# Re-accreditation Report

## for

## National Assessment and Accreditation Council

## October- 2013

# N. H. Patel College of Education, Anand

## Managed by

## Sardar Patel Education Trust

### N. S. Patel Circle, Anand-388001

### Gujarat

### Website: www.nhpateledu.org

### e-mail: info@nhpateledu.org

[Reaccreditation Report of N. H. Patel College of Education, Anand- 2013: track ID: GJCOTE 13556]

**Our Donor**

# Index

# N. H. Patel College of Education, Anand

## Self Appraisal Report

# A. Cover Letter from the Head of the Institution

# N. H. Patel College of Education

(Managed by : Sardar Patel Education Trust, Anand)

Bhalej Road, Anand - 388 001. Dist. Anand (Gujarat) Post Box No. 67
Accredited Grade 'B' By NACC (March-08)
E-mail : nhpatelcollegeofeducation@yahoo.com
website : nhpatelcollegeofeducationanand

To,

The Director,

National Assesement & Accrdition Council,

Nagarbhavi,

Banglor – 560072.

Sub: Submission of the SAR of the Institution for Re-accreditation

Ref : Track ID – GJCOTE 13556

Dear sir,

With reference to above mentioned subject and reference. We are submitting the institutions SAR for Re-accreditation. Please find herewith five hard and soft copies each. Please accept the same and acknowledge it.

The tentative three days slots are as under

(1) 25,26,27 February-2014

(2) 1,2,3 March – 2014

(3) 6,7,8 March – 2014.

Take note of it and do needful.

Thanking you

yours faithfully,

Principal
N. H. Patel College of Education
ANAND

# MANAGING TRUSTEE SPEAKS …

"It is indeed our pleasure to take note that N. H. Patel College of Education is ready to undergo a Renewal Process for NAAC Accreditation on completion of its first tenure of 4 years as accredited college. The journey of 4 decades of N H Patel College of Education, one of the four pioneer institutions since inception of the Sardar Patel Education Trust, Anand, is marked with remarkable growth and satisfaction amongst Trainers and Trainees in the field of education. The faculties and staff of the college have achieved great success and earned respect for the college under the able guidance and motivation of their Principals' so far. Their coordinated efforts have nurtured this organization and obtained recognition from NAAC successfully.

The value added education is need of the hour. To practice teacher education professionally, teacher educators require to upgrade their skills and knowledge from time to time. Paradigm shift, the Change, is inevitable. One must adopt new practices and procedures. Learning is a continuous process. "Today is no more - Tomorrow never dies". What is achieved so far has to be consolidated. Look ahead for better future. Think big, think global. The World is becoming smaller and smaller. 21$^{st}$ century value added education is need of the hour. These are the areas and values required to be practiced.

N. H. Patel College of Education is in practice and committed to provide quality education and produce well oriented teachers. It has substantially contributed in the process of national development through quality teachers. The skill development, career building, community services, computer literacy, value based education etc. are emphasized during learning process to meet the challenges of globalization. My Greetings to the Principal Dr. D. U. Patel and the staff of the N. H. Patel College of Education for their continuous and dedicated efforts and strive for excellence in education. Their diligence efforts have made this college one of the best teacher training college of this region.

On this occasion, I am proud and privileged to wish the college a grand success in getting through the NAAC Accreditation renewal process for a better GRADE."

23/10/2013                                                                                     **Shri Bhikhubhai N. Patel**

[Reaccreditation Report of N. H. Patel College of Education, Anand- 2013: track ID: GJCOTE 13556]

# OUR TRUST

Sardar Patel Education Trust was established in the year 1969 by the founder of AMUL Shri Tribhuvandas K. Patel and nurtured by the philanthropists like Shri Jaykrishnabhai Thakkar, Shri Fulabhai Z. Patel amd Shri Prabhudas Patel. The Trust functions with the sole objectives of imparting value based excellence in education in the field of Humanities, Commerce, Management, Science, Paramedical and Information Technology by offering course of KG to PG and also doctoral research in various subjects to the aspiring youth of the nation. The aim is to provide specialized training with experienced staff and excellent infrastructure combined with practical exposure to create excellent citizens.

