b>	
<b>૪.૧</b>	પાઠ્યપુસ્તકનું મૂલ્યાંકન : મૂલ્યાંકનનો માપદંડ, વર્તમાન પાઠ્યપુસ્તકનું મૂલ્યાંકન અને વિવેચન
<b>૪.૨</b>	વાચિકત્વનું મૂલ્યાંકન : અર્થ, હેતુલક્ષી પ્રશ્નો
<b>૪.૩</b>	બ્લ્યુપ્રિન્ટ અને આદર્શ પ્રશ્નપત્રો : આદર્શ પ્રશ્નપત્રો : અર્થ, લક્ષણો બ્લ્યુપ્રિન્ટનું માળખું

**એકમ-૧ વિષયવસ્તુ**

**કોષ્ટક - ૧.૧**

**વિષય-૨** પ્રકરણ : ૬ ઘસારાના હિસાબો  
પ્રકરણ-૭ હૂંકી અને વચનચિહ્નો

**કોષ્ટક - ૧.૨**

**વિષય - ૧** પ્રકરણ:૫ નવા ભાગીદારનો પ્રવેશ  
**વિષય - ૨** પ્રકરણ-૪ હિસાબી ગુણોત્તર

**એકમ-૨ એકમ આયોજન અને અનુબંધ**

**૨.૧** એકમ પાઠ આયોજન

**૨.૨** અનુબંધ : અર્થ, મહત્વ અને પ્રકારો

**૨.૩** વિવિધ વિષયો સાથે અનુબંધ : ગણિત, અર્થશાસ્ત્ર, વાણિજ્ય અને સામાજિક વિજ્ઞાન

**૨.૪** સેવિટા જીવનની પ્રવૃત્તિઓ સાથે અનુબંધ

**એકમ-૩ નામનો શિક્ષક અને નામું શીખવવાની પદ્ધતિ, મંડળ**

**૩.૧** નામનો શિક્ષક : વ્યાવસાયિક યોગ્યતા, તાલીમ, પંધાકીય સજ્જતા, ગુણો, દુશળતા

**૩.૨** અધ્યાપન પદ્ધતિ : જૂથચર્ચા, પૃથક્કરણ, સંયોગીકરણ, પ્રોજેક્ટ

**૩.૩** નામનો મંડ અને મંડળ : નામામંડની જરૂરિયાત, નામામંડળનું મહત્વ અને પ્રવૃત્તિઓ

**૩.૪** શૈક્ષણિક સાધનો : પ્રકારો : દ્રશ્ય, શ્રાવ્ય અને દ્રશ્યશ્રાવ્ય સાધનો (નમુના, મોડેલ, ચાર્ટ્સ, સ્લાઇડ્સ, ઓવરહેડ પ્રોજેક્ટર, એવિડાયોસ્કોપ, આકૃતિ, બુલેટિન બોર્ડ, કમ્પ્યુટર, સંદર્ભ પુસ્તક, સામયિક

**એકમ-૪ મૂલ્યાંકન**

**૪.૧** પાઠ્યપુસ્તકની સમીક્ષા, સમીક્ષા માપદંડ, વર્તમાન પાઠ્યપુસ્તકની સમીક્ષા અને વિવેચન

**૪.૨** નામાનું મૂલ્યાંકન : અર્થ અને હેતુલક્ષી પ્રશ્નપત્ર

**૪.૩** બ્લ્યુપ્રિન્ટ અને આદર્શ પ્રશ્નપત્ર : આદર્શ પ્રશ્નપત્ર, અર્થ, બ્લ્યુપ્રિન્ટના લક્ષણો અને માળખું

### C 501 પર્યાવરણ શિક્ષણ

#### એકમ : ૧

- ૧.૧ પર્યાવરણ : અર્થ, કાર્યક્ષેત્ર અને પર્યાવરણ શિક્ષણનું સ્વરૂપ
- ૧.૨ પર્યાવરણીય પ્રદૂષણના પ્રકારો

#### એકમ : ૨

- ૨.૧ વૈશ્વિક અને સ્થાનિક સ્તરે પર્યાવરણીય જોખમની અસર અને તેના કારણો, પર્યાવરણીય પ્રદૂષણ અને તેને દૂર કરવાના ઉપાયો
- ૨.૨ ગ્રીન હાઉસ અસર એક પડકાર
- ૨.૩ ઓઝોનના પડમાં ગાબડું : એક પર્યાવરણીય પડકાર, એસિડ વર્ષા, બરફનું પીગળવું, દરિયાઈ સપાટીનું ઊંચું આવવું તથા તેની અસરો

#### એકમ : ૩

- ૩.૧ શિક્ષણ દ્વારા પર્યાવરણની જાગૃતતાની મુખ્ય લક્ષણિકતાઓ : માધ્યમિક શાળાના બાળકો માટે પર્યાવરણ શિક્ષણનો કાર્યક્રમ
- ૩.૨ બાળકોના વલણ ફેરફાર માટે પર્યાવરણ શિક્ષણનો કાર્યક્રમ

#### એકમ : ૪

- ૪.૧ પર્યાવરણ રક્ષણ અને સંપોષિત વિકાસ માટે શાળાઓ ફાળો
- ૪.૨ પર્યાવરણ સંબંધિત વિવિધ દિવસોની ઊજવણી
- ૪.૩ પ્લાસ્ટિક રીસાયકલિંગ અને પ્લાસ્ટિક બેગ કવરની અજમાયશ
- ૪.૪ પ્રદૂષણ નિયંત્રણ બોર્ડની ભૂમિકા

B. Ed. Compulsory Paper : A-501

**Teacher in Emerging Indian Society**

**SEMESTER-I**

**Course Objective :**

To enable student teacher to understand

1. About the relationship between philosophy and Education and implications of philosophy on education.
2. The importance and role of education in the progress of Indian society.
3. The contribution of great educationalist to the field of education.
4. The need to study education in a sociological perspective. The process of social changes and socialization to promote and develop sense of commitment to the teaching profession.
5. The means of measure towards the promotion of national integration and protection of human rights.

**Unit-1 Education and Philosophy**

- 1.1 Education : Meaning, concept, nature process and objectives of education  
(Individual and social objective)
- 1.2 Importance of Education
- 1.3 Formal – Non-formal Education
- 1.4 Philosophy: meaning and definition of philosophy.
- 1.5 Interrelation between education and philosophy.

**Unit-2 Present Issues in Education**

- 2.1 Teacher's role in Education system and challenges in present time.
- 2.2 Modernization – meaning importance and impact – role of education in modernization.
- 2.3 Education and economical development.

**Unit-3 Education and Society**

- 3.1 Characteristics of ancient and modern Indian society. Relation between individual and society, Role of education in contemporary social system.
- 3.2 Education and social change.

**Unit-4 Indian and Western Philosopher and their philosophical thinking-1**

- 4.1 Naturalism Idealism – Concept, Objectives, Methods, teacher – learner relationship.
- 4.2 Educational thoughts of Gandhiji.
- 4.3 Educational thoughts of Rousseau.

B. Ed. Compulsory Paper : A 502

**The Learner-Nature and Development**

**SEMESTER-I**

**Objectives:**

To enable prospective teachers to :

1. acquire knowledge and understanding of stages of human development and developmental tasks with special reference to adolescent learners.
2. develop understanding of individual differences and of process of learning in the context.
3. understand personality, motivation and various types of exceptional children.
4. grasp the meaning and significance of Adjustment and guidance services.

**Unit-1 Psychology and nature of learner**

- 1.1 Psychology and educational psychology: Concept, nature, scope and functions.
- 1.2 Growth and Development Meaning, concept and principles factors affecting growth and development, Stages of development.
- 1.3 Types of Development (Mental, Social and Emotional) Characteristics, developmental tasks (Mental, social, emotional) and learners' educational needs at each stage.

**Unit-2 Adolescence in the Indian Context and Personality**

- 2.1 Characteristics of adolescence in Indian context. Their developmental task, needs, problems and expectations, counseling needs of adolescents.
- 2.2 Adolescence in Indian Context, Various types of development, physical, emotional, intellectual, social and moral during adolescence.
- 2.3 Personality: Meaning, Nature, Types and theories of personality development of Freud and Carl Jung.

**Unit-3 Individual differences and Exceptional Children**

- 3.1 Individual differences meaning, nature, factors responsible, types, areas in which one can identify individual differences.
- 3.2 Exceptional children: concept, types and characteristics: physically handicapped; mentally retarded, gifted: emotionally disturbed and socially maladjusted.
- 3.3 Specific Learner centered techniques of instruction for Creative, Slow learners, gifted, mentally retarded children. Learning Disability: Introduction, meaning, concept and types (Dyslexia, Attention Deficiency Disorder :ADD, ADHD: Hyper Disorder)

**Unit-4 Adjustment, Motivation and Guidance**

- 4.1 Adjustment: Meaning, concept and characteristics. Causes of maladjustment, conflicts, frustration and defense mechanism.
- 4.2 Motivation : Meaning, concept, nature and theories of Maslow and McClelland
- 4.3 Guidance and Counseling: Meaning, importance and types of guidance: Educational, Vocational and Personal, concept of counseling, directed, non-directed counseling and eclectic.

B. Ed. Special Field Paper : A 509

**Teacher Education**

**SEMESTER-I**

**Fundamentals of Teacher Education Objectives :**

1. To develop in the students understanding of the concept, history, need and objectives of teacher education.
2. To enable the students to understand teacher and curriculum transaction.
3. To enable the students to understand teacher education as a profession.

**Unit-1 Concept, Need, History and Objectives of Teacher Education**

- 1.1 Concept of teaching and teacher education.
- 1.2 Historical Development of teacher education in India.
- 1.3 Need and Importance
- 1.4 Aims & objectives
- 1.5 Basic Assumptions

**Unit-2 Teacher Education as a Profession**

- 2.1 Concept of a profession
- 2.2 Scope characteristics of teaching as a profession
- 2.3 Teachers status: social status, economics status and professional status.
- 2.4 Teachers competencies: kind of competencies
- 2.5 Teachers commitment areas: kind of commitment

**Unit-3 In-service and pre-service programme**

- 3.1 Meaning
- 3.2 Objectives
- 3.3 Basic requirement
- 3.4 Programmes for quality improvement
- 3.5 Innovative practices:
  - Classroom teaching and methods
  - Use of latest technology
- 3.6 Construction of TLM.

**Unit-4 Role and function of Teacher Education Agencies:**

- 4.1 GCERT, DIET, CTE
- 4.2 NCERT
- 4.3 Role of NCTE and NAAC for quality improvement.

**Reference**

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**इकाई - 1 भाषाकिय तत्व**

- १.१ अर्थ विचार, पर्यायवाची, विलोमशब्द, युग्मशब्द और अनेकार्थी शब्द, कहावत, मुहावरे, शब्दसमूह के लिए एक शब्द
- १.२ समास : परिभाषा, प्रकार, द्वन्द्व, तत्पुत्र, कर्मधारय, बहुव्रीहि
- १.३ अलंकार : उपमा, उल्लेख, रूपक और व्यतिरेक
- १.४ हिन्दी की महिमा पद्य कक्षा १० शिवमंगलसिंह सुमन
- १.५ दो सौंदर्य दोरी पद्य कक्षा-१० राजेन्द्र शाह
- १.६ आत्मशिक्षण गद्य कक्षा-१० जैनेन्द्र कुमार
- १.७ शीघ्र जलाना कब मना है गद्य कक्षा-१० चन्द्रकान्त महेता

**इकाई-२ भाषा कौशल और विधियाँ**

- २.१ भाषा कौशल्य : श्रवण, कथन, पठन और लेखन ( महत्व, गुण, दोष, इसके कारण तथा उसके उपाय
- २.२ भाषा शिक्षा कि विधियाँ : परोक्ष, प्रत्यक्ष, डॉ. वेस्ट और व्याख्यान विधि

**इकाई-३ भाषा खण्ड**

- ३.१ गद्य, पद्य, व्याकरण और रचना शिक्षा-उद्देश्य, महत्व, पद्धति, प्रविधि और उसका पाठ आयोजन
- ३.२ भाषा शिक्षा के सिद्धांत सूत्र
- ३.३ अपरिचित शब्द शिक्षा

**इकाई-४ अनुबंध**

- ४.१ परीक्षण एवं मूल्यांकन : महत्व, साधन और प्रश्नपत्रों का आयोजन
- ४.२ हिन्दी भाषाशिक्षा में दूरस्थ-श्राव्य साधन, महत्व और उपयोग
- ४.३ राष्ट्रभाषा का पाठ्यपुस्तक : लक्षण और समीक्षा, अभ्यासक्रम
- ४.४ राष्ट्रभाषा का शिक्षक : शैक्षिक एवं व्यवसायिक योग्यता

**इकाई - १ भाषाकिय तत्व**

- १.१ अर्थ विचार, पर्यायवाची, विलोमशब्द, युग्मशब्द और अनेकारी शब्द, कहावत, मुहावरे, शब्दसमूह के लिए एक शब्द
- १.२ समास : परिभाषा, प्रकार, द्रव्य, तत्पुरुष, कर्मधारय, बहुव्रीहि
- १.३ अर्थकार : उपमा, उल्लेख, रूपक और व्यतिरेक
- १.४ हिंदी की महिमा पद्य कक्षा १० शिवमंगलसिंह सुमन
- १.५ हो सौंवर थोरी पद्य कक्षा-१० राजेन्द्र शाह
- १.६ आत्मशिक्षण गद्य कक्षा-१० जैनेन्द्र कुमार
- १.७ कीया जलना कब मना है गद्य कक्षा-१० चन्द्रकान्त महेता

**इकाई-२ भाषा कौशल और विधियाँ**

- २.१ भाषा कौशल : श्रवण, कथन, पठन और लेखन ( महत्व, गुण, पोष, इसके कारण तथा उसके उपाय
- २.२ भाषा शिक्षा कि विधियाँ : परोक्ष, प्रत्यक्ष, डॉ. वेस्ट और व्याख्यान विधि

**इकाई-३ भाषा उपखंड**

- ३.१ गद्य, पद्य, व्याकरण और रचना शिक्षा-उद्देश्य, महत्व, पद्धति, प्रविधि और उसका पाठ आयोजन
- ३.२ भाषा शिक्षा के सिद्धांत सूत्र
- ३.३ अपरिचित शब्द शिक्षा

**इकाई-४ अनुबंध**

- ४.१ परीक्षण एवं मूल्यांकन : महत्व, साधन और प्रश्नपत्रों का आयोजन
- ४.२ हिंदी भाषाशिक्षा में दृश्य-श्राव्य साधन, महत्व और उपयोग
- ४.३ राष्ट्रभाषा का पाठ्यपुस्तक : लक्षण और समीक्षा, अभ्यासक्रम
- ४.४ राष्ट्रभाषा का शिक्षक : शैक्षिक एवं व्यवसायिक योग्यता

**એકમ-૧ વિષયવસ્તુ**

**એકમ - ૧**

**વિષય-૨** પ્રકરણ :૬ ધસારાના હિસાબો  
પ્રકરણ-૭ હુંડી અને વચનવિદી

**એકમ - ૨**

**વિષય - ૧** પ્રકરણ:૫ નવા ભાગીદારનો પ્રવેશ  
**વિષય - ૨** પ્રકરણ-૪ હિસાબી ગુણોત્તર

**એકમ : ૨ એકમ આયોજન અને અનુબંધ**

**૨.૧** એકમ પાઠ આયોજન

**૨.૨** અનુબંધ : અર્થ, મહત્વ અને પ્રકારો

**૨.૩** વિવિધ વિષયો સાથે અનુબંધ : ગણિત, અર્થશાસ્ત્ર, વાણિજ્ય અને સામાજિક વિજ્ઞાન

**૨.૪** સેવિદા જીવનની પ્રવૃત્તિઓ સાથે અનુબંધ

**એકમ : ૩ નામનો શિલક અને નામું શીખવવાની પદ્ધતિ, મંડળ**

**૩.૧** નામનો શિલક : વ્યાવસાયિક યોગ્યતા, તાલીમ, ધંધાકીય સજ્જતા, ગુણો, કુશળતા

**૩.૨** અભ્યાસ પદ્ધતિ : જુલયર્વા, પુથકરણ, સંયોગીકરણ, પ્રોજેક્ટ

**૩.૩** નામનો મંડ અને મંડળ : નામામંડની જરૂરિયાત, નામામંડળનું મહત્વ અને પ્રવૃત્તિઓ

**૩.૪** શૈક્ષણિક સાધનો : પ્રકારો : દ્રશ્ય, શ્રાવ્ય અને દ્રશ્યશ્રાવ્ય સાધનો (નમૂના, મોડેલ, ચાર્ટ્સ, સ્લાઇડ્સ,

ઓવરહેડ પ્રોજેક્ટર, એપિડાયોસ્કોપ, આકૃતિ, ભુલેટિન બોર્ડ, કમ્પ્યુટર,

સંદર્ભ પુસ્તક, સામયિક

**એકમ : ૪ મૂલ્યાંકન**

**૪.૧** પાઠ્યપુસ્તકની સમીક્ષા, સમીક્ષા માપદંડ, વર્તમાન પાઠ્યપુસ્તકની સમીક્ષા અને વિવેચન

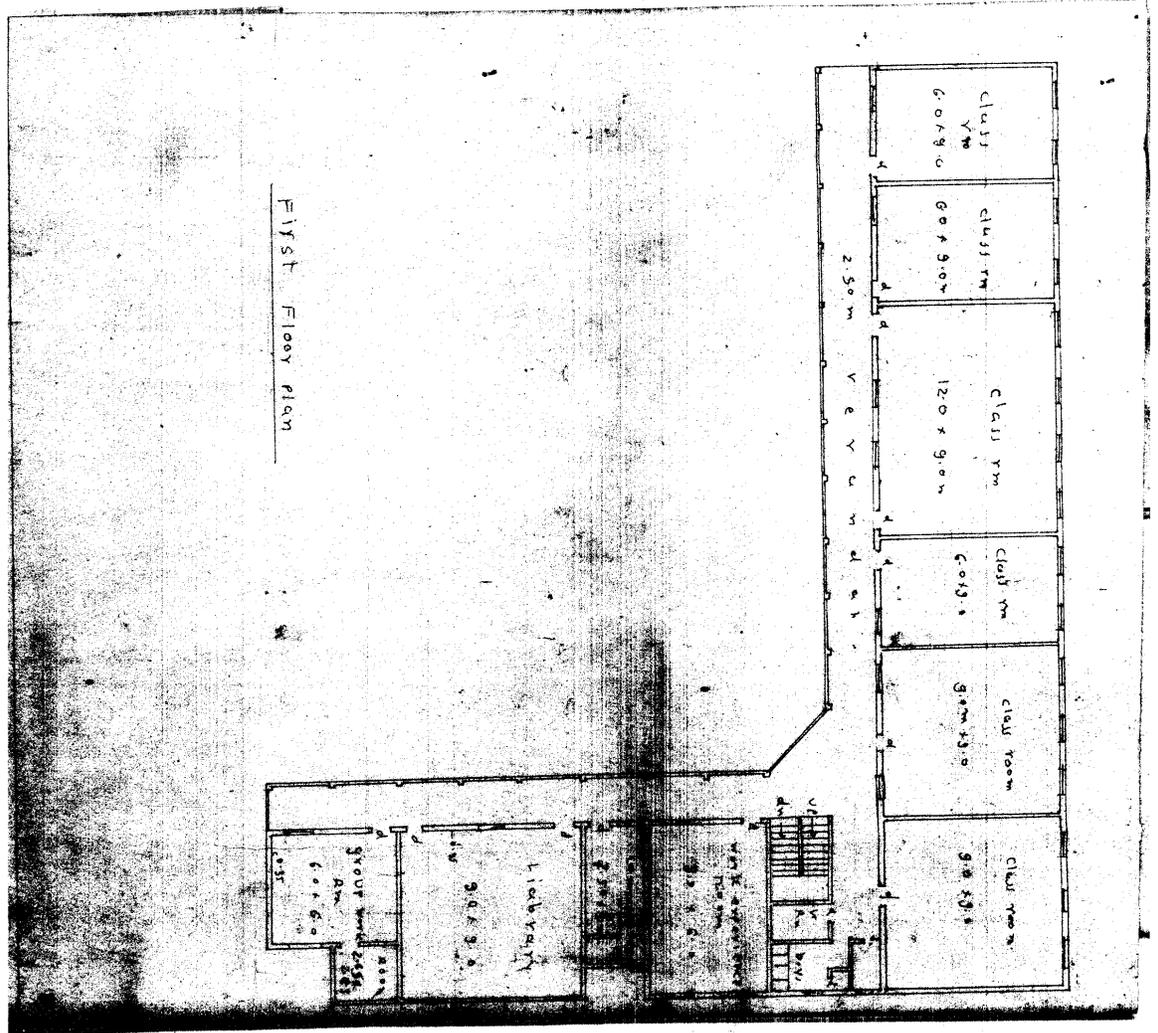
**૪.૨** નામાનું મૂલ્યાંકન : અર્થ અને હેતુલક્ષી પ્રશ્નપત્ર

**૪.૩** બ્લ્યુપ્રિન્ટ અને આદર્શ પ્રશ્નપત્ર : આદર્શ પ્રશ્નપત્ર, અર્થ, બ્લ્યુપ્રિન્ટના લક્ષણો અને માળખું











**Appendix:5.1**

**Sample of students feedback on curriculum**

સર્વોચ્ચ શૈક્ષણિક દ્વારા સંચાલિત

શ્રીમતિ કે.સી.એમ.શાહ બી.એડ કોલેજ, કાકણપુર

તાલીમાર્થીનું નામ ..... સેલ નંબર ..... વર્ષ .....

નોંધ- અભ્યાષક્રમ ના વિવિધ પસાઓનું ગુણકન કરવા માટે નીચે દર્શાવેલ માપનના મુદ્દા ( પ્રાથલ ) માં ચોચ ગુણકન કરો.

ક્રમ	સેમેસ્ટર	માપનના મુદ્દા ( પ્રાથલ )	અભ્યાષક્રમ ના મુદ્દાઓને ઊડાલથી સમજવા માટે પ્રોજેક્ટરવર્ક નો ઉપયોગ. (૧૦ ગુણ )	અભ્યાષક્રમની વ્યાપકતાનું ક્ષેત્ર. (૧૦ ગુણ )	વાસ્તવિકજીવનની પરિસ્થિતીને અનુરૂપ અભ્યાષક્રમ. (૧૦ ગુણ )	અધ્યયન મૂલ્યો, (જેવાકે જ્ઞાન, સંકલ્પના, વ્યક્તિગત કોશલ્યો, વિકલેખાનક અભિયોગ્યતા અને યથાર્થતા વિસ્તાર) (૧૦ ગુણ )	મૂળવિષયોના વાંચન સાહિત્યની સુસંગતતા અને સ્પષ્ટતા. (૧૦ ગુણ )	મૂળવિષયોના વધારાના વાંચન સાહિત્ય માટેની સુવિધા (લાગણેરી) (૧૦ ગુણ )	વિદ્યાર્થીઓદ્વારા જરૂરી પ્રથમો માટેનો અવકાશ. (૧૦ ગુણ )	સમગ્રતયા મૂલ્યાંકન. (૧૦ ગુણ )	મેળવેલ કુલ પ્રાપ્તક. (૨૦ ગુણ )
		વિષયનો કોડ									
૧	સેમેસ્ટર- ૧	A 501									
૨		A 502									
૩		A 503									
૪		A 509									
૫		D 502									
૬	સેમેસ્ટર- ૨	A 504									
૭		A 505									
૮		A 506									
૯		A 510									
૧૦		C 501									
૧૧	સેમેસ્ટર- ૧ અને ૨	B 5									
૧૨		B 5									

## Appendix: 5.2

### Sample of students feedback on Teacher

સર્વોદય વેરીટેબલ ટ્રસ્ટ દ્વારા સંચાલિત

શ્રીમતિ કે.સી.એમ.શાહ બી.એડ કોલેજ, કાકણપુર

તાલીમાર્થીનું નામ ..... રોલ નંબર ..... વર્ષ .....

નોંધ- અભ્યાસક્રમ ના વિવિધ પસાઓનું ગુણાંકન કરવા માટે નીચે દર્શાવેલ માપનના મુદ્દા ( પ્રાયલ ) માં યોગ્ય ગુણાંકન કરો.

ક્રમ	રેગેસ્ટર	માપનના મુદ્દા ( પ્રાયલ ) વિષયનો કોડ	અભ્યાસક્રમ ના મુદ્દાઓને ઊંડાણથી સમજવા માટે પ્રોજેક્ટવર્ક નો ઉપયોગ. (10 ગુણ )	અભ્યાસક્રમની વ્યાપકતાનું ક્ષેત્ર. (10 ગુણ )	વાસ્તવિકજીવનની પરિસ્થિતિને અનુરૂપ અભ્યાસક્રમ. (10 ગુણ )	અધ્યાયન મૂલ્યો, (જેવાકે જ્ઞાન, સંકલ્પના, વ્યક્તિગત કોશલ્યો, વિકસેલાત્મક અભિવ્યક્તિ અને યશસ્વીતા વિસ્તાર) (10 ગુણ )	મૂળવિષયોના વાંચન સાહિત્યની સુગંઠતા અને સ્પષ્ટતા. (10 ગુણ )	મૂળવિષયોના વધારાના વાંચન સાહિત્ય માટેની સુવિધા (લાયબ્રેરી) (10 ગુણ )	વિદ્યાર્થીઓદ્વારા જરૂરી પ્રશ્નો માટેનો અવકાશ. (10 ગુણ )	સમગ્રવય મૂલ્યાંકન. (10 ગુણ )	મેળવેલ કુલ પ્રાપ્તિ. (20 ગુણ )
૧	રેગેસ્ટર- ૧	A.501									
૨		A.502									
૩		A.503									
૪		A.509									
૫		D.502									
૬	રેગેસ્ટર- ૨	A.504									
૭		A.505									
૮		A.506									
૯		A.510									
૧૦		C.501									
૧૧	રેગેસ્ટર-	B.5									
૧૨	૧ અને ૨	B.5									

**Annexure: 6.1**

**Audited income –expenditure statement for the previous financial year**

Year : 2013 - 2014

**ARUN J. SONI & CO.**  
**CHARTERED ACCOUNTANTS**

ARUN J. SONI (B.COM F.C.A)

\*\*\*

☎ - (O) 241740

7,8,9, B. N. Chambers.,  
1st Flour , Opp. Bus Stand  
Godhra - 389 001

**AUDIT REPORT**

To,  
The Principal,  
**SMT. K. C. M. SHAH B.ED. COLLEGE**  
AT. Kakanpur  
Tal. Godhra  
Dist. Panchmahal

Dear Sir,

We have examined the Balance Sheet, and Income and Expenditure accounts of SMT. K. C. M. SHAH B. ED. COLLEGE, At. Kakanpur, Tal. Godhra, District Panchmahals for the year ended on 31-03-2014 and report that :-

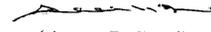
Subject to the remarks in our opinion and according to the best of information and explanation given to us and shown by the books of accounts of the collage the annexed Balance Sheet and Income and Expenditure accounts are properly drawn up and exhibits true and correct account of the financial affairs of the College.

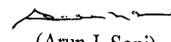
Place : Godhra  
Date : 09/06/2014

For, ARUN J. SONI & CO.  
CHARTERED ACCOUNTATS  
FRN : 100560W

**SMT. K.C.M Shah B.Ed College**  
**Kakanpur**

  
Managing Trustee  
(Bharat R. Shah)

  
(Arun J. Soni)  
Proprietor.

<b>ARUN J. SONI &amp; CO.</b> <b>CHARTERED ACCOUNTANTS</b> *** 7,8,9, B. N. Chambers., 1st Flour , Opp. Bus Stand Godhra - 389 001		ARUN J. SONI (B.COM. F.C.A.) ☎ - (O) 241740	
SMT. K.C.M. SHAH B.ED. COLLEGE, At. Kakanpur Conducted By :- Sarvoday Charitable Trust, Kakanpur <b>INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED ON 31-03-2014</b>			
EXPENDITURE	AMOUNT Rs.	INCOME	AMOUNT Rs.
To Staff Salaries As per Schedule : B	2699926.00	By Govt. Grant	0.00
To Building Rent	123218.00	By Fees As per Schedule - D	2940000.00
To Other Expenses As per Schedule : C	506158.00	By Misc. Income As per Schedule - E	10974.00
To Hostel Expenses	46007.00	By Excess of Expenditure over Income	424335.00
To Excess of Income over Expenditure			
<b>TOTAL :::::&gt;</b>	<b>3375309.00</b>	<b>TOTAL :::::&gt;</b>	<b>3375309.00</b>
Godhra Date : 09/06/2014		As per our report of even date. For, ARUN J. SONI & CO. CHARTERED ACCOUNTANTS FRN : 100560W  (Arun J. Soni) Proprietor.	

SMT. K.C.M. Shah B.Ed College  
Kakanpur

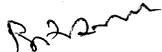
  
Managing Trustee  
(Bharat R. Shah)

NAAC: Self - Study Report of Smt K.C.M.Shah B.Ed.College , Kakanpur Gujarat

SMT. K.C.M. SHAH B.ED. COLLEGE, Kakanpur				
31-03-2014				
OTHER EXPENSES :				Schedule - C
S.No.	Particulars			Amount Rs.
1	Affiliation Form Exps			1500.00
2	Annual Lesson Exps			14748.00
3	Notary Exps			1400.00
4	Affiliation Form Fee			20000.00
5	College Elect. Bill Exps			104267.00
6	Computer Exps			2030.00
7	Commission Exps			898.00
8	Annual Day Exps.			24310.00
9	Internship Exps			7110.00
11	Gratuity Exps			45000.00
12	NAAC Fees			2247.00
15	Nirikshan Pothi Pri. Exps			12800.00
16	Misc. Exps.			5940.00
17	News Paper Samayik Exps			2876.00
20	Ragistration Form Exps.			100.00
21	Membership Fees			1000.00
22	Stationery Exps			47056.00
23	Sthanik Tapas Samitee			5000.00
24	Path Book Prin. Exps			16400.00
25	Postage Exps			1732.00
26	Telephones			8513.00
27	Travelling Exps			15377.00
28	Youth Festival exps			13400.00
29	Samayik Exps.			7270.00
30	Zerox Exps			13801.00
31	Penalty Exps			27.00
32	Providend Fund & Other Fund Exps			82431.00
33	Advrtisement Exps			40055.00
34	Pathnodh Material Exps.			8900.00
	<b>Total.....</b>			<b>506158.00</b>

SMT. K.C.M. SHAH B.ED. COLLEGE, Kakanpur			
31-03-2014			
FEES INCOME			Schedule : - D
S.No.	Particulars		Amount Rs.
1	Tution Fees		2940000.00
<b>Total...</b>			<b>2940000.00</b>
MISC. INCOME			Schedule : - E
S.No.	Particulars		Amount Rs.
1	Interest Income		10919.00
2	Other Misc. Income		55.00
<b>Total.....</b>			<b>10974.00</b>
LIABILITIES :-			Schedule : - F
S.No.	Particulars		Amount Rs.
1	Insurance (LIC)		780.00
2	Professional Tax		1210.00
3	Silendra Gupta		139.00
4	T.D.S.		1263.00
5	Provision for Exps		13257.00
6	Scholarship		6230.00
<b>Total.....</b>			<b>22879.00</b>

SMT. K.C.M Shah B.Ed College  
Kakanpur

  
Managing Trustee.  
(Bharat R. Shah)

NAAC: Self - Study Report of Smt K.C.M.Shah B.Ed.College , Kakanpur Gujarat

SMT. K.C.M. SHAH B.ED. COLLEGE, Kakanpur					
31-03-2014					
FIXED ASSETS :-					
S.No.	Particulars	Opening Balance	Addition This year	Schedule :- G Brackage/Sales This year	Closing Balance
1	A.C. Purchase	20500.00	0.00	0.00	20500.00
2	Camera	18720.00	0.00	0.00	18720.00
3	Computer	226724.00	0.00	0.00	226724.00
4	Computer Softwere	15000.00	0.00	0.00	15000.00
5	Educational Equip.	27500.00	0.00	0.00	27500.00
6	Elect. Motor	14720.00	0.00	0.00	14720.00
7	Elect. Sadhan	117008.00	0.00	0.00	117008.00
8	Furniture	675781.00	0.00	0.00	675781.00
9	Games Equip.	1861.00	0.00	0.00	1861.00
10	Hostel Dead Stock	254346.00	0.00	0.00	254346.00
11	Laboratory Equip.	13645.00	0.00	0.00	13645.00
12	Library Books	343438.00	0.00	0.00	343438.00
13	Musical Instrument	29835.00	0.00	0.00	29835.00
14	Solar Water System	555750.00	0.00	0.00	555750.00
15	Telephones	35950.00	0.00	0.00	35950.00
16	Water Cooler	35000.00	0.00	0.00	35000.00
17	Water Purifyer	6700.00	0.00	0.00	6700.00
18	Zerox Machine	93000.00	0.00	0.00	93000.00
19	R.O.Systems	19100.00	0.00	0.00	19100.00
	<b>Total...</b>	<b>2504578.00</b>	<b>0.00</b>	<b>0.00</b>	<b>2504578.00</b>
ADVANCES & DEPOSITS :-					
S.No.	Particulars	Schedule :- H Amount Rs.			
1	Telephone Deposit				4150.00
2	Gas Cylinder Deposit				5000.00
3	Court Fee				15000.00
4	V. M. Shah Prathmik Shala				20876.00
5	Elect. Deposits				20290.00
6	Sarvoday Chatirable Trust				248304.00
7	K.C. M. Shah Bed. (Swarnim Gujarat)				700.00
8	Jatinbhai				5000.00
9	Med College, Kakanpur				40000.00
10	Shri V. M. Shah PTC College, Kakanpur				50000.00
11	Internet Connection Deposit				2482.00
	<b>Total.....</b>				<b>411802.00</b>

## Annexure: 6.2

### Audited income –expenditure statement for the 2012-13 year

Year: 2012-2013

ARUN J. SONI & CO.  
CHARTERED ACCOUNTANTS

ARUN J. SONI (B.COM F.C.A)

\*\*\*

☎ - (O) 241740

7,8,9, B. N. Chambers.,  
1st Flour , Opp. Bus Stand  
Godhra - 389 001

#### AUDIT REPORT

To,  
The Principal,  
**SMT. K. C. M. SHAH B.ED. COLLEGE**  
AT. Kakanpur  
Tal. Godhra  
Dist. Panchmahal

Dear Sir,

We have examined the Balance Sheet, and Income and Expenditure accounts of SMT. K. C. M. SHAH B. ED. COLLEGE, At. Kakanpur, Tal. Godhra, District 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 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)  
Proprietor.