Today, the Trust is flourishing under the competent leadership of Shri Bhikhubhai N. Patel as a Managing Trustee and Secretary with a team of Shri Ghanshyambhai Shah, Shri Rameshbhai Patel , Shri Pankajbhai Patel and Shri Rakeshbhai Shah. Smt. Mrudulaben B. Patel as a Joint Secretary and Shri Nipulbhai H. Patel, Shri Hitenbhai C. Patel, Shri Maheshbhai J. Patel, Shri Anveshbhai B. Patel, Shri Kishanbhai B. Patel, Shri Amishbhai B. Patel and Shri Prafulbhai J. Patel, Shri Nandan R. Patel as trustees.

"Look at the sky, we are not alone. The whole universe is friendly to us and conspires only to give the best to those who dream and work."

-   Dr. APJ Abdul Kalam

# OUR INSTITUTION

N. H. Patel College of education was established in 1971 with solemn objective of catering to the educational & training needs of the students. N. H. Patel College of education is affiliated to Sardar Patel University and situated in Anand the milk city of India.

The college aims at professional development and personal enrichment of students along with developing in them a positive feeling of self. The institute is a temple of learning where it striving to generate teachers who would light the lamps of knowledge to dispel the darkness of ignorance. Since the inception of the college, it has grown with clear focus in quality & excellence.

The college opted for first accreditation in 2008 and was awarded B+ 2.66. After the first accreditation the IQAC was set up and numbers of improvements were made based on the suggestions made by peer team.

"Coming together is beginning keeping together is progress & working together is success."

- Henrey ford

# N. H. Patel College of Education, Anand

## Self Appraisal Report

# B. Executive Summary

# And

# SWOC Analysis

# 'EXECUTIVE SUMMARY'

N. H. Patel College of Education was established in 1971, with a handsome donation given by Shri Motibhai Naranbhai Patel. In loving memory of his father this college was given the name Naranbhai H. Patel College of Education. i.e. N. H. Patel College of Education.

This college has made significant contribution in about four decades of its existence & it has earned a name for its academic & disciplinary standard. It is an institution dedicated to education, training & research. Over the years, institute has established the tradition of excellence in the area of teacher education through constant innovation in curriculum development, frequent, up gradation of its physical and human resources, responsive environment created by participatory management practices, vibrant student life with a range of co-curricular activities and goal oriented, value based programmes. We encourage creativity and critical thinking through various academic and non-academic activities. Our B.Ed. course is a specialized, pre-service education programme where in line with UGC recommended CBCS syllabus. The course of true education never runs smooth. We also faced challenges from time to time. But fortunately we have been able to overcome various challenges and stand out as an institution that is dedicated to educational excellence. The strength of N.H. Patel College of Education is the team spirit, the key to our success lies in the co-operation, team work and rapport existing between the Management, Principal, Faculty and Students. Perseverance, patience, positive attitude, perfection and pursuit for excellence are the 5ps -the password for N.H. Patel College of Education.

The faculty of the institute has participated in and contributed to a wide range of seminars, workshops and courses sponsored by UGC, NAAC, ICSSR etc.

Our major objective is to help prospective teachers to develop competence to teach subjects of their specialization. For overall development of the student-teachers the college follows a system of Saptdhara which include Ghyandhara, Khelkud dhara, Kala Kaushlya dhara, Sarjanatmak Abhivyakti dhara , Sangeet and Nritya dhara, Natya dhara and Samudyik Seva Dhara.

The syllabus has undergone total changed in the last three years under CBCS and the faculty members were involved in the syllabus framing moreover three members of the teaching staff are in the board of studies and one in the Senate.

Since majority of the students are first generation learners, faculty members make use of LCD in class-rooms. Moreover active learning methodology is utilized. Parents meeting,

medical checkup, Thelesemia checkup is a regular feature of the college. The college also organizes workshop seminars to create awareness about the danger of AIDS & make aware about the preventive measures.

In undertaking all these activities our attention is constantly directed to the aspirations of Gujarat in particular and to the national aspiration in general. At this juncture, we reframe our faith in the universal human values and pledge our commitment to development of these values by preparing teachers and teacher educators who can offer globally relevant education. After all we at N.H. Patel College of Education unanimously believe that ...

"Quality is never an accident it is always the result of intelligent effort"

- Ruskin
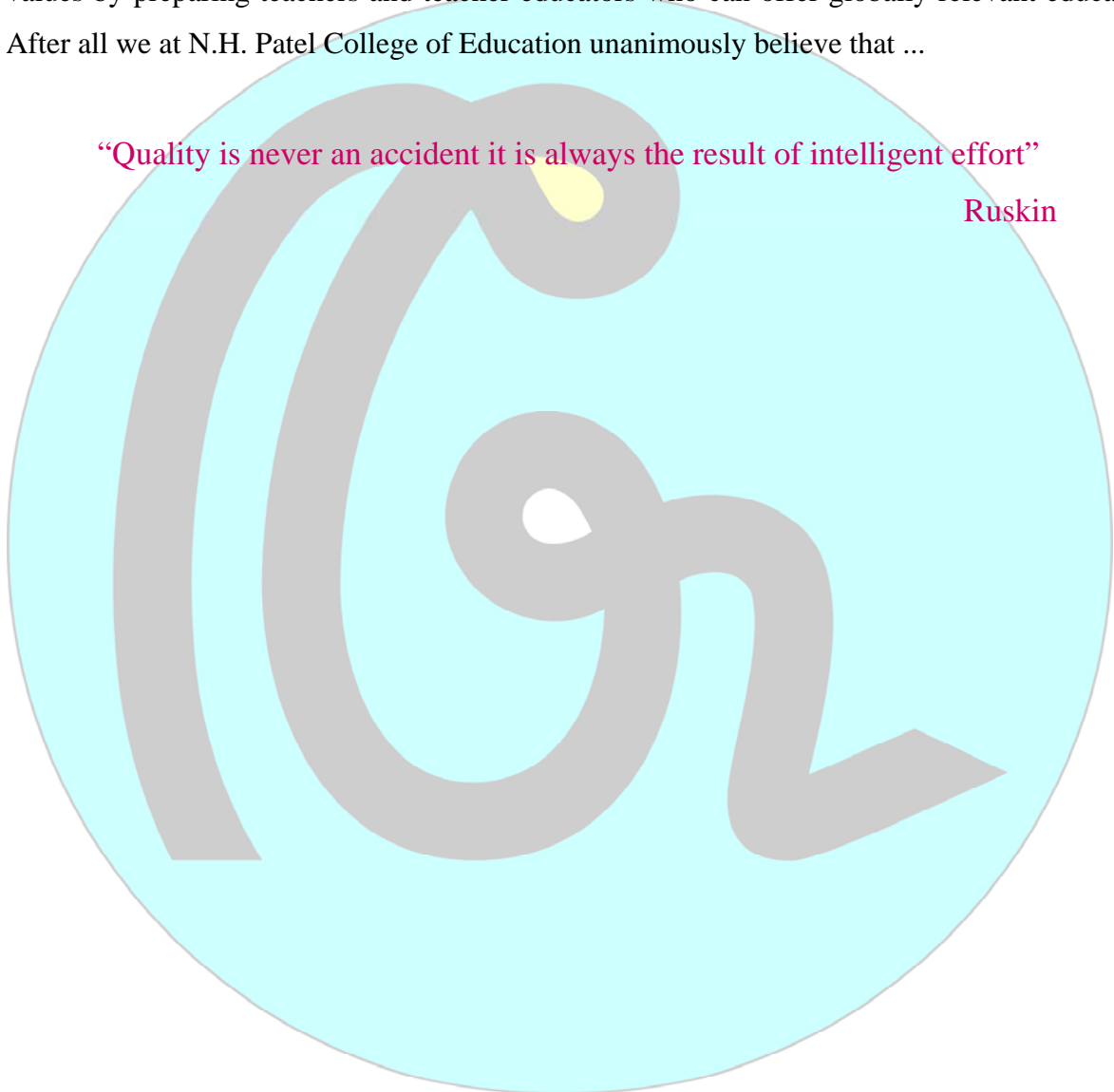
# SWOC ANALYSIS

## STRENGTH :

- The college was awarded 'A' Grade for SAPTDHARA programme report.
- The college has updated its syllabus by introducing Choice Based Credit System which leads to holistic development of the students.
- Computer facilities are presently in the ratio of 1:3 i.e. one Computer to three students.
- The college has digital educational language laboratory.
- The college offers facility to view Sandhan and other educational programmes.
- Co-curricular activities in the college are effectively performed under Saptdhara which enhances the overall development of the students in terms of creativity, leadership quality and managerial skills.
- The faculty members, administrative staff and support staff are devoted to the institutions
- The college gets guidance and financial support from the management as and when needed
- Out of eight, five faculty members are Ph.D. and two are pursuing their Ph.D.
- Out of eight, three faculty members are Ph.D. guide also. Three faculty members got minor research projects funding by UGC.
- The college has organized three national seminar sponsored by UGC, NAAC & ICSSR during last three years

## WEAKNESSES :

- Job placement of students soon after graduation is not much as they either go for further studies.

## OPPORTUNITES :

- The faculty is encouraged to apply for major and minor research projects.
- The faculty is motivated for upgrading his/her academic qualification.
- Since our college is a part of trust (Sardar Patel Education Trust) that gives us an opportunity to call experts from various fields as and when needs arise.

## CHALLENGES :

- The major challenges faced by N.H. Patel College of Education is that of space constraint

- The students of vernacular medium not getting placement.
- Contract system of appointment of teachers still prevails.
- To apply for interdisciplinary major and minor research projects from various funding agencies.

"From each, according to his ability

To each according to his needs !"