ARUN J. SONI & CO.		ARUN J. SONI (B.COM. F.C.A.)	
CHARTERED ACCOUNTANTS			
***		☎ - (O) 241740	
7,8,9, B. N. Chambers., 1st Flour , Opp. Bus Stand Godhra - 389 001			
SMT. K.C.M. SHAH B.ED. COLLEGE, At. Kakanpur Conducted By :- Sarvoday Charitable Trust,-Kakanpur			
<b>INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED ON 31-03-2013</b>			
EXPENDITURE	AMOUNT Rs.	INCOME	AMOUNT Rs.
To Staff Salaries As per Schedule : B	2328507.00	By Govt. Grant	0.00
To Building Rent	123218.00	By Fees As per Schedule - D	3077000.00
To Other Expenses As per Schedule : C	301885.00	By Misc. Income As per Schedule - E	93034.00
To Hostel Expenses	144680.00	By Excess of Expenditure over Income	
To Excess of Income over Expenditure	271744.00		
<b>TOTAL :::::&gt;</b>	<b>3170034.00</b>	<b>TOTAL :::::&gt;</b>	<b>3170034.00</b>
Godhra		As per our report of even date.	0
Date : 17/06/2013		For, ARUN J. SONI & CO. CHARTERED ACCOUNTANTS FRN : 100560W	
		(Arun J. Soni) Proprietor.	

Smt. K.C.M. Shah B. Ed College  
Kakanpur

*[Signature]*  
Managing Trustee  
Smt. K.C.M. Shah B. Ed College  
Kakanpur

ARUN J. SONI & CO.		ARUN J. SONI (B.COM. F.C.A.)	
CHARTERED ACCOUNTANTS			
***		☎ - (O) 241740.	
7,8,9, B:N. Chambers., 1st Flour , Opp. Bus Stand Godhra - 389 001			
<p>SMT. K.C.M. SHAH B.ED. COLLEGE, At. Kakanpur Conducted By :- Sarvoday Charitable Trust, Kakanpur</p> <p><b>BALANCE SHEET AS ON 31-03-2013</b></p>			
<b>LIABILITIES</b>	<b>AMOUNT Rs.</b>	<b>ASSETS</b>	<b>AMOUNT Rs.</b>
<b>RESERVE &amp; SURPLUS</b> - Depreciation Fund	1039331.00	<b>DEAD STOCK</b> As per Schedule - G	2504578.00
<b>LOAN FROM MANAGEMENT</b> - Sarvoday Charitable Trust		<b>INVESTMENT</b> - F.D.R.	300000.00
<b>LIABILITIES</b> As per Schedule : F	372705.00	<b>SARVODAY CHERITABLE TRUST</b> - HOSTEL BUILDING FUND	3120000.00
<b>INCOME &amp; EXPENDITURE ACCOUNT :</b> L.Y. Balance 5730208.00 Add : Thisyear 271744.00 ----- 6001952.00 Less : Transferred to 135000.00 Zerox Machne Loss	5866952.00	<b>ADVANCES &amp; DEPOSITS</b> As per Schedule - H	830020.00
		<b>CASH &amp; BANK BALANCE</b> As per Schedule - A	524390.00
<b>TOTAL :::::&gt;</b>	<b>7278988.00</b>	<b>TOTAL :::::&gt;</b>	<b>7278988.00</b>
Godhra		As per our report of even date. <b>For, ARUN J. SONI &amp; CO.</b> <b>CHARTERED ACCOUNTANTS</b> FRN : 100560W  (Arun J. Soni) Proprietor.	0
Date : 17/06/2013			

NAAC: Self - Study Report of Smt K.C.M.Shah B.Ed.College , Kakanpur Gujarat

SMT. K.C.M. SHAH B.ED. COLLEGE, Kakanpur				
		31-03-2013		
<b>DETAILS OF OPENING &amp; CLOSING BALANCE</b>			Schedule - A	
Sr. No.	Particulars		Opening Balance	Closing Balance
1	Cash on Hand		2115.00	5486.00
2	Bank of Baroda Kakanpur S.B. A/c.		216776.00	508364.00
3	The Mer. Co. Op. Bank		2985.00	2985.00
4	Axis Bank		16072.00	5438.00
5	BOB Employee Group Graguitee A/c.		0.00	2117.00
<b>Total...</b>			<b>237948.00</b>	<b>524390.00</b>
<b>DETAILS OF STAFF SALARIES :-</b>			Schedule - B	
S.No.	Particulars			Non Teaching Staff
1	Teaching Staff Salary			1447788.00
2	Non Teaching Staff Salary			668076.00
3	Leave Incashment			459.00
4	Ad. Staff salary			212184.00
<b>Total.....</b>				<b>2328507.00</b>
<b>Total...</b>		<b>2328507.00</b>		

SMT. K.C.M. Shah B.Ed College  
Kakanpur

*B. Ramani*  
Managing Director  
(Bharat R. Shah)

SMT. K.C.M. SHAH B.ED. COLLEGE, Kakanpur				
		31-03-2013		
OTHER EXPENSES :			Schedule - C	
S.No.	Particulars			Amount Rs.
1	Affiliation Form Exps			1500.00
2	Annual Lesson Exps			10205.00
3	Advertisement Exps			12010.00
4	Affiliation Form Fee			10000.00
5	College Elect. Bill Exps			60766.00
6	Computer Exps			3550.00
7	Commission Exps			1574.00
8	Annual Day Exps.			16440.00
9	Intership Exps			1175.00
11	Gratuity Exps			9771.00
12	R.O. Repairing exps			10100.00
15	Sport Exps			3210.00
16	Misc. Exps.			3723.00
17	News Paper Samayik Exps			1536.00
20	Ragistration Form Exps.			100.00
21	Sthanik Tapas Samitee			5000.00
22	Stationery Exps			14100.00
23	Stamp Paper Exps			200.00
24	Vakil Fees			15000.00
25	Postage Exps			1935.00
26	Telephones			5220.00
27	Travelling Exps			22975.00
28	Youth Festival exps			6880.00
29	Samayik Exps.			7630.00
30	Zerox Exps			12119.00
31	P.F. &Other Exps.			5322.00
32	Providend Fund & Other Fund Exps			59844.00
	<b>Total.....</b>			<b>301885.00</b>

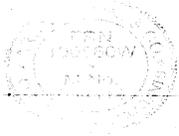
NAAC: Self - Study Report of Smt K.C.M.Shah B.Ed.College , Kakanpur Gujarat

SMT. K.C.M. SHAH B.ED. COLLEGE, Kakanpur					
31-03-2013					
FIXED ASSETS :-					Schedule :- G
S.No.	Particulars	Opening Balance	Addition This year	Brackage/Sales This year	Closing Balance
1	A.C. Purchase	20500.00	0.00	0.00	20500.00
2	Camera	18720.00	0.00	0.00	18720.00
3	Computer	226724.00	0.00	0.00	226724.00
4	Computer Softwere	15000.00	0.00	0.00	15000.00
5	Educational Equip.	27500.00	0.00	0.00	27500.00
6	Elect. Motor	14720.00	0.00	0.00	14720.00
7	Elect. Sadhan	117008.00	0.00	0.00	117008.00
8	Furniture	675781.00	0.00	0.00	675781.00
9	Games Equip.	1861.00	0.00	0.00	1861.00
10	Hostel Dead Stock	254346.00	0.00	0.00	254346.00
11	Laboratory Equip.	13645.00	0.00	0.00	13645.00
12	Library Books	327518.00	15920.00	0.00	343438.00
13	Musical Instrument	29835.00	0.00	0.00	29835.00
14	Solar Water System	555750.00	0.00	0.00	555750.00
15	Telephones	35950.00	0.00	0.00	35950.00
16	Water Cooler	35000.00	0.00	0.00	35000.00
17	Water Purifyer	6700.00	0.00	0.00	6700.00
18	Zerox Machine	170000.00	93000.00	170000.00	93000.00
19	R.O.Systems	0.00	19100.00	0.00	19100.00
	<b>Total...</b>	<b>2546558.00</b>	<b>128020.00</b>	<b>170000.00</b>	<b>2504578.00</b>
ADVANCES & DEPOSITS :-					Schedule :- H
S.No.	Particulars				Amount Rs.
1	Telephone Deposit				4150.00
2	Gas Cylinder Deposit				5000.00
3	Court Fee				15000.00
4	V. M. Shah Prathmik Shala				20876.00
5	Elect. Deposits				20290.00
6	Sarvoday Chatirable Trust				540522.00
7	K.C. M. Shah Bed. (Swarnim Gujarat)				700.00
8	Jatinbhai				5000.00
9	M. M. Shah C.P.Ed. College, Kakanpur				148000.00
10	Shri V. M. Shah PTC College, Kakanpur				50000.00
11	Internet Connection Deposit				2482.00
12	M. M. Shah C.P.Ed. Hostel, Kakanpur				18000.00
	<b>Total.....</b>				<b>830020.00</b>

**Annexure: 6.3**

**Audited income –expenditure statement for the 2011-12 year**

2011 - 2012

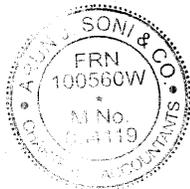
<p><b>ARUN J. SONI &amp; CO.</b> <b>CHARTERED ACCOUNTANTS</b></p> <p style="text-align: center;">***</p> <p>7,8,9, B. N. Chambers., 1st Flour , Opp. Bus Stand Godhra - 389 001</p>	<p>ARUN J. SONI (B.COM F.C.A.)</p> <p>☎ - (O) 241740</p>
<p><b>AUDIT REPORT</b></p>	
<p>To, The Principal, <b>SMT. K. C. M. SHAH B.ED. COLLEGE</b> AT. Kakanpur Tal. Godhra Dist. Panchmahal</p>	
<p>Dear Sir,</p>	
<p>We have examined the Balance Sheet, and Income and Expenditure accounts of SMT. K. C. M. SHAH B. ED. COLLEGE, At. Kakanpur, Tal. Godhra, District Panchmahals for the year ended on 31-03-2012 and report that :-</p>	
<p>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 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.</p>	
<p>Place : Godhra Date : 08-07-2012</p>	<p>For, ARUN J. SONI &amp; CO. CHARTERED ACCOUNTANTS</p> <p>(Arun J. Soni) Proprietor.</p>
<p>SMT. K.C.M Shah B.Ed College KAKANPUR</p> <p><i>[Signature]</i> Managing Trustee Shant R. Shah</p>	

**ARUN J. SONI & CO.** ARUN J. SONI (B.COM. F.C.A.)  
**CHARTERED ACCOUNTANTS**  
 \*\*\* ☎ - (O) 241740  
 7,8,9, B. N. Chambers.,  
 1st Flour , Opp. Bus Stand  
 Godhra - 389 001

**SMT. K.C.M. SHAH B.ED. COLLEGE, At. Kakanpur**  
 Conducted By :- Sarvoday Charitable Trust, Kakanpur  
**INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED ON 31-03-2012**

EXPENDITURE	AMOUNT Rs.	INCOME	AMOUNT Rs.
To Staff Salaries As per Schedule : B	2219085.00	By Govt. Grant	0.00
To Building Rent	246436.00	By Fees As per Schedule - D	3220000.00
To Other Expenses As per Schedule : C	341217.00	By Misc. Income As per Schedule - E	26517.00
To Hostel Expenses	188770.00	By Excess of Expenditure over Income	
To Excess of Income over Expenditure	251009.00		
<b>TOTAL :&gt;&gt;&gt;&gt;</b>	<b>3246517.00</b>	<b>TOTAL :&gt;&gt;&gt;&gt;</b>	<b>3246517.00</b>

Godhra 0  
 Date : 08-07-2012



As per our report of even date.  
**For, ARUN J. SONI & CO.**  
**CHARTERED ACCOUNTANTS**  
  
 (Arun J. Soni)  
 Proprietor.

SMT. K.C.M Shah B.Ed College  
 Kakanpur

  
 Managing Trustee.  
 (Bharat R. Shah)

ARUN J. SONI & CO.		ARUN J. SONI (B.COM. F.C.A.)	
<b>CHARTERED ACCOUNTANTS</b> *** 7,8,9, B. N. Chambers., 1st Flour , Opp. Bus Stand Godhra - 389 001 ☎ - (O) 241740			
SMT. K.C.M. SHAH B.ED. COLLEGE, At. Kakanpur Conducted By :- Sarvoday Charitable Trust, Kakanpur <b>BALANCE SHEET AS ON 31-03-2012</b>			
<b>LIABILITIES</b>	<b>AMOUNT Rs.</b>	<b>ASSETS</b>	<b>AMOUNT Rs.</b>
<b>RESERVE &amp; SURPLUS</b> - Depreciation Fund	1039331.00	<b>DEAD STOCK</b> As per Schedule - G	2546558.00
<b>LOAN FROM MANAGEMENT</b> - Sarvoday Charitable Trust	186260.00	<b>INVESTMENT</b> - F.D.R.	650000.00
<b>LIABILITIES</b> As per Schedule : F	16205.00	<b>SARVODAY CHERITABLE TRUST</b> - HOSTEL BUILDING FUND	3120000.00
<b>INCOME &amp; EXPENDITURE ACCOUNT :</b> L.Y. Balance      5479199.00 Add : Thisyear      251009.00 ----- 5730208.00		<b>ADVANCES &amp; DEPOSITS</b> As per Schedule - H	417498.00
		<b>CASH &amp; BANK BALANCE</b> As per Schedule - A	237948.00
<b>TOTAL :::::&gt;</b>	<b>6972004.00</b>	<b>TOTAL :::::&gt;</b>	<b>6972004.00</b>
Godhra Date : 08-07-2012	As per our report of even date. For, ARUN J. SONI & CO. CHARTERED ACCOUNTANTS  (Arun J. Soni) Proprietor.		0
SMT. K.C.M. Shah B.Ed College Kakanpur Managing Trustee (Shamir R. Shah)			

SMT. K.C.M. SHAH B.ED. COLLEGE, Kakanpur				
		31-03-2012		
<b>DETAILS OF OPENING &amp; CLOSING BALANCE</b>			Schedule - A	
Sr. No.	Particulars		Opening Balance	Closing Balance
1	Cash on Hand		4145.00	2115.00
2	Bank of Baroda Kakanpur S.B. A/c.		417893.00	216776.00
3	The Mer. Co. Op. Bank		2985.00	2985.00
4	Axis Bank		8627.00	16072.00
<b>Total...</b>			<b>433650.00</b>	<b>237948.00</b>
<b>DETAILS OF STAFF SALARIES :-</b>			Schedule - B	
S.No.	Particulars			Non Teaching Staff
1	Teaching Staff Salary			1421743.00
2	Non Teaching Staff Salary			563094.00
3	Adhok Salary			233206.00
4	Leave Incashment			1042.00
<b>Total.....</b>				<b>2219085.00</b>
<b>Total...</b>			<b>2219085.00</b>	

SMT. K.C.M Shah B.Ed College  
Kakanpur

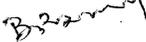
*B. R. Shah*  
Managing Trustee  
(Bharat R. Shah)



NAAC: Self - Study Report of Smt K.C.M.Shah B.Ed.College , Kakanpur Gujarat

SMT. K.C.M. SHAH B.ED. COLLEGE, Kakanpur				
31-03-2012				
OTHER EXPENSES :				Schedule - C
S.No.	Particulars			Amount Rs.
1	Affiliation Form Exps			1500.00
2	Annual Lesson Exps			8110.00
3	Advertisement Exps			30480.00
4	Affiliation Form Fee			10000.00
5	College Elect. Bill Exps			107557.00
6	Computer Exps			3000.00
7	Commission Exps			437.00
8	Exam Exps.			2500.00
9	Exam Form Exps			50.00
11	Gratuity Exps			1892.00
12	Pendrive Computer exps			300.00
15	Stamp Paper Exps			200.00
16	Misc. Exps.			22305.00
17	News Paper Samayik Exps			1716.00
20	Ragistration Form Exps.			100.00
21	Sthanik Tapas Samitee			5000.00
22	Stationery Exps			14840.00
23	Printing Exps			19100.00
24	Mobile Exps			1200.00
25	Postage Exps			1385.00
26	Telephones			3620.00
27	Travelling Exps			18259.00
28	Youth Festival exps			2900.00
29	Samayik Exps.			8210.00
30	Zerox Exps			8405.00
31	P.F. &Other Exps.			5556.00
32	Providend Fund & Other Fund Exps			62595.00
<b>Total.....</b>				<b>341217.00</b>