-                                                    Karl Marks

# Re-accreditation Report

## for
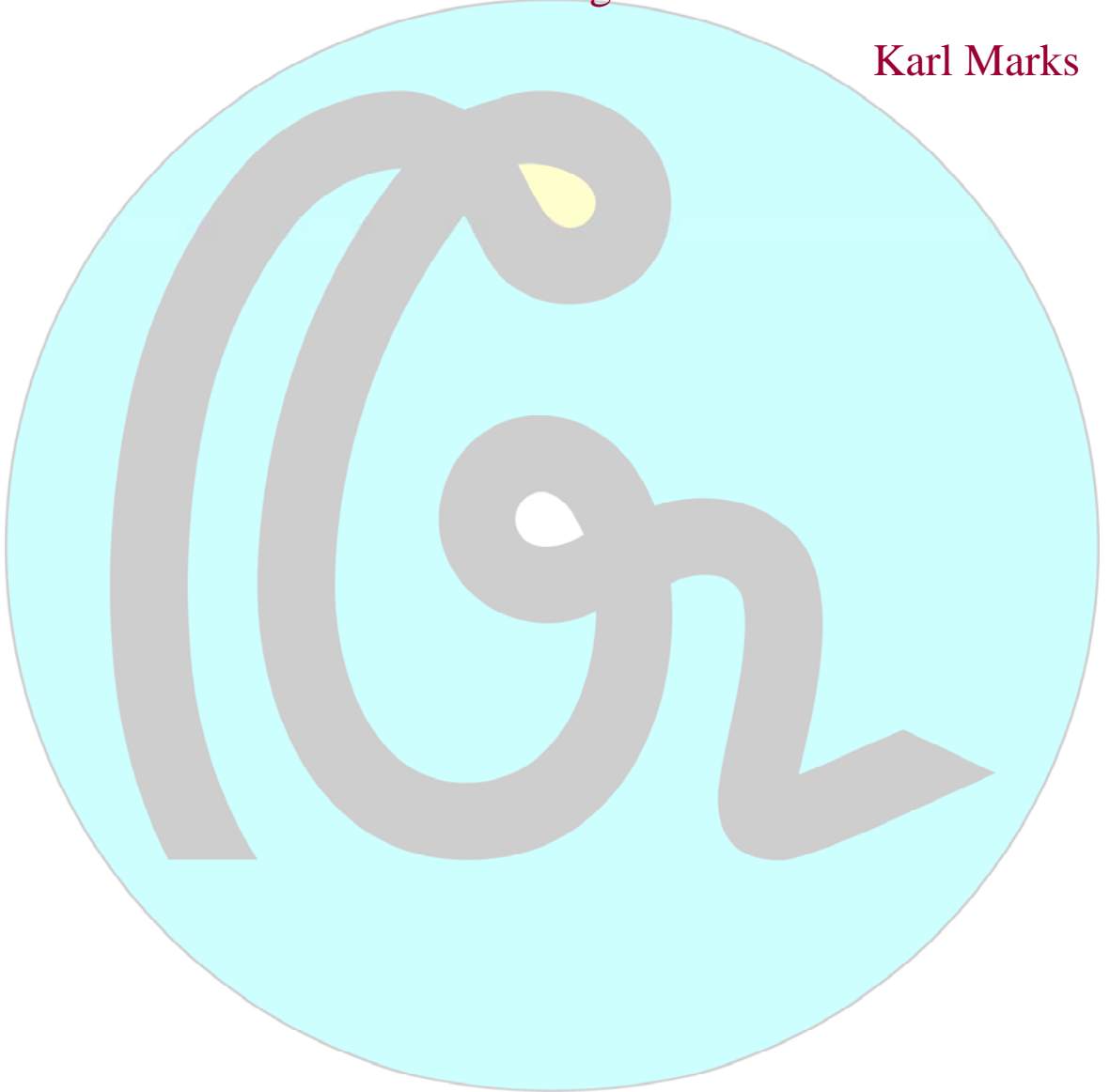
## National Assessment and Accreditation Council

# C. Profile of the Institution

# Part-I
# Institutional Data
## October- 2013

# N. H. Patel College of Education, Anand

## Managed by

## Sardar Patel Education Trust

## Bhalej Road, Anand-388001

## Gujarat

# C. Profile of the Institution

## Part-I Institutional Data

1. Name and address of the institution: N. H. Patel College of Education, Anand - 388001 (Anand) Gujarat.

2. Website URL                              : www.nhpateledu.org

3. For communication                       : info@nhpateledu.org

**Office**

| Name | Telephone Number with STD Code | Fax No | E-Mail Address |
|---|---|---|---|
| Principal Dr. Dilipbhai U. Patel | 02692-250837 | | drdupatel@yahoo.com |
| Vice-Principal | Nil | Nil | Nil |
| Self - appraisal Co-ordinator Dr. Jayshriben J. Dixit | 02692-250837 | | jayshridixit@gmail.com |

**Residence**

| Name | Telephone Number with STD Code | Mobile Number |
|---|---|---|
| Principal Dr. Dilipbhai U. Patel | | 9924345533 |
| Vice-Principal | Nil | Nil |
| Self - appraisal Co-ordinator Dr. Jayshriben J. Dixit | Nil | 9429668331 |

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4. Location of the Institution:

Urban [✓]     Semi-urban [ ]   Rural [ ]     Tribal [ ]

Any other (specify and indicate) [ ]

5. Campus area in acres:     | 6 Acres |

6. Is it a recognized minority institution?

                                    Yes [ ]     No [✓]