SMT. K.C.M Shah B.Ed College  
Kakanpur

  
Managing Trustee  
(Bharat R. Shah)



SMT. K.C.M. SHAH B.ED. COLLEGE, Kakanpur			
		31-03-2012	
FEES INCOME		Schedule : - D	
S.No.	Particulars	Amount Rs.	
1	Education Fee	3000000.00	
2	Hostel Fees	220000.00	
<b>Total...</b>		<b>3220000.00</b>	
MISC. INCOME		Schedule : - E	
S.No.	Particulars	Amount Rs.	
1	Interest Income	26517.00	
<b>Total.....</b>		<b>26517.00</b>	
LIABILITIES :-		Schedule : - F	
S.No.	Particulars	Amount Rs.	
1	Insurance (LIC)	936.00	
2	Professional Tax	1830.00	
3	Provision for Exps	9158.00	
4	T.D.S.	1281.00	
5	Ridhdhi Ent. Ahmedabad	3000.00	
<b>Total.....</b>		<b>16205.00</b>	

SMT. K.C.M Shah B.Ed College  
Kakanpur

*Bharat R. Shah*  
Managing Trustee  
(Bharat R. Shah)



NAAC: Self - Study Report of Smt K.C.M.Shah B.Ed.College , Kakanpur Gujarat

SMT. K.C.M. SHAH B.ED. COLLEGE, Kakanpur					
31-03-2012					
FIXED ASSETS :-				Schedule : - G	
S.No.	Particulars	Opening Balance	Addition This year	Brackage/Sales This year	Closing Balance
1	A.C. Purchase	20500.00	0.00	0.00	20500.00
2	Camera	18720.00	0.00	0.00	18720.00
3	Computer	226724.00	0.00	0.00	226724.00
4	Computer Softwere	15000.00	0.00	0.00	15000.00
5	Educational Equip.	27500.00	0.00	0.00	27500.00
6	Elect. Motor	14720.00	0.00	0.00	14720.00
7	Elect. Sadhan	117008.00	0.00	0.00	117008.00
8	Furniture	675781.00	0.00	0.00	675781.00
9	Games Equip.	1861.00	0.00	0.00	1861.00
10	Hostel Dead Stock	254346.00	0.00	0.00	254346.00
11	Laboratory Equip.	13645.00	0.00	0.00	13645.00
12	Library Books	278308.00	49210.00	0.00	327518.00
13	Musical Instrument	29835.00	0.00	0.00	29835.00
14	Solar Water System	555750.00	0.00	0.00	555750.00
15	Telephones	35950.00	0.00	0.00	35950.00
16	Water Cooler	35000.00	0.00	0.00	35000.00
17	Water Purifyer	6700.00	0.00	0.00	6700.00
18	Zerox Machine	170000.00	0.00	0.00	170000.00
	<b>Total...</b>	<b>2497348.00</b>	<b>49210.00</b>	<b>0.00</b>	<b>2546558.00</b>
ADVANCES & DEPOSITS :-				Schedule : - H	
S.No.	Particulars	Amount Rs.			
1	Telephone Deposit	4150.00			
2	Gas Cylinder Deposit	5000.00			
3	Court Fee	15000.00			
4	V. M. Shah Prathmik Shala	4876.00			
5	Elect. Deposits	20290.00			
6	High Court Deposits	160000.00			
7	K.C. M. Shah Bed. (Swarnim Gujarat)	700.00			
8	Jatinbhai	5000.00			
9	M. M. Shah C.P.Ed. College, Kakanpur	132000.00			
10	Shri V. M. Shah PTC College, Kakanpur	50000.00			
11	Internet Connection Deposit	2482.00			
12	M. M. Shah C.P.Ed. Hostel, Kakanpur	18000.00			
	<b>Total.....</b>	<b>417498.00</b>			

## Annexure: 7

### A Copy Of The Latest Recognition Order Issued By NCTE

राष्ट्रीय अध्यापक शिक्षा परिषद्  
( भारत सरकार का एक विधिक संस्थान )  
पश्चिम क्षेत्रीय समिति



National Council for Teacher Education  
(A Statutory Body of the Government of India)  
Western Regional Committee

#### MEMORANDUM

No.WRC/323029/103<sup>rd</sup>/2008/ 35496

Date: 05.05.2008  
03/06

The NCTE, WRC vide order No. WRC/5-6/46/2003/1313-1320 dated 18.03.2004 accorded grant of recognition in favour of SARVODAYA CHARITABLE TRUST, POST KAKANPUR, TAL. GODHRA, PANCHMAHAL-388713, GUJARAT (Code No. 323029). Now the institution vide letter dated 12.03.2008 requested for change in the name of the college from SARVODAYA CHARITABLE TRUST to SMT. KAMLABEN CHANDULAL MULJIDAS SHAH (SMT. K.C.M. SHAH) B.ED.(GENERAL) COLLEGE, POST KAKANPUR, TAL.GODHRA, PANCHMAHAL-388713, GUJARAT with supporting documents.

The matter was placed before 103<sup>rd</sup> WRC meeting and resolved to approve the request for change in the name of the college from SARVODAYA CHARITABLE TRUST to SMT. KAMLABEN CHANDULAL MULJIDAS SHAH (SMT. K.C.M. SHAH) B.ED.(GENERAL) COLLEGE, POST KAKANPUR, TAL.GODHRA, PANCHMAHAL-388713, GUJARAT for future correspondence and record.

  
Regional Director

Received  
09.06.08  
Copy to:-

- 1 The Principal/Secretary, SMT. KAMLABEN CHANDULAL MULJIDAS SHAH (SMT. K.C.M. SHAH) B.ED.(GENERAL) COLLEGE, POST KAKANPUR, TAL.GODHRA, PANCHMAHAL-388713, GUJARAT
- 2 The US. (Computers), NCTE, New Delhi.
- 3 The Secretary, Higher Education, Government of Gujarat, Mantralaya Gandhinagar
- 4 The Registrar, Gujarat University, Ahmedabad.

मानस भवन, श्यामला हिल्स, भोपाल - 462 002 Manas Bhawan, Shyamla Hills, Bhopal - 462 002  
दूरभाष / Phone : 2739672, 2660372, 2660379, 2660915 फेक्स / Fax : 0755-2660912, E-mail : nctebhpl@sancharnet.in  
NCTE HQs. Website : www.ncte-in.org WRC NCTE Website : www.nctewrc.in  
कार्यक्षेत्र : महाराष्ट्र, गुजरात, मध्यप्रदेश, छत्तीसगढ़, गोवा, दमन एवं दीव, दादरा एवं नगर हवेली  
Jurisdiction : Maharashtra, Gujrat, Madhya Pradesh, Chhatisgarh, Goa, Daman & Diu, Dadar & Nagar Haveli

राष्ट्रीय अध्यापक शिक्षा परिषद्  
( भारत सरकार का एक विधिक संस्थान )  
पश्चिम क्षेत्रीय समिति



National Council for Teacher Education  
(A Statutory Body of the Government of India)  
Western Regional Committee

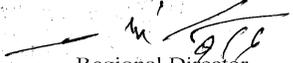
**MEMORANDUM**

No.WRC/323029/2008/32986

Date: 11/4/08

The NCTE, WRC vide order No. WRC/5-6/46/2003/1313-1320 dated 18.03.2004 accorded grant of recognition in favour of SARVODAYA CHARITABLE TRUST, POST KAKANPUR, TAL. GODHRA, PANCHMAHAL 388713, GUJARAT (Code No. 323029). Now the institution vide letter dated 11.12.2007 requested for change of type of the course from **B.Ed. (Basic)** to **B.Ed. (General)** with supporting documents.

The matter placed before 101<sup>st</sup> WRC meeting and resolved to approve the request for change of type of the course from **B.Ed. (Basic)** to **B.Ed. (General)** for future correspondence and record.

  
Regional Director

Copy to:-

- 1 The Principal/Secretary, SARVODAYA CHARITABLE TRUST, POST KAKANPUR, TAL. GODHRA, PANCHMAHAL 388713, GUJARAT.
- 2 The US, (Computers), NCTE, New Delhi.
- 3 The Secretary, Higher Education, Government of Gujarat, Mantralaya Gandhinagar
- 4 The Registrar, Gujarat University, Ahmedabad.

Received  
Borlani  
16-04-08

**University results for the previous academic year**

Recognition No. : WRC/2-32/323029/2003/46/2763 Dt. : 12-6-2003  
 Order No. : WRC/5-6/46/2003/1320 Dt. : 18-3-2004  
 Guj. Uni. Ahmedabad No. : Academic / 14455 / 2006 Dt. : 26-7-2006  
 E-mail : sctrust\_kcmsbed@yahoo.com  
 Web-site : www.sctrust.co.in



S.T.D. Code (02672)  
 (O) 286 521  
 (R) 286621, 286421  
 Fax No. : 02672 - 286431

**Smt. K.C.M.Shah B. Ed. College, Kakanpur.**

Conducted by : **SARVODAY CHARITABLE TRUST**

Post : KAKANPUR - 388 713 Tal. Godhra (Dist. Panchmahals) Gujarat.

*Managing Trustee*

*President*

*Co. Ordinator*

**BHARAT R. SHAH**

**ASHVINBHAI C. SHAH**

**PRAVINBHAI V. SHAH**

Trustees : - \* Chirag R. Shah \* Kiran N. Shah \* Navin M. Shah \* Niranjan V. Shah \* Girish R. Shah

Inword No. :

Date : 6/08/2014

To  
 The Exam Controller,  
 Gujarat University,  
 Navrangpura,  
 Ahmedabad.

**Sub :- For Sending the result B.Ed. College for year 2013-14.**

Dear Sir,

With reference to above subject we are from the Smt.K.C.M.Shah B.Ed. College, Kakanpur Tal.Godhra. Dist.Panchmahal. which is connected with Gujarat University result year-2013, going to send you year wise exam result. :-

Particulars	2013-2014
Admitted to the programme	99
Appeared for the final Examination for academic session : 2013-2014	98
Absent	01
Fail	01
Result academic session : 2013-2014	96
Total Result(in percentage)	97.95%

Particulars	Total	Result
Repeater	01	Passed

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

## Appendix: 9.1

### Sample of feedback by peers and staff from practice teaching school

VIKAS MANDAL KANKANPUR

**The M. G. Shah High School & Higher Secondary School.**

Estd : 1956  
P. D. S. No. 05  
S.S.C. No. 59.006  
H.S C. No. 09 016  
School Index No. 5  
S.V.S. No. 1 GYAN  
S M.G. No.



1976  
KANKANPUR - 389713  
Ta. Godhra Dist. (P M.S)  
☎ : (O) 286634 Mo. 9427384647  
Web Site No.  
Kankanpur. School of Gujarat, Com.  
G S.O.S. No. 109.18

---

Out Ward No. \_\_\_\_\_ Date ૬ - ૧૨ - ૨૦૧૮

પ્રતિ,  
આચાર્યશ્રી,  
શ્રીમતી કે.સી.એમ.શાહ બી.એડ.કોલેજ,  
કાંકણપુર. તા.ગોધરા.  
જી.પંચમહાલ.

અમારી શ્રી એમ.જી.શાહ હાઈસ્કૂલ, કાંકણપુરમાં આપની શ્રીમતિ કે.સી.એમ. શાહ બી.એડ.કોલેજનું એક જૂથ પ્રાયોગિક કાર્ય અંતર્ગત સ્ટેલેશન માટે વર્ષ : ૨૦૧૪-૧૫ ( તા ૦૨/૧૨/૨૦૧૪ થી તા. ૦૬/૧૨/૨૦૧૪ ) કાર્યરત કર્યું હતું. દર વર્ષની જેમ આ વર્ષ પણ ઉત્સાહી કોલેજ સ્ટાફમિત્રો માર્ગદર્શન હેઠળ તાલીમાર્થીઓએ શાળાની શૈક્ષણિક તેમજ સહઅભ્યાસિક પ્રવૃત્તિઓ દ્વારા શાળાના બાળકોને ઉત્સાહી કરીયાં હતા.

અમારી શાળાનો આપના તાલીમાર્થી દ્વારા પ્રાર્થના પ્રવર્ચન, ગીતગાન, સુવિચાર, લેખન, બ્લેકબોર્ડ, જેવી કામગીરી દરેક તાલીમાર્થીઓએ સરસ રીતે કરી તેમજ તાલીમાર્થીએ આત્મવિશ્વાસ સાથે શૈ.કાર્ય કરીયું હતું. તે ઉપરાંત શાળાને બાળકોને પર્યાવરણ જાગૃતિઅભિયાન, અંધશ્રદ્ધા, જાગૃતિ અભિયાન જેવા વિષય પર બાળકને જાગૃત કરીયાં હતા. આ ઉપરાંત સહઅભ્યાસિક પ્રવૃત્તિના ભાગરૂપે શાળામાં જુદી જુદી પ્રવૃત્તિ જેવી કે નાટક એકપાત્રિય અભિનય, સંગીતસ્પર્ધા જેવા કાર્યક્રમ દ્વારા બાળકને જ્ઞાન સાથે મનોરંજન પૂરું પાડ્યું હતું.

આપની બી.એડ.કોલેજ પરિવારને ઉત્તરોત્તર પ્રગતિ કરે તેવા આશીર્વાદ પાઠવીએ છીએ.

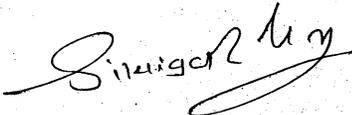
આભાર સહ,



  
Head Master  
M. G. Shah High School  
KANKANPUR  
Ta. Godhra (Pms)

**Appendix: 9.2**

**Sample of feedback on practice teaching school by teacher educators**

વૃત્તચલક નોંધ	
વિષય : ગુજરાતી	તારીખ : ૨૧/૧/૧૩
વિષયોગ : વાચના.	કોષ્ટક : ૭
શાળાનું નામ	વિષયના અભ્યાસ કરાવેલું શાળા
વાચના -> પ્રાર્થના. દંડક દાત્રું -> એકદાત્રું. ભુંદ -> દીપ્તું. આંકલું -> આલેખલું. એકમાત્ર -> વાદ્યોની દારમાળા. કીર્ત્તી -> પંચી. સિંદુ -> આંકલ. ભાલ -> કપાલ. ટીળા -> સંગ્રહ.	ગુંડી -> મઠી આંકલો -> આંકલો દંડક -> દંડક
નિરીક્ષકની નોંધ	
* વિષય વિભાગમાં સીક * વિષય વસ્તુની સેવા આવી * કા.પા કાર્ય યોગ્ય * વર્ગવ્યવસ્થા યોગ્ય * સમગ્ર કાર્ય આવી * અગત્ય સંદર્ભ ગણના કમચાલત કરેલ	
	
નિરીક્ષકની સહી	

## **BEST PRACTICE USE OF IT FOR TEACHING**

### **Introduction:**

KCMS is located in a rural area. It is one of the first institutes to come up in the area providing teacher education. Most of the students that are admitted in our college are from the surrounding areas consisting of villages and towns. They are taking education to in turn educate school going children. Hence, the College Management was very keen to give the best possible atmosphere and learning experience to the students so that they could replicate the same in their respective schools. For the same, the College from its establishment itself, gave an impetus to IT for teaching purposes. IT tools give significant exposure to the students to enable them to be in sync with the emerging global trends.

### **Objective:**

1. To offer a unique learning experience to students
2. To make teaching more effective
3. To put a thrust on IT aids for teaching so that it adds value to the teaching-learning process.

### **Practice:**

**Power Point Presentation:** Faculty members are asked to deliver nearly 25% of their lectures through Power Point Presentations. This ensures better deliverance of theory lectures and facilitates better grasping of the concepts.

**Use of OHP, LCD, Computers and Internet for teaching:** Faculty members suggest websites for every topic that they teach. They use OHP, LCD, the computer lab and the internet for teaching. The students are also encouraged to engage their classes in schools through IT tools. For the same, the college provides them with laptops, CDs, pen-drives and even the portable LCD projector.

### **Obstacle:**

1. Faculty's reluctance to use the learning of IT
2. Student teachers' objection to carrying IT equipment to their schools.

**Overcome:** The Faculty members were convinced to use the IT tools for teaching purposes as it not only generates better understanding of topics and subjects but also translates in better results. The student teachers were also explained that if they find learning facilitated through IT tools, then so will their students in schools.

**Impact:**

KCMS became one of the first teacher education colleges affiliated to the Gujarat University in rural area of the Panchmahal district of Gujarat to give a thrust on IT for teaching. The results of the students began to improve and they felt empowered with substantial exposure to the emerging global trends in teacher education.

**Annexure: 2.1.1.1**

**Gujarat University Affiliation Letter**



on copy



FAX : (079)26302654  
 PHONE: 26301341, 26300342-43,  
 26300126  
 GRAMS :UNIGUJARAT

**GUJARAT UNIVERSITY**  
[www.gujaratuniversity.org.in](http://www.gujaratuniversity.org.in)

OFFICE OF THE GUJARAT UNIVERSITY  
 POST BOX NO.4010  
 NAVRANGPURA,  
 AHMEDABAD-380009(INDIA)

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Academic: 21/36707/2014

Date 29/11/2014

Notification for Affiliation 38/14

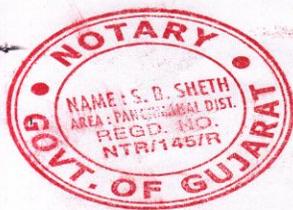
By executive council chancellor has given permission for following subjects course which it shows types and duration for Smt.K.C.M.Shah B.Ed College Kakanpur. Ta-Godhra, Dist – Panchmahal-388713.

SUBJECTS-COURSE	SEAT	TYPES OF AFFILIATION	DURATION
B.Ed. (On Self Finance Based) (According To CBCS)	100	Temporary (ADHOC)	Date 01-7-2014 To Date 30-6-2015

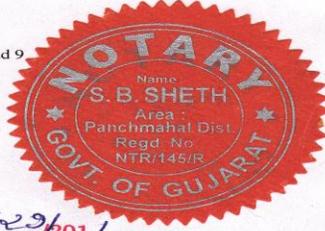
For  
Executive registrar

Copy forwarded to

1. Principal Shri ,Smt. K.C.M.Shah B.Ed College, Kakanpur-388713,Ta Godhara,Dist Panchmahals to inform.
2. U.G.C. General Department,Gujarat University ,Ahmedabad-9 (To Inform)
3. Smt.Punitaben Pathak,Account Publication Department,Ahmedabad 9
4. Examination Director, Examination Depatment, Gujarat University, Navrangpura, Ahmedabad-9.
5. Chief Account Officer, Gujarat University, Navranpura, Ahmedabad-9.
6. Section Officer, P.G. Department for Election Work
7. Section Officer ,D.P.E. Department, For Election Work
8. Section Office, Dispatch Department, For College Circular
9. Chief Librarian,University Library, Gujarat University, Ahmedabad 9
10. Shri Bardwaj,Exam Dept. Guj.Uni. Navrangpura ,Ahmedabad 9
11. Publication Officer, Guj.Un. Press,Ahmedabad 9.



Certified This to Be  
The True Translation  
From Gujarati To English  
*S.B. Sheth*  
(S.B. SHETH)  
NOTARY



Reg. No. : .....529/2014  
Date : 26 DEC 2014

**Annexure: 2.1.4.2.**

**Admission Form and Prospectus of the Gujarat University**



12780

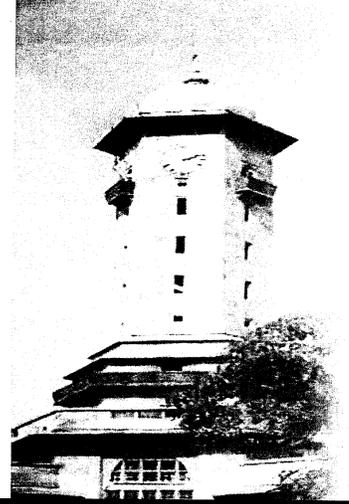
AHMEDABAD-380 009

**GUJARAT UNIVERSITY**

**B.Ed.**  
**Centralized Admissions**  
**2014-2015**

માહિતી પુસ્તિકા અને પ્રવેશ ફોર્મ

ફોર્મ સ્વીકારવાની  
છેલ્લી તારીખ : ૨૧-૦૪-૨૦૧૪



**બી.એડ. મધ્યસ્થ પ્રવેશ સમિતિ**

આઈ.એ.એસ. ટ્રેનિંગ સેન્ટર, એસ.બી.આઈ. બેંક પાછળ,  
ગુજરાત યુનિવર્સિટી વાઈબોરી સામે, ગુજરાત યુનિવર્સિટી,  
નવરંગપુરા, અમદાવાદ-૩૮૦ ૦૦૯.

ફોન નં. : ૦૭૯-૨૭૯૧૨૪૫૬ યુનિ. વેબસાઈટ : [www.gujaratuniversity.org.in](http://www.gujaratuniversity.org.in)

**Annexure: 2.6.1.5.**

**List of Experts Invited By KCMS for Guest Lectures**

<b>Sr. No.</b>	<b>List of guest</b>	<b>Coming from</b>
<b>1</b>	Dr P.C. Shah	Sarvajanik College Of Education Godhara
<b>2</b>	Dr.V.D. Mogariya	Retired Professor Department Of Education S.P.University
<b>3</b>	DR. J.Z.PATEL	Sarvajanik College Of Education Godhara
<b>4</b>	Dr. Keyurbhai	Arts & Commerce College, Kakanpur
<b>5</b>	Dr. Jaimini Kumar Shastri	Arts & Commerce College, Kakanpur
<b>6</b>	Dr pravin darji	Well Known Gujarati Writer
<b>7</b>	Dr Pandya sir	Retired Professor, Department Of History ,Gujarat University ,Ahmedabad

## Appendix: 3.1.4.1.

### Details of seminar and workshop of Teacher

**Mr.Jayeshbhai C. Patel**

Name of the Seminar/ Conference/ Symposia Workshop, etc.	Name of the Sponsoring Agency	Place and Date
1) Examination Reform (Formant summative Evaluation)	R.A. Anada, College of Education Borsad.	28 <sup>th</sup> June 2012 Borsad
2) A Three Day Workshop on Promotion of culture of Queali Through Rese...	Sheth P.T. Arts & Science College, Godhra	18,19-2012 Godhra
3) વૈશ્વિક પરિપ્રેક્ષ્ય મેં ભારતીય શિક્ષા કી પ્રાસંગિકતા	ગુજરાત વિશ્વવિદ્યાલય વિદ્યા ભારતી ગુજરાતપ્રદેશ	19/12/2013 Gandhinagar
4) Simulation in Teaching Method	ગુજરાત યુનિ. અમદાવાદ	30/07/2007 Ahmedabad
5) Diploma In Basic Enjucation G.B.T.C.	(ગુ.રા.પરીક્ષા બોર્ડ, ગાંધીનગર)	Gandhinagar (Koba)

**Dr. Himanshu G. Acharya**

Sr. No.	Particulars About Seminar	Venue/Organ ized by	Date	Subject Of The Seminars
1.	National Seminar	Navarachana College Of Education, Affiliated To (S. N. D. T. Uni.) <b>BARODA</b>	25 <sup>th</sup> &26 <sup>th</sup> February 2005	Teacher Education Vision & Action (Globalization)
2.	State Level Seminar	L. N. K. College Of Education	12-13 March 2005	Recent Trends In Education

		Affiliated To (North Guj. Uni.) <b>PATAN</b>		
<b>3.</b>	National Seminar	DRS-UGC Project (PH-II) faculty of Education And Psychology, The M. S. University. <b>BARODA</b>	10 <sup>TH</sup> 11 <sup>TH</sup> MARCH 2006	Leadership Development Strategies
<b>4.</b>	State Level Seminar	R. B. Sagar College Of Education, Affiliated To (Guj. Uni.) <b>AHMEDABA D</b>	19 <sup>th</sup> November 2006	New Dimension For Evaluation
<b>5</b>	International Conference	Panjabi University, <b>PATIALA</b>	28 <sup>th</sup> To 30 <sup>th</sup> December 2005	Gats and Education
<b>6</b>	International Conference	Katchchh university, <b>ADIPUR</b>	November 2005	ICT In Education
<b>7</b>	International Conference	Experimental College Of Education, <b>Pra ntij</b>	12-13 November 2005	Leadership Development Strategies
<b>8</b>	University Level Seminar	Ganapat University <b>Kherava</b>	17 <sup>th</sup> February 2008	Examination Reforms
<b>9</b>	UGC Sponsored State Level Seminar	Department Of Education,Guj arat University <b>Ahmedabad</b>	20 <sup>th</sup> To 22 <sup>nd</sup> March 2009	New Horizon Of Edu.Mang. In Teacher Education
<b>10</b>	State Level Workshop	Viadhya Shree M.M.Patel College Of Education	14 <sup>TH</sup> &15 <sup>TH</sup> NOVEMBER 2009-10	New Concept Of Education :Yoga Education
<b>11</b>	State Level Seminar	Ganapat University <b>Kherava</b>	27 <sup>TH</sup> &28 <sup>TH</sup> JANUARY 2007	Quality Improvement In School Education

NAAC: Self - Study Report of Smt K.C.M.Shah B.Ed.College , Kakanpur Gujarat

12	Multidisciplinary National Seminar	Indian Sociological Society , <b>Ahmedabad</b>	4 <sup>th</sup> & 5 <sup>th</sup> March 2006	Future Of Education In India
13	State Level Seminar	Gujarat Academy Of Psychology	17 <sup>th</sup> September,2006	Innovative Dmension Of Psychology
14	Seminar For Alumni Association	Department Of Education,Gujarat University <b>Ahmedabad</b>	30 <sup>th</sup> January 2007	How To Write Research Paper
15	State Level Seminar	BAOU,EFCT A, <b>Ahmedabad</b>	27 <sup>th</sup> March 2005	New Dimensions Of Evaluation
16	Seminar For Management Association	S.N.D.T.University ,J.G.College Of Education <b>Ahmedabad</b>	20 <sup>th</sup> &21 <sup>st</sup> Aug,2005	Management
17	National Workshop	Department Of Education,Gujarat University <b>Ahmedabad</b>	26 <sup>th</sup> Octber To 31 <sup>st</sup> October 2006	Research Methodology ,Statistics And Use Of SPSS
18	SEMINAR	Department Of Education,S.P. University <b>V.V.NAGAR</b>	4 <sup>TH</sup> & 5 <sup>TH</sup> APRIL 2006	LEARNING TO LIVE TOGETHER
19	UGC Supported Seminar	R.P.Anada College Of Education <b>Borsad</b>	July 2012	Examination Reform
20	Workshop	Department Of Education, Government Of Gujarat	18 <sup>th</sup> To 20 <sup>th</sup> July 2012	Promotion Of Culture Of Quality Through Research
21	NAAC SPONSORED National Seminar	S.S.Patel College Of Education ,Gandhinagar	16 <sup>th</sup> &17 <sup>th</sup> July 2012	Role Of IQAC For Quality Enhancement In Education

22	National seminar	Gujarat University ,Ahmedabad	11Feb 2013	Relevance of Indian education in global scenario
23	ONE DAY SEMINAR	IITE,Gandhinagar	18 <sup>TH</sup> JAN 2014	Teacher Education Through Transition

**Padma H.Patel**

Sr.No	Particulars About Seminar	Name Of The Sponsoring Agency	Place And Date
1	Examination Reform (Formant summative Evaluation)	R.A. Anada, College of Education Borsad.	28 <sup>th</sup> June 2012
2	State Level Research Seminar	J.G College of Education for Women (P.G)	10 <sup>th</sup> ,11 <sup>th</sup> Dec-2008 Ahmedabad
3	A Three Day Workshop on Promotion of culture of Queali Through Rese...	Sheth P.T. Arts & Science College, Godhra	18,19-2012, Godhra, Dist. Pms. State Guj.
4	ટૂંકી વાર્તા : સ્વરૂપ અને સ્થિત્યંતરો	ગુજરાત સાહિત્ય અકાદમી, ગાંધીનગર, અને કુમાર આર્ટ્સ ફાઉન્ડેશનના સંયુક્ત ઉપક્રમે ઈન્ડિસ્ટ્રીયલ ફેડરેશન હોલ, ગોધરા	17,18 February 2012 Godhra. Dist.Pms. State Guj.
5	'સંતકવિ ભોજાભગત :પરંપરા અને પ્રદાન' વિષય પર રાજ્યકક્ષાનો પરિસંવાદ (સંતકવિ ભોજાભગતનું જીવન ઐતહાસિક દષ્ટિએ	શ્રી મહિલા આર્ટ્સ એન્ડ કોમર્સ કોલેજ, જોષીપુરા-જૂનાગઢ.	26 February 2011, Junagadh, (Gujarat)
6	AIDS Awareness Seminar	Department of NSS Guj. Uni. Ahmedabad-1	Arts & Commerce College, Kakanpur 28-28 <sup>th</sup> , 29 <sup>th</sup> January 2002
7	NSS Zonal Seminar	Gujarat University	15 <sup>th</sup> to 17 <sup>th</sup> December 2001, Moti Koral, Ta. Karjan.

**Sikligar Brijeshkumar Navnitkumar**

<b>Sr.No.</b>	<b>Name of the Seminar/ Conference/ Symposia Workshop, etc.</b>	<b>Name of the Sponsoring Agency</b>	<b>Place and Date</b>
1	Reforms & Innovation in Education (National Seminar)	Swami Vivekakand Sarvoday Education College	Mehsana 09/03/2014
2	Female Foeticide (Reginal Seminar)	S.L.U. Arts and H.& P Thakor Commerce College for Women	26 to 27 July 2008 (Ahmedabad) 26/07/2008, 27/07/2008
3	Contribution of Women in Development (Seminar)	S.L.U. Arts and H.& P Thakor Commerce College for Women	24 <sup>th</sup> January 2009 (Ahmedabad)
4	Current Trends in Social Science Research (Seminar)	S.L.U. Arts and H.& P Thakor Commerce College for Women	14 <sup>th</sup> October 2008 (Ahmedabad)

**Appendix: 3.5.4.4****Smt. K.C.M.Shah B.Ed. College,****List of schools with whom KCMS has linkages**

<b>Sr. No.</b>	<b>Name of School</b>	<b>Address</b>
1	The M.G.Shah High School & Higher Secondary School	At. & Po.Kakanpur Ta.Godhra.Dist.Pms.
2	Smt.N.V.Shah Girls High school	At. & Po.Kakanpur Ta.Godhra.Dist.Pms.
3	M.B.Parikha Mahajan High School, Timab Road	At. & Po.Timba Road, Ta.Godhra.Dist.Pms.
4	Sharswati Vidhyamndir, Moti Kantdi	At. & Po.Moti Kantdi Ta.Godhra.Dist.Pms.
5	Mahajan English School, Nadisar	At. & Po.Nadisar Ta.Godhra.Dist.Pms.
6	M.N.Shah High School, Kakanpur	At. & Po.Kakanpur Ta.Godhra.Dist.Pms.
7	Sharvoday Vinay Mandir, Ratanpur	At. & Po.Ratanpur Ta.Godhra. Dist.Pms.
8	Nalanda High School, Godhra.	At. & Po.Godhra. Dist.Panchmahal
9	T.C.Soni High School Godhra.	At. & Po.Godhra. Dist.Panchmahal
10	Shree Krushna Kisan Tejba Higher Secondary High School Dhantira.	At.& Po.Dhantira Tal.Godhra. Dist.Pms.
11	M.K.Adivasi Sarvoday High School Tuva.	At. & Po. Tuva Tal.Godhra.Dist.Pms.
12	Prathmik School Ambali	At. & Po.Ambali Ta.Godhra.Dist.Pms.
13	Prathmik School, Veganpur	At. & Po.Veganpur Ta.Godhra.Dist.Pms.
14	Prathmik School, Moryo	At. & Po.Moryo, Ta.Godhra.Dist.Pms.
15	Prathmik School, Karsana	At. & Po.Karsana Ta.Godhra.Dist.Pms.
16	Prathmik School,Lakodna Muvada	At. & Po.Lakodna Muvada Ta.Godhra.Dist.Pms.
17	Prathmik Kumar School, Kakanpur	At. & Po.Kakanpur Ta.Godhra.Dist.Pms.
18	Prathmik School, Goli.	At. & Po.Goli. Ta.Godhra. Dist.Pms.
19	Prathmik School, Bhamaiya	At. & Po.Bhmaiya Tal.Godhra. Dist.Panchmahal
20	Prathmik School Police Line, Godhra.	At. & Po.Godhra. Dist.Panchmahal
21	Prathmik School, Dayal	At.& Po.Dayal Tal.Godhra. Dist.Pms.

**Annexure: 4.3.2.1**

**Details of Library Infrastructure**

<b>Sr.No.</b>	<b>Article</b>	<b>Numbers</b>
1	Books	7083
2	Titles	2578
4	Dictionary	10
5	Journals	07
6	News Papers	05
7	Encyclopedia	11
8	Magazines	13
9	Sections	02
10	Compute With Internet	04
11	Printer	01
12	Scanner	01
13	Photo copy machine (Multiple Machine )	01
14	Seating Capacity	70
15	Software Lib Tech	SOUL
16	Staff Reading Facilities	08 Members
17	Facilities for disabled	Yes
18	Educations CD's & D.V.D'S	Yes
19	Book Bank Facility	Provide all books for their syllabus to all without any fees

**Annexure: 4.3.2.2**

**Name of Magazine**

<b>Sr.No.</b>	<b>Name</b>
1	Achala
2	Chित्रलेखा
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	Vighyan Darshan
13	Yog Sandesh

**Annexure: 4.3.2.3**

**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)

## Annexure 5.1.3.1

### Prize distribution invitation card

**સર્વોદય ચેરિટેબલ ટ્રસ્ટ, કાંકણપુર**

નયનમાં તમારું સ્વપ્ન ભીનું ભીનું, તમારા સ્મરણમાં છે મન ભીનું ભીનું  
તમે સ્નેહપૂર્વક અવશ્ય પધારો, અમે પાઠવ્યું છે, ઈજન ભીનું ભીનું  
- રિષભ મહેતા

**હાર્દિક નિમંત્રણ**

**ઈનામ વિતરણ અને ગીત-સંગીતની મહેફિલ**

સુજ્ઞાત્રી,  
પૂજનીય વલ્લભદાસ એમ. શાહના જન્મદિન નિમિત્તે, પરિવારજનો દ્વારા તેમની સ્મૃતિમાં પ્રખ્યાત સાહિત્યકાર અને પ્રથિતયશ કેળવણીકાર મા.પદ્મશ્રી ડૉ. પ્રવીણ દરજીની અધ્યક્ષતામાં વતનનાં વિદ્યાલયો-મહાવિદ્યાલયોનાં તેજસ્વી છાત્રો માટે ઈનામ વિતરણ સમારોહ અને ગીત-સંગીતની મહેફિલ યોજવામાં આવ્યાં છે.  
પ્રસંગે અતિથિવિશેષ તરીકે જાણીતા ધારાશાસ્ત્રી મા. શ્રી જગદીશચંદ્ર પાઠક અને મા. શ્રી પ્રિ. રિષભ મહેતા ખાસ હાજરી આપશે.