7. Date of establishment of the institution:
        Month & Year

| M | YYYY |
|---|------|
| 06 | 1971 |

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

| Sardar Patel University |

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

|      | MM | YYYY |
|------|----|------|
| 2f   | 10 | 1976 |

Month & Year

|      | MM | YYYY |
|------|----|------|
| 12B  | 10 | 1976 |

2

10. Type of Institution

| | | | |
|---|---|---|---|
| a. By funding | i.  Government | ☐ |
| | ii. Grant-in-aid | ☑ |
| | iii. Constituent | ☐ |
| | iv. Self-financed | ☐ |
| | v.  Any other (specify and indicate) | ☐ |
| b. By Gender | i.  Only for Men | ☐ |
| | ii. Only for Women | ☐ |
| | iii. Co-education | ☑ |
| c. By Nature | i.  University Dept. | ☐ |
| | ii. IASE | ☐ |
| | iii. Autonomous College | ☐ |
| | iv. Affiliated College | ☑ |
| | v.  Constituent College | ☐ |
| | vi. Dept. of Education of Composite College | ☐ |
| | vii.  CTE | ☐ |
| | Viii. Any other (specify and indicate) | ☐ |

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

Yes ☑  No ☐

3

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 | | | | | |
| ii) | Primary/ Elementary | | | | | |
| iii) | Secondary/ Sr. secondary | B.Ed. | Graduation | Degree | 1 year | Gujarati |
| iv. | Post Graduate | | | | | |
| v. | Other (specify) | | | | | |

*(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 | | | | |
| Secondary/ Sr.secondary | B.Ed | WRC/5-62K/12053 29/12/2000 | Permanent | 100 |
| Post Graduate | | | | |
| Other (specify) | | | | |

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

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**(D) 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?

   b) Fee charged per programme | Nil |

3. Are there programmes with semester system? | Nil |

   | 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.

   | 04 |

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

   D.Ed.                                          Nil

   B.Ed.                                          09

   M.Ed. (Full Time)                              Nil

   M.Ed. (Part Time)                              Nil

   Any other (specify and indicate)               Ph. D.

5

6. Are there Programmes offered in modular form?

| Yes | | No | | ✓ |
|---|---|---|---|---|

| Number | |
|---|---|

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

| Yes | ✓ | No | |
|---|---|---|---|

| Number | 01 |
|---|---|

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

| Yes | ✓ | No | |
|---|---|---|---|

| Number | 05 |
|---|---|

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

| | | | |
|---|---|---|---|
| Heads of practice teaching schools | Yes | ✓ | No |
| Academic peers | Yes | ✓ | No |
| Alumni | Yes | ✓ | No |
| Students | Yes | ✓ | No |
| Employers | Yes | ✓ | No |

6

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

| One Academic Year |
|---|

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

| Yes | ✔ | No | |
|---|---|---|---|

| Number | Whole course |
|---|---|

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

| Yes | ✔ | No | |
|---|---|---|---|

| Number | All Subjects |
|---|---|

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 ☐
   ✔

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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 | 18/06/2012

b) Date of last admission | 17/06/2012

c) Date of closing of the academic year | 06/05/2013

d) Total teaching days | 266

e) Total working days | 240

3. Total number of students admitted

| Programme | Number of students | | | Reserved | | | Open | | |
|---|---|---|---|---|---|---|---|---|---|
| | M | F | Total | M | F | Total | M | F | Total |
| D.Ed. | | | | | | | | | |
| B.Ed. | 60 | 40 | 100 | 36 | 22 | 58 | 21 | 21 | 42 |
| M.Ed. (Full Time) | | | | | | | | | |
| M.Ed. (Part Time) | | | | | | | | | |

4. Are there any overseas students?  Yes ☐  No ✓

If yes, how many?  Nil

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

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a) Unit cost excluding salary component          8810.00

b) Unit cost including salary component          100785.00

*(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.Ed. | 66.09 | 50.00 | 60.7 | 45.5 |
| 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      ☐

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9. Time allotted (in percentage)

| Programmes | Theory | Practice Teaching | Practicum |
|---|---|---|---|
| D.Ed. | Nil | Nil | Nil |
| B.Ed. | 40 % | 30 % | 38 % |
| M.Ed. (Full Time) | Nil | Nil | Nil |
| M.Ed. (Part Time) | Nil | Nil | Nil |

10. Pre-practice teaching at the institution

    a) Number of pre-practice teaching days

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

| 3 | 0 |
|---|---|
| 0 | 8 |

11. Practice Teaching at School

    a) Number of schools identified for practice teaching

| 2 | 5 |
|---|---|

    b) Total number of practice teaching days

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

| 3 | 0 |
|---|---|
| 4 | 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 | 06 | No. of Lessons Pre-practice teaching | 08 |
|---|---|---|---|

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. | Nil | Nil |
| B.Ed. | 50% | 50% |
| M.Ed. (Full Time) | Nil | Nil |
| M.Ed. (Part Time) | Nil | Nil |

16. Examinations
   a) Number of sessional tests held for each paper

   | 0 | 2 |
   |---|---|

   b) Number of assignments for each paper

   | 0 | 1 |
   |---|---|

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

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

11

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 [ ✔ ]

12

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

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

| Number | 0 | 0 | 5 |
|---|---|---|---|
| % | 0 | 6 | 0 |

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 |
| | | | |
| | | | |

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

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

| - |
|---|

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

O  Teachers are given study leave     ✓

O  Teachers are provided with seed money

O  Adjustment in teaching schedule     ✓

O  Providing secretarial support and other facilities     ✓

O  Any other specify and indicate

(Physical facilities are provided. E.g. Lab, studio, library)

13

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. — 02

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 | ☑ | | 02 |
| National journals – referred papers | ☑ | | 10 |
| Non referred papers | | | 15 |

| | | | |
|---|---|---|---|
| Academic articles in reputed magazines/news papers | ☑ | | 35 |
| Books | ☑ | | 02 |
| Any other (specify and indicate) | | | |

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

Yes ☑   No ☐

| Number | 04 |
|---|---|

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

| | Faculty | Students |
|---|---|---|
| National seminars | 50 | 20 |
| International seminars | 10 | Nil |
| Any other academic forum | 10 | Nil |

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11. What types of instructional materials have been developed by the institution? (Mark `✓' for yes and `X' for No.)