દિ. : ૨૧-૯-૨૦૧૪ રવિવાર  
સમય : સવારે ૧૦-૨૦ થી ૧૨-૪૫ કલાકે  
સ્થળ : મલ્ટીપર્પઝ હોલ, બી. એડ્.કોલેજ, કાંકણપુર.

ગાયન પ્રસ્તુતિ :- શ્રી ગોપાલ પટેલ (શ્રીજી સૂરંકલાવૃદ્ધ)  
રસ દર્શન :- શ્રી કુમાર જેમિનિ શાસ્ત્રી  
પ્રસ્તુત ઉપક્રમમાં ઉપસ્થિત રહી અવસરની શોભામાં અભિવૃદ્ધિ કરવા સ્નેહભીનું અને આગ્રહભર્યું નિમંત્રણ પાઠવીએ છીએ.

નિમંત્રક

**ભરતભાઈ આર. શાહ**                      **અશ્વિનભાઈ સી. શાહ**  
મેનેજિંગ ટ્રસ્ટી                                      પ્રમુખ

: ખાસ :  
કાર્યક્રમ બાદ આયોજિત સમૂહ ભોજનમાં સામેલ થવા વિનંતી.

**Annexure: 5.1.5. 2**

**The Details on the Progression of the Students to Higher Studies**

<b>The progression of students for higher studies</b>		
<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
<b>(%)</b>	<b>(%)</b>	<b>(%)</b>
<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>
<b>14</b>	<b>19</b>	<b>40</b>

**Annexure: 5.1.7.3**

**The Details employed through Placement cell during the past  
three years**

<b>Employed through placement cell of KCMS</b>		
Year 1	Year 2	Year 3
(%)	(%)	(%)
2011-12	2012-13	2013-14
05	07	09

## Annexure 5.2.1.4.

### Academic Calendar of Gujarat University for the academic session of 2014-15

ગુજરાત યુનિવર્સિટી  
અમદાવાદ

#### પેરિષત્ર

પ્રતિ,

વિનયન,વિજ્ઞાન,વાણિજ્ય,શિક્ષણ અને કાયદા વિદ્યાશાળાની સંલગ્ન કોલેજોના આચાર્યશ્રીઓ તરફ  
શ્રીમાન,

શૈ.વર્ષ.૨૦૧૪-૧૫ માટે સત્રોની ગોઠવણી ઓફિ.૭૫માં જે નિયત કરવામાં આવી છે. તે મુજબ સત્રોની ગોઠવણી નીચે પ્રમાણે રાખવા કુલપતિશ્રીના આદેશાનુસાર જણાવવામાં આવે છે.

૧	પ્રથમ સત્ર	૧૬-૦૬-૨૦૧૪ થી ૧૮-૧૦-૨૦૧૪	(૧૦૧ દિવસ)
૨	દિવાળી વેકેશન	૧૮-૧૦-૨૦૧૪ થી ૦૮-૧૧-૨૦૧૪	(૨૧ દિવસ)
૩	દ્વિતીય સત્ર	૧૦-૧૧-૨૦૧૪ થી ૨૫-૦૪-૨૦૧૫	--
૪	દ્વિતીય સત્રના પરેખર શૈક્ષણિક દિવસો	૧૫-૧૨-૨૦૧૪ થી ૨૫-૦૪-૨૦૧૫	(૧૦૮ દિવસ)
૫	ઉનાળુ વેકેશન	૨૬-૦૪-૨૦૧૫ થી ૧૪-૦૬-૨૦૧૫	(૫૦ દિવસ)

૬. પ્રથમ અને દ્વિતીય તથા તૃતીય વર્ષ (CBCS)ની આંતરિક તેમજ યુનિવર્સિટી (END SEMESTER EXAM) સહિતની તમામ પરીક્ષાઓ નીચે પ્રમાણે લેવાની રહેશે.

૭. આંતરિક પરીક્ષા :

(અ) સેમેસ્ટર-I (પ્રથમ વર્ષ)સેમેસ્ટર-III (દ્વિતીય વર્ષ) તેમજ સેમેસ્ટર-V (તૃતીય વર્ષ)ના CBCS આધારિત તમામ સંબંધિત અભ્યાસક્રમોમાં આંતરિક કસોટી ટોટ કલ્ક્યુલની ૫૦ ગુણની આંતરિક-વિકલ્પ પદ્ધતિ દ્વારા પ્રથમ સત્રના અંત પહેલાં એટલે કે તા.૧૮-૧૦-૨૦૧૪ સુધીમાં પૂર્ણ કરવાની રહેશે. જેમાં વધારાની કસોટીનો સમાવેશ થાય છે.જે વિદ્યાર્થીઓ અગાઉના સેમેસ્ટરની આંતરિક પરીક્ષામાં નાપાસ થયા હોય તેમની પરીક્ષા પણ આ પરીક્ષાઓ સાથે ગોઠવવી.

(બ) સેમેસ્ટર-II (પ્રથમ વર્ષ)અને સેમેસ્ટર-IV (દ્વિતીય વર્ષ) તેમજ સેમેસ્ટર-VI (તૃતીય વર્ષ)ના CBCS આધારિત તમામ સંબંધિત અભ્યાસક્રમોમાં આંતરિક કસોટી ટોટ કલ્ક્યુલની ૫૦ ગુણની આંતરિક વિકલ્પ પદ્ધતિ દ્વારા તા.૨૦-૦૨-૨૦૧૫થી તા.૧૦-૦૩-૨૦૧૫ સુધીમાં પૂર્ણ કરવાની રહેશે. જેમાં વધારાની કસોટીનો પણ સમાવેશ થાય છે. જે વિદ્યાર્થીઓ અગાઉના સેમેસ્ટરની આંતરિક પરીક્ષામાં નાપાસ થયા હોય તેમની પરીક્ષા પણ આ પરીક્ષાઓ સાથે ગોઠવવી.

**Annexure 5.3.3.5.**

**“Manorath” SARVODAY CHARITABLE TRUST**

**Booklet on its Silver Jubilee**



**Annexure: 5.4.1.6.**

**The list of students who participated in youth festival 2014-15**

**Smt. K.C.M.Shah B.Ed. College, Kakanpur  
Tal.Godhra. Dist.Panchmahals. 388 713**



**List of Participants in Youth Festival**

Year : 2014-2015

Organised by : SPT Arts & Science College, Godhra. 389 001

Sr. No.	Name of Participants	Date	Events Name	Position Obtained
1	Baria Kaushik Pravinchandra	18-9-2014	Debate	
2	Rohit Bhupendrakumar Kanubhai			
3	Rohit Bhupendrakumar Kanubhai			
4	Joshi Ajaykumar Vishnuprasad	18-9-2014	Quiz	
5	Baria Kaushik Pravinchandra			
6	Pathak Heli Ashokkumar	18-9-2014	Light Vocal (Indian)	
7	Bamaniya Durgaben Bakulbhai	18-9-2014	Rangoli	
8	Chauhan Hinaben Narvatsinh	19-9-2014	Poetry Recitation	Winner
9	Sangada Rajendrabhai Gorjibhai	18-9-2014	Poetry Competition (Pad Purti)	
10	Parmar Kamleshkumar Maganbhai	18-9-2014	Extremepore	
11	Katara Ajamal Shanabhai	17-9-2014	One Act Play (Ekanki)	
12	Bariya Dhavalkumar Prabhatsinh	17-9-2014	One Act Play	
13	Parmar Kamleshkumar Manganbhai	17-9-2014	One Act Play	
14	Baria Ronakkumar Thakorsinh	17-9-2014	One Act Play	
15	Joshi Ajaykumar Vishnuprasad	17-9-2014	One Act Play	
16	Parmar Jigeesa J.	17-9-2014	One Act Play	
17	Patel Ankitaben S.	17-9-2014	One Act Play	
18	Chavda Swetaben Jaypalsinh	17-9-2014	One Act Play	
19	Parmar Sangitaben V.	17-9-2014	One Act Play	
20	Bhatiya Hemangini S.	18-9-2014	Elocution	
21	Devda Ajaykumar Jasvantbhai	18-9-2014	Mime	
22	Solanki Shivrajsinh D.	18-9-2014	Mime	
23	Parmar Varshaben Prabhatsinh	18-9-2014	Mime	
24	Malivad Heenaben Raysingbhai	18-9-2014	Mime	
25	Bele Karishmaben Anilbhai	18-9-2014	Mime	
26	Rathod Komalben Raysingbhai	18-9-2014	Mime	
27	Chauhan Hinaben Narvatsinh	19-9-2014	Mono Acting	

*[Signature]*  
**U.C. PRINCIPAL**  
 SMT. K.C.M Shah B.Ed College  
 Kakanpur. Ta. Godhra  
 Dist.Panchmahal.-388713

**Appendix:6.2.1.1.**

**List of KCMS Committee**

<b>Sr. No.</b>	<b>Name Of The Committee</b>	<b>In charge of the committee</b>
<b>1</b>	<b>Institutional Development Plans Implementation</b>	President Sir Shri Bharatbhai R.Shah ( Chief Advisor & Patron)
		Principal
		All Faculty Members
		All Office Bearers
		Members of Programmed Advisory Committee
<b>2</b>	<b>Guidance and counselling Committee</b>	Dr. H.G.Acharya
		Anand gadiyali
<b>3</b>	<b>Admission Committee</b>	Mayurbhai Shah
		Rajendra G.Sharma
<b>4</b>	<b>Students Representative Council</b>	Rajendra G.Sharma
<b>5</b>	<b>Women's Cell</b>	Padmaben Patel
		Dr.Himanshu G Acharya
		Jayeshbhai C. Patel
<b>6</b>	<b>Discipline Committee</b>	Akshay Darji,
		Padmaben H. Patel
<b>7</b>	<b>Examination Committee</b>	Dr.H.G.Acharya
<b>8</b>	<b>Practical work &amp;Practice Teaching Committee</b>	Dr. H.G.Acharya
<b>9</b>	<b>Educational Tour Committee</b>	Brijeshbhai N. Sikligar
		Padmaben H. Patel
		Anand Gadiyali
<b>10</b>	<b>Cultural Activity Committee</b>	Padmaben H. Patel
		Brijeshbhai N. Sikligar
		Akshay S. Darji
<b>11</b>	<b>Sports committee</b>	Dr. H.G.Acharya
<b>12</b>	<b>Library Committee</b>	Mr. Jayeshbhai C. Patel
		Dr. H.G.Acharya
		Mr bhaveshbhai parekh
		Padma H Patel
<b>13</b>	<b>Internal Assessment Committee</b>	All The Faculty
<b>14</b>	<b>Guest Lecture Committee</b>	Akshay Darji
<b>15</b>	<b>Maintenance &amp; Campus Development Committee<sup>277</sup></b>	Mr. Jayeshbhai c patel
		Mayurbhai shah

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16	Alumni Cell	Mr. Jayeshbhai C. Patel Akshay S.Darjir Brijeshbhai n sikliga
17	Placement Committee	Mr. Jayeshbhai C. Patel  Dr. H.G. Acharya  Brijeshbhai N. Sikligar
18	IQAC Committee	Mr. Jayeshbhai C. Patel (I/c.Principal ) Dr. Himanshu G. Acharya (NAAC Coordinator) Mr Maulinbhai B Shah (Campus Director ) Mr Bharatbhai R Shah (Managing Trustee)
19	Grievance Redressal Cell	Dr. H.G. Acharya Padmaben H. Patel

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



**i) General Information**

- a) Name : **Jayeshkumar Chandubhai Patel**  
b) Address (Residential) 34, Sanskar Nagari-2,  
Nr. Ankur School,  
Bhuravav, Godhra, Dist.Panchmahal. Ph No :  
9427397458.  
c) Designation : I/c Principal  
d) Department : B.Ed.  
e) Date of Birth : 29/10/1976.  
f) Area of Specializaton : Gujarati Method.

**A) Academic Qualifications**

Exam Passed	Board/University	Subjects	Year	Division/Grade Merit etc.
S.S.C	GSEB	-	1992	Second 58.70
H.S.C	GSEB	Commerce	1994	Second 47.50
B.A.	South Guj.Uni. Surat	Gujarati	1998	Second 58.55
D.B.Ed	G.S.E.B.	Gujarati	2002	Dist. 84.45
M.A.	Guj. Vidhyapith Ahmedabad	Gujarati	2000	First 64.00
M.Ed.	South Guj.Uni. Surat	Education	2003	Second 61.00
C.C.C.	DOEACC	C C C	2010	C

ii) **Research Experience & Training**

Research Stage	Title of work/Theses	University where the work was carried out
M.Phil or equivalent	પ્રાથમિક કક્ષાએ નાટ્યીકરણ દ્વારા ગુજરાતી ભાષા શિક્ષણ : એક પ્રયોગાત્મક અભ્યાસ	South Gujarat University, Surat
Ph.D	Nil	Nil
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/Thesis	University where the work was carried out / Nam of Magazine

**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
6) Examination Reform (Formant summative Evaluation)	R.A. Anada, College of Education Borsad.	28 <sup>th</sup> June 2012 Borsad

7) A Three Day Workshop on Promotion of culture of Queali Through Rese...	Sheth P.T. Arts & Science College, Godhra	18,19-2012 Godhra
૮૯ વૈશ્વિક પરિપ્રેક્ષ્ય મેં ભારતીય શિક્ષા કી પ્રાસંગિકતા	ગુજરાત વિશ્વવિદ્યાલય વિદ્યા ભારતી ગુજરાતપ્રદેશ	19/12/2013 Gandhinagar
9) Simulation in Teaching Method	ગુજરાત યુનિ. અમદાવાદ	30/07/2007 Ahmedabad
10) Diploma In Basic Enjucation G.B.T.C.	(ગુ.રા.પરીક્ષા બોર્ડ, ગાંધીનગર)	Gandhinagar (Koba)

**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	01/07/2004 Till Today
v) P.G. M.Ed (M.A./ M.Sc. etc)	-	-
vi) M.Phil	-	-
	-	-

**Total Teaching Experience :**

\_\_\_\_\_ 10 Years \_\_\_\_\_

a) Under-graduate (Pass) :

\_\_\_\_\_ 10 Years B.Ed. \_\_\_\_\_

b) Under-graduate (Hons):

\_\_\_\_\_ - \_\_\_\_\_

c) Post-graduate \_\_\_\_\_ - \_\_\_\_\_

**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, : Yes  
reading materials, Laboratory manuals . etc.
- f) Remedial Teaching/ Student Counseling (academic) Yes
- g) Any Other – Research Guidance No.

**ix) Extension Work/Community Service** Yes

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 : Sarva Shiksha Abhiyan, During The  
Internship Programme

b) Positions held/Leadership role played in organization linked with Extension Work and National Service Scheme (NSS), or NCC or any other similar activity  
No

**D. Participation in Corporate Life:**

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

**a) College/University/Institution :**

- Working as active In Charge Principal in Smt. K.C.M.Shah B.Ed. College, Kakanpur (1-7-2004 to till today)
- Worked as Chairman during the practical exam of B.Ed – II for the Gujarat Univeristy.
- Also attended the duty for paper assessment.

**b) Co-curricular Activities :**

- Worked as active member of different committees of the college, such as cultural activities, discipline, Tourism, Examination in different years.

**c) Enrichment of Campus Life :**

(Hostels, Sports, Games, Cultural activities)

- Worked as active member of different committees of the college, such as cultural activities, discipline, Tourism, Examination in different years.

d) **Student Welfare and Discipline :** Yes

- ❖ Arranging The Placement Cell
- ❖ Students Orientation
- ❖ Arranged Career Conferences In The College.

e) **Membership/Participation in Bodies/committees :**

Member of AIAER Com, Gujarat chapter

Committee member of IQAC

f) **Professional Organization of Teachers.** : No

E. (a) **Membership of Professional Bodies, Societies etc.**

- ❖ Member of AIAER Com, Gujarat chapter
- ❖ Committee member of IQAC

(b) Editorship of Journals : Nil.

F. **Any other information**

I have participated many local level seminar



**I/c Principal**

**(Jayeshkumar C. Patel)**

## PERFORMANCE APPRAISAL REPORT

### FOR SELF APPRAISAL OF TEACHER



- i) **General Information**
- a) Name : **Dr. Himanshu G. Acharya**
- b) Address (Residential): Plot No 191/1,  
Sector 3 A New, Gandhinagar  
Gujarat 382003 Ph. No. : 09879471029
- c) Designation :Assistant Professor
- d) Department : B.Ed. (**Smt. K.C.M.Shah B.Ed. College** )
- e) Date of Birth :07/08/1978
- f) Area of Specialization : English method

#### A) Academic Qualifications

Exam Passed	Board/ University	Subjects	Year	Division/Grade Merit etc.
High School	G.S.EB.	-	1994	66.68%
Higher Secondary or Pre-degree	G.S.H.E.B.	Arts	1996	60%
Bachelor's Degree (s) B.A.With English Literature	Gujarat University	Arts	1999	57.62
B.Ed.	Gujarat University	Education	2003	65.66%
Master's Degree (s) M.A. English literature	Gujarat University	Arts	2001	55%
M.Ed.	Panjab University	Education	2004	70.81
Research Degree (s) M.PHIL.	Allagappa University	Education	2008	55.54%

PH.D.	Ganpat University	Education	2013	Awarded
Other Diploma / Certificates etc.				

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	<b>“A Study Of Attitudes Of High School Teachers Towards integration Of Technology In Classroom Teaching of Gandhinagar district”</b>	Allagappa University ,Tamilnadu
Ph.D.	<b>“A Study Of Attitudes Of High School Teachers Towards Application Of Technology In Classroom Teaching”</b>	Ganapt University, Gujarat
Post-Doctoral	NIL	NIL
Publications (give a list separately)	<p>Wrote some chapter in educational psychology on akshar publication</p> <p>Research paper of Role Of Multimedia In Learning English And Computer Assisted Language Learning (Call) By Acharya Himanshu G. has been selected for publication in our ISSN Journal Recent Thought Vaicharik Pravaho for the edition of 1<sup>st</sup> the month of July 2012<sup>th</sup></p>	

Research Guidance (give names of students guided successfully)	NIL	NIL
Training (please specify)	NIL	NIL

**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.**

Sr. No.	Particulars About Seminar	Venue/Organized by	Date	Subject Of The Seminars
1.	National Seminar	Navarachana College Of Education, Affiliated To (S. N. D. T. Uni.) <b>BARODA</b>	25 <sup>th</sup> & 26 <sup>th</sup> February 2005	Teacher Education Vision & Action (Globalization)
2.	State Level Seminar	L. N. K. College Of Education Affiliated To (North Guj. Uni.) <b>PATAN</b>	12-13 March 2005	Recent Trends In Education
3.	National Seminar	DRS-UGC Project (PH-II) faculty of	10 <sup>TH</sup> 11 <sup>TH</sup> MARCH 2006	Leadership Development Strategies

		Education And Psychology, The M. S. University. <b>BARODA</b>		
4.	State Level Seminar	R. B. Sagar College Of Education, Affiliated To (Guj. Uni.) <b>AHMEDABAD</b>	19 <sup>th</sup> November 2006	New Dimension For Evaluation
5	International Conference	Panjabi University, PATIYALA	28 <sup>th</sup> To 30 <sup>th</sup> December 2005	Gats and Education
6	International Conference	Katchchh university, <b>ADIPUR</b>	November 2005	ICT In Education
7	International Conference	Experimental College Of Education, <b>Pra ntij</b>	12-13 November 2005	Leadership Development Strategies
8	University Level Seminar	Ganapat University <b>Kherava</b>	17 <sup>th</sup> February 2008	Examination Reforms
9	UGC Sponsored State Level Seminar	Department Of Education, Gujarat University <b>Ahmedabad</b>	20 <sup>th</sup> To 22 <sup>nd</sup> March 2009	New Horizon Of Edu.Mang. In Teacher Education
10	State Level Workshop	Viadhya Shree M.M.Patel College Of Education	14 <sup>TH</sup> & 15 <sup>TH</sup> NOVEMBER 2009-10	New Concept Of Education :Yoga Education
11	State Level Seminar	Ganapat University <b>Kherava</b>	27 <sup>TH</sup> & 28 <sup>TH</sup> JANUARY 2007	Quality Improvement In School Education
12	Multidisciplinary National Seminar	Indian Socialological Society <b>,Ahmedabad</b>	4 <sup>th</sup> & 5 <sup>th</sup> March 2006	Future Of Education In India
13	State Level Seminar	Gujarat Academy Of Psychology	17 <sup>th</sup> September, 2006	Innovative Dmension Of Psychology
14	Seminar For	Department Of	30 <sup>th</sup> January	How To Write

	Alumni Association	Education,Gujarat University <b>Ahmedabad</b>	2007	Research Paper
<b>15</b>	State Level Seminar	BAOU,EFCT A, <b>Ahmedabad</b>	27 <sup>th</sup> March 2005	New Dimensions Of Evaluation
<b>16</b>	Seminar For Management Association	S.N.D.T.University ,J.G.College Of Education <b>Ahmedabad</b>	20 <sup>th</sup> &21 <sup>st</sup> Aug,2005	Management
<b>17</b>	National Workshop	Deparment Of Education,Gujarat University <b>Ahmedabad</b>	26 <sup>th</sup> October To 31 <sup>st</sup> October 2006	Research Methodology ,Statistics And Use Of SPSS
<b>18</b>	SEMINAR	Deparment Of Education,S.P. University <b>V.V.NAGAR</b>	4 <sup>TH</sup> & 5 <sup>TH</sup> APRIL 2006	LEARNING TO LIVE TOGETHER
<b>19</b>	UGC Supported Seminar	R.P.Anada College Of Education <b>Borsad</b>	July 2012	Examination Reform
<b>20</b>	Workshop	Department Of Education, Government Of Gujarat	18 <sup>th</sup> To 20 <sup>th</sup> July 2012	Promotion Of Culture Of Quality Through Research
<b>21</b>	NAAC SPONSORED National Seminar	S.S.Patel College Of Education ,Gandhinagar	16 <sup>th</sup> &17 <sup>th</sup> July 2012	Role Of IQAC For Quality Enhancement In Education
<b>22</b>	National seminar	Gujarat University ,Ahmedabad	11Feb 2013	Relevance of Indian education in global scenario
<b>23</b>	ONE DAY SEMINAR	IITE,Gandhinagar	18 <sup>TH</sup> JAN 2014	Teacher Education Through Transition

**iii) Teaching Experience :**

<b>Courses Taught</b>	<b>Name of the University/ College / Institution</b>	<b>Duration</b>
iv ) U.G. (B.Ed.) Bachelor Of Education	Swastika College Of Education	09 Months
	Smt.S.G.Rao College Of Teachers Education	08months
	Murlidhar B.Ed. College, Gandhinagar	3 Years 2 Months
	Smt. K.C.M.Shah B.Ed. College Kakanpur	5 Years 4 Months
v) P.G. (M.A./ M.Sc., etc.)		
vi) M.Phil		
vii) Any other		

Total Teaching Experience: **Total experience of teaching UG is 10 years**

a) Under-graduate (Pass): Total experience in UG is 10 years

b) Under-graduate (Hons):

c) Post-graduate :

**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,  
Laboratory manuals etc. : Yes
- f) Remedial Teaching / Student Counseling (academic) :Yes
- g) Any Other

**ix) Extension Work/Community Service**

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

**i) Community work**

Awareness health relates programmes especially for the girls, Tree Plantation and Rally for awareness, health related programme.

**ii) National Literacy Mission:**

During the time internship we do Sarv Saksharta Mission programme.

**b) Positions held/Leadership role played in organizations linked with Extension**

**Work and National Service Scheme (NSS), or NCC or any other similar activity**

Arranged the rallies for the awareness with different themes in the rural area every year of the service.

**D. Participation in Corporate Life:**

Please give a short account of your contribution to:

**a) College/University/Institution**

- ❖ Worked as active In Charge Principal in Murlidhar B.Ed. College, Ahmedabad for three years.

- ❖ Worked as senior supervisor during annual examination of the Gujarat University.
- ❖ Worked as chairman during the practical exams of B.Ed. Part-Ii for the Gujarat University.
- ❖ Active member of IQAC of the present college.
- ❖ Also attended the duty for paper assessment.
- ❖ Worked as examination committee member and academic advisor in the college.
- ❖ Working as NAAC Coordinators

**b) Co-curricular Activities :**

- ❖ Worked as active member of different committees of the college, such as cultural activities, sports activities, extension activities in different years.

**c) Enrichment of Campus Life:**

**(Hostels, sports, games, cultural activities)**

- ❖ Worked as active member of different committees of the college, such as cultural activities, sports activities, extension activities in different years.
- ❖ Working as NAAC Coordinators.

**d) Students Welfare and Discipline:**

- ❖ arranging the placement cell
- ❖ students orientation
- ❖ arranged career conferences in the college

**e) Membership/Participation in Bodies/Committees on Education and National Development:**

- ❖ Membership of teacher education association of the Gujarat university Gujarat chapter.

**g) Professional Organization of Teachers.**

**E. (a) Membership of Professional Bodies, Societies etc.**

- ❖ Membership of teacher education association of the Gujarat university Gujarat chapter.

**(b) Editorship of Journals : Nil**

**F. Any other information:**

I have participated and presented more than 25 papers at various states, national and international conferences.



**Assistant Professor**

**Dr. Himanshu G. Acharya**

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



**i) General Information**

- g) Name : **Padmaben Hashmukhbhai Patel**  
 h) Address (Residential) At. Rampura, Po.Kakanpur,  
 Ta. Godhra, Dist.Panchmahal.  
 Ph No: 9429147254.  
 i) Designation : Asst.Professor  
 j) Department: B.Ed.  
 k) Date of Birth: 14/04/1984..  
 l) Area of Specialization: Gujarati Method.

**D) Academic Qualifications**

Exam Passed	Board/University	Subjects	Year	Division/Grade Merit etc.
S.S.C	GSEB	-	1999	First 62.71
H.S.C	GSEB	Arts	2001	First 69.71
B.A.	Gujarat Uni.	Gujarati	2004	Second 57.57
B.Ed	Gujarat Uni.	Gujarati	2007	Dist. 77.78
M.A.	Gujarat Uni.	Gujarati	2006	Second 54.87
M.Ed.	Gujarat Uni.	Education	2009	First 61
C.C.C.				A Grade

**iv) Research Experience & Training**

Research Stage	Title of work/Theses	University where the work was carried out
M.Phil or equivalent	A Study of Social	Guj.University

	Commitment Among Primary Teachers Godhra, Taluka ( in Master Degree M.Ed)	
Ph.D	Nil	Nil
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/Thesis	University where the work was carried out / Nam of Magazine

**E) Research Projects carried Out**

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

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

Name of the Seminar/ Conference/ Symposia Workshop, etc.	Name of the Sponsoring Agency	Place and Date
11) Examination Reform (Formant summative Evaluation)	R.A. Anada, College of Education Borsad.	28 <sup>th</sup> June 2012
12) State Level Research Seminar	J.G College of Education for Women (P.G)	10 <sup>th</sup> ,11 <sup>th</sup> Dec-2008 Ahmedabad
13) A Three Day Workshop on Promotion of culture of Queali Through Rese...	Sheth P.T. Arts & Science College, Godhra	18,19-2012, Godhra, Dist. Pms. State Guj.
14) ટૂંકી વાર્તા : સ્વરૂપ અને સ્થિત્યંતરો	ગુજરા સાહિત્ય અકાદમી,	17,18 February

	ગાંધીનગર, અને કુમાર આર્ટસ ફાઉન્ડેશનના સંયુક્ત ઉપક્રમે ઈન્ડિસ્ટ્રીયલ ફેડરેશન હોલ, ગોધરા	2012 Godhra. Dist.Pms. State Guj.
15) 'સંતકવિ ભોજાભગત :પરંપરા અને પ્રદાન' વિષય પર રાજ્યકક્ષાનો પરિસંવાદ (સંતકવિ ભોજાભગતનું જીવન ઐતહાસિક દ્રષ્ટિએ	શ્રી મહિલા આર્ટ્સ એન્ડ કોમર્સ કોલેજ, જોષીપુરા-જૂનાગઢ.	26 February 2011, Junagadh, (Gujarat)
16) AIDS Awareness Seminar	Department of NSS Guj. Uni. Ahmedabad-1	Arts & Commerce College, Kakanpur 28-28 <sup>th</sup> , 29 <sup>th</sup> January 2002
17) NSS Zonal Seminar	Gujarat University	15 <sup>th</sup> to 17 <sup>th</sup> December 2001, Moti Koral, Ta. Karjan.

v) **Teaching Experience**

Courses Taught	Name of the University/ College/ Institution	Duration
iv) UG – B.Ed	Smt. K.C.M.Shah B.Ed. College, Kakanpur	01/07/2010 Till Today
v) P.G. M.Ed (M.A./ M.Sc. etc)	-	-
vi) M.Phil	-	-

**Total Teaching Experience : 04 Years**

c) Under-graduate (Pass) : 04 Years

d) Under-graduate (Hons):

c) Post-graduate \_\_\_\_\_ -

ix) **Innovations/ Contributions in Teaching**

h) Design of Curriculum No

- i) Teaching methods Yes
- j) Laboratory experiments No
- k) Evaluation methods Yes
- l) Preparation of resource material : Yes  
Including books, reading materials,  
Laboratory manuals . etc.
- m) Remedial Teaching/ Student Counseling (academic) Yes
- n) Any Other – Research Guidance No.

**ix) Extension Work/Community Service Yes**

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.  
Organization of Blood Donation Camp, Awareness health relates  
programmes especially for the girls, Tree Plantation and Rally for  
awareness, health related programme.
- ii) National Literacy Mission : Sarva Shiksha Abhiyan, During The  
Internship Programme

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

Participated In N.S.S. Seminar (National & Zonal Seminar)

**D. Participation in Corporate Life:**

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

**g) College/University/Institution :**

- Appointed as a observer during the Practical Examination of B.Ed. II of  
Gujarat University

**h) Co-curricular Activities :**

- Activities were conducted at Teachers day, Mahendi Competition, Folk  
dance like Timli, Garba Competition, Sport day etc.

**i) Enrichment of Campus Life :**

(Hostels, Sports, Games, Cultural activities)

- Worked as active member of different committees of the college, such as cultural activities , sports activities, extension activities in different years.

**j) Student Welfare and Discipline**

- Career Counseling
- Student Orientation
- Arranged career conferences in the college

**k) Membership/Participation in Bodies/committees : No  
On Education and National Development**

**l) Professional Organization of Teachers.**

**E. (a) Membership of Professional Bodies, Societies etc. N.A.**

(b) Editorship of Journals N.A.

**F. Any other information**



**Assistant Professor  
(Padmaben H. Patel)**

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

**i) General Information**

m) Name : **Rajendraprasad Govindbhai Sharma**

n) Address (Residential) Gokulnathji's Temple, Near Parvadi

At.Po.Ta.- Shahera, Dist. – Panchmahal

Gujarat. Pincode (389210)

Phone No. +919586464816



o) Designation : Asst. Professor

p) Department: B.Ed.

q) Date of Birth: 10/05/1983.

r) Area of Specialization: Hindi Method.

**G) Academic Qualifications**

Exam Passed	Board/University	Subjects	Year	Division/Grade Merit etc.
S.S.C	U.P. Board of High school	Science	1999	Second 54.67 %
H.S.C	U.P. Board of Intermediate Education	Science	2001	Pass 41.40 %
B.A.	H.N.G.U. Patan	Hindi	2005	Second 55.00 %
B.Ed.	H.N.G.U. Patan	Hindi	2009	Dist. 80.92 %
M.A.	H.N.G.U. Patan	Hindi	2007	Second 52.00 %
M.Ed.	H.N.G.U. Patan	Education	2010	Dist. 70.00 %
C.O.P.A.	I.T.I.	C.O.P.A.	2008	Dist. 78.50 %
C.C.C.	DOEACC	C.C.C.	2012	A Grade

vi) **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	“Comparative Study of Educational Achievement for Students of std-9 <sup>th</sup> in Self-Financed and Granted Schools Shahera Taluka”	H.N.G.U. Patan
Ph.D. ( Pursuing)	NIL	NIL
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

**Publication**

Title of Work/Thesis	University where the work was carried out / Nam of Magazine

**H) 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

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

Name of the Seminar/ Conference/ Symposia Workshop, etc.	Name of the Sponsoring Agency	Place and Date
NIL	NIL	NIL
NIL	NIL	NIL

**iii) Teaching Experience**

Courses Taught	Name of the University/ College / Institution	Duration
iv ) U.G. (B.Ed.)	Shreenath B.Ed. College, aamthla, Sirohi (RAJ.)	01 YEAR
	Smt. K.C.M. Shah B.Ed. College, Kakanpur	2 Year 2 Month
v) P.G. (M.A./ M.Sc., etc.)		
vi) M.Phil		
vii) Any other (		

3Years 2 months

e) Under-graduate (Pass) :

3 Years 2 months

f) Under-graduate (Hons):

-

c) Post-graduate

-

**x) Innovations/ Contributions in Teaching**

- o) Design of Curriculum No
- p) Teaching methods Yes
- q) Laboratory experiments No
- r) Evaluation methods No
- s) Preparation of resource material Including books, : Yes  
reading materials, Laboratory manuals . etc.
- t) Remedial Teaching/ Student Counseling (academic) Yes

u) Any Other – Research Guidance No.

**ix) Extension Work/Community Service** Yes

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.

Awareness health relates programmes especially for the girls, Tree Plantation and Rally for awareness, health related programme.

ii) National Literacy Mission: Sarva Shiksha Abhiyan, during The Internship Programme

b) Positions held/Leadership role played in organization linked with Extension Work and National Service Scheme (NSS), or NCC or any other similar activity  
No

**D. Participation in Corporate Life:**

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

**m) College/University/Institution :**

➤ Working as active Asst. Professor in Smt. K.C.M.Shah B.Ed. College, Kakanpur (03-10-2012 to till today)

**n) Co-curricular Activities :**

• Worked as active member of different committees of the college, such as cultural activities, discipline, Tourism, Examination in different years.

**o) Enrichment of Campus Life :**

(Hostels, Sports, Games, Cultural activities)

• Worked as active member of different committees of the college, such as cultural activities, discipline, Tourism, Examination in different years.

**p) Student Welfare and Discipline :** Yes

• arranging the placement cell

• students orientation

- arranged career conferences in the college.

q) **Membership/Participation in Bodies/committees : No**  
**On Education and National Development**

r) **Professional Organization of Teachers. : No**

E. (a) **Membership of Professional Bodies, Societies etc. Nil**

(b) **Editorship of Journals : Nil.**

F. **Any other information**



**Assistant Professor**  
**(Rajendraprasad G. sharma)**

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

**i) General Information**

- s) Name : **Sikligar Brijeshkumar Navnitkumar**  
 t) Address (Residential) Station Shari, Devgad Baria  
 Dist.Dahod. Ph No : 9428449613.  
 u) Designation : Asst. Professor  
 v) Department : B.Ed.  
 w) Date of Birth : 22/07/1987.  
 x) Area of Specializatton : Social Science.Method



**J) Academic Qualifications**

Exam Passed	Board/University	Subjects	Year	Division/Grade Merit etc.
S.S.C	GSEB	-	Mar 2002	Pass
H.S.C	GSEB	-	Mar 2004	55.83
B.A.	Gujarat Uni.	Sociology	2007	59%
B.Ed.	Gujarat Uni.	S.S.	2010	75.06%
M.A.	Gujarat Uni.	Sociology	2009	53.50
M.Ed.	Gujarat Uni.	Education	2011	71.60%
M.Phil	Ganpat Uni.	Education	2014	Dist
C C C	DOEACC	CCC		

**vii) 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 The Opinion Of The B.Ed. Trainees Towards Micro Lesson	Ganpat University, Gujarat
Ph.D	Nil	Nil
Post-Doctoral	Nil	Nil
Publications (give a list separately)	Pariksha Sudharna Ek Pasu	Wrote some chapter in educational psychology on Reforms and Innovations in Education ISBN-978-93-84148-45-4
Research Guidance (give names of students guided successfully)	Nil	Nil
Training (please specify)	Nil	Nil

**K) 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

**L) 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>
18) Reforms & Innovation in	Swami Vivekakand	Mehsana

Education (National Seminar)	Sarvoday Education College	09/03/2014
19) Female Foeticide (Reginal Seminar)	S.L.U. Arts and H.& P Thakor Commerce College for Women	26 to 27 July 2008 (Ahmedabad) 26/07/2008, 27/07/2008
20) Contribution of Women in Development (Seminar)	S.L.U. Arts and H.& P Thakor Commerce College for Women	24 <sup>th</sup> January 2009 (Ahmedabad)
21) Current Trends in Social Science Research (Seminar)	S.L.U. Arts and H.& P Thakor Commerce College for Women	14 <sup>th</sup> October 2008 (Ahmedabad)

**viii) Teaching Experience**

Courses Taught	Name of the University/ College/ Institution	Duration
iv) UG – B.Ed	Smt. K.C.M.Shah B.Ed. College, Kakanpur	03-10-2012 To till Today
v) P.G. M.Ed (M.A./ M.Sc. etc)	-	-
vi) M.Phil	-	-
	-	-

**Total Teaching Experience :**

2 Years 2 Month

g) Under-graduate (Pass) :

2 Years 2 Month B.Ed.

h) Under-graduate (Hons):

-

c) Post-graduate \_\_\_\_\_

-

**xi) Innovations/ Contributions in Teaching**

v) Design of Curriculum No

w) Teaching methods Yes

- x) Laboratory experiments No
- y) Evaluation methods No
- z) Preparation of resource material Including books, : Yes  
reading materials, Laboratory manuals . etc.
- aa) Remedial Teaching/ Student Counseling (academic) Yes
- bb) Any Other – Research Guidance No.

**ix) Extension Work/Community Service Yes**

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.

Awareness health relates programmes especially for the girls, Tree

Plantation and Rally for awareness, health related programme.

ii) National Literacy Mission : During the time internship we do Sarv  
Saksharta

Mission Programme

b) Positions held/Leadership role played in organization linked with Extension  
Work and National Service Scheme (NSS), or NCC or any other similar activity  
No

**D. Participation in Corporate Life:**

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

s) **College/University/Institution :**

➤ Working as active Asst. Professor in Smt. K.C.M.Shah B.Ed. College,  
Kakanpur (03-10-2012 to till today)

t) **Co-curricular Activities :**

➤ Worked as active member of different committees of the college, such as  
cultural activities, discipline, Tourism, Examination in different years.

u) **Enrichment of Campus Life :**

(Hostels, Sports, Games, Cultural activities)

- Worked as active member of different committees of the college, such as cultural activities, Tourism, Human Awareness Mission in different years.

v) **Student Welfare and Discipline :** Yes

- Arranging The Placement Cell
- Students Orientation
- Arranged Career Conferences In The College.

w) **Membership/Participation in Bodies/committees :** No.

**On Education and National Development**

- Membership of teacher education association of the Gujarat University, Gujarat Chapter.

x) **Professional Organization of Teachers.** : No

E. (a) **Membership of Professional Bodies, Societies etc.** Nil

F. **Any other information**

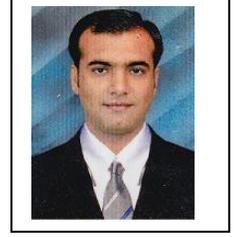


**Assistant Professor.**

**(Brijeshkumar N. Sikligar)**

## PERFORMANCE APPRAISAL REPORT

### FOR SELF APPRAISAL OF TEACHERS



ii) **General Information**

g) Name : **Darji Akshaykumar Sureshbhai**

h) Address (Residential) : At & Po : Varsada ; Ta : Savli

Dist : Vadodara

Pin Cod : 391774

Gujarat

Ph. No. : 9427787847

i) Designation : Asst. Professor.

j) Department : B.Ed.

k) Date of Birth : 02/07/1986

l) Area of Specialization : Sanskrit method

### A) Academic Qualifications

Exam Passed	Board/ University	Subjects	Year	Division/ Grade Merit etc.	
High School	GSEB, Gadhinagar	ARTS	2001	73.43 %	
Higher Secondary or Pre-degree	GSEB, Gadhinagar	ARTS	2004	70.00 %	
Bachelor's Degree (s)	B.A.	SPU,Vvn.	SANSKRIT	2007	71.81 %
	B.Ed.	SPU,Vvn.	SANSKRIT	2010	81.92 %
Master's Degree (s)	M.A.	SPU,Vvn.	SANSKRIT	2009	65.88 %
	M.Ed.	SPU,Vvn.	EDUCATIO N	2011	70.10 %

Research Degree	Ph.d.	SPU, Vvn.	EDUCATION	-	Pursuing
Certificates etc.	C.C.C.	H.N.K. Mandal H.M.T.	C.C.C.	2013	72.00 %

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 teaching competence of P.T.C. students in relation to their teaching aptitude.	SPU, VVNAGAR
Ph.D. ( Pursuing)	Development Of Multimedia Learning Package In Sankrit And Its Effectiveness In Relation To Certain Variables.	SPU, VVNAGAR
Post-Doctoral	....	....
Publications (give a list separately)	....	....
Research Guidance (give names of students guided successfully)	....	....

Training (please specify)	....	....
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**B) Research Projects carried out**

	<b>Name of the funding Agency</b>	<b>Duration</b>	<b>Remarks</b>
<b>Nil</b>	<b>Nil</b>	<b>Nil</b>	<b>Nil</b>

**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>
<b>1.National Conference</b> (Challenges To Education In Contemporary India)	SHREE PATEL KELAVNI MANDAL B.Ed.COLLEGE. ( VIEW OF SPACE – ISSN: 2320-7620)	JUNAGADH 14 <sup>th</sup> APRIL - 2014
<b>2. National Seminar</b> (Challenges for Education in Knowledge Society)	SHREE D.K. PATEL B.Ed. & M.Ed. COLLEGE.	TAKHATPUR 18 <sup>th</sup> JAN.- 2014

**iii) Teaching Experience**

<b>Courses Taught</b>	<b>Name of the University/ College / Institution</b>	<b>Duration</b>
iv ) U.G. (B.Ed.)	COLLEGE OF EDUCATION, VIDHYANAGARI, HMT. (HNGU, PATAN)	01/08/'11 to 26/04/'12, 06/08/'12 to 26/04/'13, 08/07/'13 to 30/04/'14, 10/07'14 to 10/11/'14, 11/11/'14 to till date.
v) P.G. (M.A./ M.Sc., etc.)	....	....
vi) M.Phil	....	....
vii) Any other (	....	....

Total Teaching Experience: 2 year.

a) Under-graduate (Pass) : Totel Experience in UG is 2 years.

b) Under-graduate (Hons): .....

c) Post-graduate: .....

**viii) Innovations/Contributions in Teaching**

h) Design of Curriculum : No.

i) Teaching methods : Yes.

j) Laboratory experiments : No.

k) Evaluation methods : Yes.

l) Preparation of resource material  
Including books, reading materials,

Laboratory manuals etc. : Yes.

m) Remedial Teaching / Student Counseling (academic) : Yes.

g) Any Other -----

**ix) Extension Work/Community Service**

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

**i) Community work**

Organization of Health Awareness programmes , Blood Donation Camp, Tree Plantation and Rally for Environment Awareness etc.

Awareness health relates programmes especially for the girls, Tree Plantation and Rally for awareness, health related programme.

**ii) National Literacy Mission**

During the internship programe we do the ‘ Sarv shiksha abhiyan ’ 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**

Arranged the rallies for the awareness with different themes in the rural area every year of the service.

**D. Participation in Corporate Life:**

Please give a short account of your contribution to:

**a) College/University/Institution**

❖ Worked as staff secretary of college of education , vidhyanagri.

❖ Worked as Observer during annual examination of the HNGU.

❖ Worked as Observer during B.Ed. annual Lesson of the HNGU.

**b) Co-curricular Activities**

Worked as active member of different committees of the college, such as cultural activities, sports activities, extension activities in different years.

**c) Enrichment of Campus Life**

**(Hostels, sports, games, cultural activities)**

worked as prayer & cultural secretary of college of education , vidhyanagri.

**d) Students Welfare and Discipline**

Worked as discipline committee of college of education , vidhyanagri.

**e) Membership/Participation in Bodies/Committees  
on Education and National Development**

**f) Professional Organization of Teachers.**

**E. (a) Membership of Professional Bodies, Societies etc.**

**(c) Editorship of Journals**

**F. Any other information**



**Assistant Professor**

**Darji Akshaykumar Sureshbhai**

## PERFORMANCE APPRIASAL REPORT



### FOR SELF APPRAISAL OF TEACHERS

#### i) General Information

- y) Name : Ananadkumar Jitendrakumar Ghadiyali  
z) Address (Residential): 10, Parmhans Society, V.I.P. Road,  
Godhra. 389 001. Ph.NO.9428030811  
02672 - 243149
- aa) Designation : Asst.Professor  
bb) Department: B.Ed.  
cc) Date of Birth : 19/081973  
F) Area of Specialization : Commerce Method

#### M) Academic Qualifications

Exam Passed	Board/University	Subjects	Year	Division/Grade Merit etc.
S.S.C	GSEB	-	1988	II Grade
H.S.C	GSEB	Commerce-	1991	I Grade
B.Com.	Gujarat Uni.	Account	1994	II Grade
B.Ed.	Gujarat Uni.	Commerce	2012	I + Dist.Grade
M.Com.	M.G.K.V.	Account	1996	I Grade
M.Ed.	Gujarat Uni.	Education	2013	I + Dist.Grade

**ix) 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 (give a list separately)		
Research Guidance (give names of students guided successfully)	Nil	Nil
Training (please specify)	Nil	Nil

**N) 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

**O) 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>
Nil	Nil	Nil

**x) Teaching Experience**

<b>Courses Taught</b>	<b>Name of the University/ College/ Institution</b>	<b>Duration</b>
iv) UG – B.Ed	Smt. K.C.M.Shah B.Ed. College, Kakanpur	03-10-2014 To till Today

v) P.G. M.Ed (M.A./ M.Sc. etc)	-	-
vi) M.Phil	-	-
	-	-

**Total Teaching Experience :**

2 Years 2 Month

i) Under-graduate (Pass) :

2 Years 2 Month B.Ed.

j) Under-graduate (Hons):

-

c) Post-graduate \_\_\_\_\_

-

**xii) Innovations/ Contributions in Teaching**

cc) Design of Curriculum No

dd) Teaching methods Yes

ee) Laboratory experiments No

ff) Evaluation methods No

gg) Preparation of resource material Including books, : Yes  
reading materials, Laboratory manuals . etc.

hh) Remedial Teaching/ Student Counseling (academic) Yes

ii) Any Other – Research Guidance No.

**ix) Extension Work/Community Service Yes**

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

No

**D. Participation in Corporate Life:**

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

**y) College/University/Institution :**

- Working as active Asst. Professor in Smt. K.C.M.Shah B.Ed. College, Kakanpur (03-10-2012 to till today)

**z) Co-curricular Activities :**

- ❖ Worked as active member of different committees of the college, such as cultural activities, discipline, Tourism, Examination.

**aa) Enrichment of Campus Life :**

(Hostels, Sports, Games, Cultural activities)

- ❖ Worked as active member of different committees of the college, such as cultural activities, Tourism, Human Awareness Mission.

**bb) Student Welfare and Discipline : Yes**

- ❖ arranging the placement cell
- ❖ students orientation
- ❖ arranged career conferences in the college.

**cc) Membership/Participation in Bodies/committees : No.**

**On Education and National Development**

Membership of teacher education association of the Gujarat University, Gujarat Chapter.

**dd) Professional Organization of Teachers. : No**

**E. (a) Membership of Professional Bodies, Societies etc. Nil**

**F. Any other information**

*Anand. J. Ghadiyali*

**Assistant Professor**  
Anandkumar J.Ghadiyali

**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.

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 “	Department of Library	S.P.University,V.V.Nagar

Ranganathan's Philosophy and knowledge management:	and Information Science.	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 Odh, 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

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

**i) General Information**

- dd) Name : Ronak Pravinbhai Mistri
- a) Address (Residential):999/Nr Railway Crossing  
Power House Road Bhuravav Godhra. 389 001.
- b) Designation : Computer Teacher
- c) Department : B.Ed.
- d) Date of Birth : 16/11/1990
- e) Area of Specializatn : Computer Teacher



**P) Academic Qualifications**

Exam Passed	Board/University	Subjects	Year	Division/Grade Merit etc.
S.S.C	GSEB	-	2006	50.14%
H.S.C	GSEB		2008	36%
B.Com	Gujarat Uni.		2011	35%
P.G.D.C.A.	S.P.UNI.	COMPUTER	2012	PASSED
M.Com.	---	---	---	---
M.Ed.	---	---	---	---

**Computer Teacher**  
**Ronak Mistry**

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

**i) General Information**

- a) Name : Swapnil kumar Narendrabhai Shrimali  
b) Address (Residential):2, Surya Nagar Soc. Near S.T. Nagar  
i. Godhra. 389 001. Ph.NO.8238370504  
c) Designation : Computer Teacher  
d) Department : B.Ed.  
e) Date of Birth : 04/11/1992  
f) Area of Specializaton : Computer Teacher



**Q) Academic Qualifications**

Exam Passed	Board/University	Subjects	Year	Division/Grade Merit etc.
S.S.C	GSEB	-	2008	2 <sup>nd</sup>
H.S.C	GSEB	Arts	2010	1 <sup>st</sup>
B.C.A	H.N.G Uni.	Programming language	1994	A.T.K.T
B.Ed.	---	---	---	---
M.Com.	---	---	---	---
M.Ed.	---	---	---	---

*S.N.  
Shrimali*

**Lab. Technician  
Swapnilkumar N. Shrimali**