Self-instructional materials Print

materials                                                          ✓
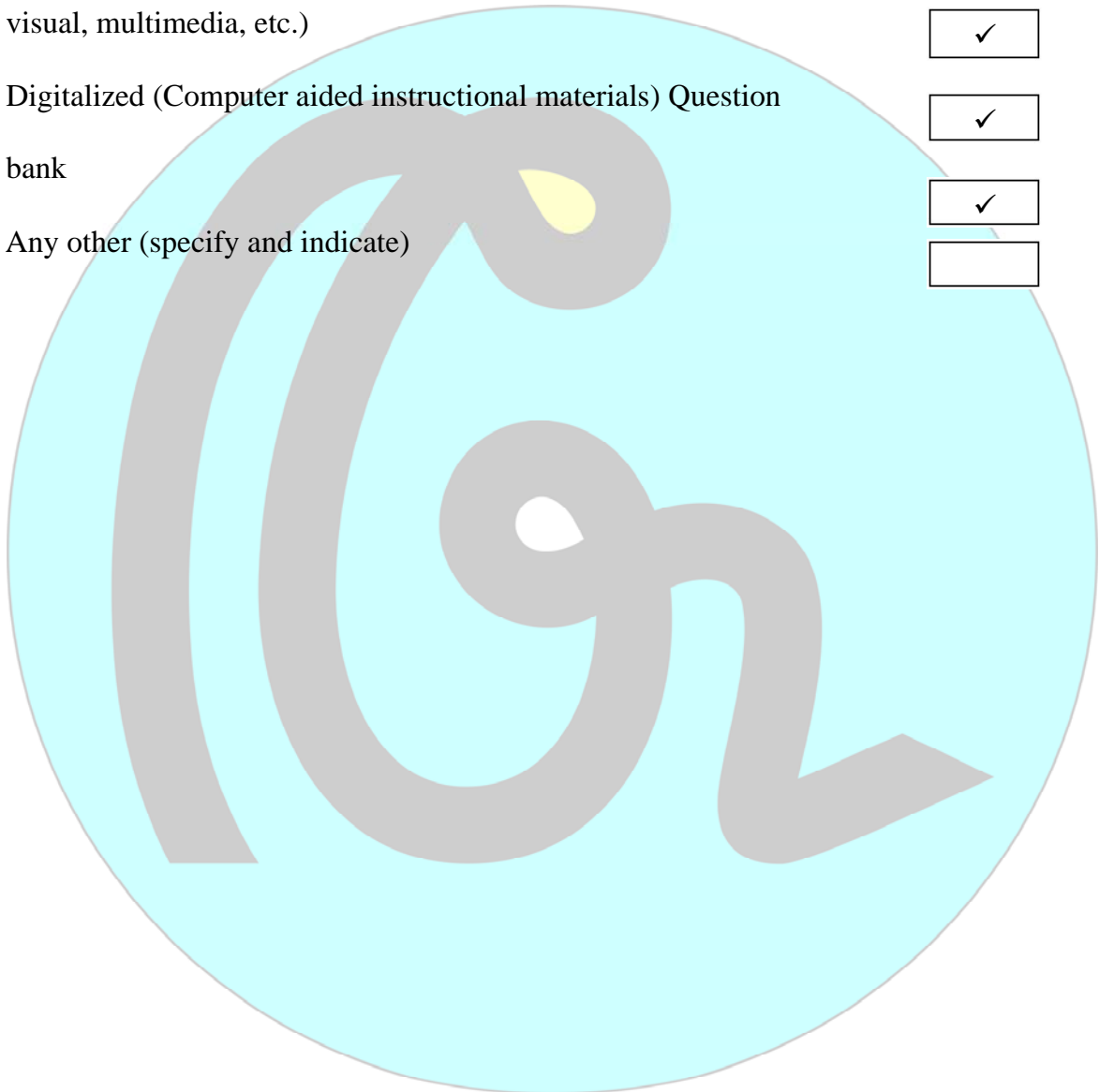
Non-print materials (e.g. Teaching Aids/audio-                     ✓

visual, multimedia, etc.)                                          ✓

Digitalized (Computer aided instructional materials) Question      ✓

bank                                                               ✓

Any other (specify and indicate)

15

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

10

16. Does the institution provide consultancy services?

Yes ☑     No ☐

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

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

| Local level | ✓ |
|---|---|
| State level | ✓ |
| National level | ✓ |
| International level | |

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**Criterion IV: Infrastructure and Learning Resources**

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

   | 2174 |

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

   a) Methods lab     Yes ☑     No ☐

   b) Psychology lab     Yes ☑     No ☐

   c) Science Lab(s)     Yes ☑     No ☐

   d) Education Technology lab     Yes ☑     No ☐

   e) Computer lab     Yes ☑     No ☐

   f) Workshop for preparing teaching aids     Yes ☑     No ☐

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

   | 36 |

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

   | 1, 50, 000/- |

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

   | 20000/- |

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

   | 10000/- |

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

   | 10000000 |

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

   Yes ☑     No ☐

9. Total number of posts sanctioned

|  | Open | | Reserved | |
|---|---|---|---|---|
|  | M | F | M | F |
| Teaching | 01 | 03 | 04 | Nil |
| Non-teaching | 01 | Nil | 02 | Nil |

17

10. Total number of posts vacant

|  | Open | | Reserved | |
|---|---|---|---|---|
|  | M | F | M | F |
| Teaching | Nil | Nil | Nil | Nil |
| Non-teaching | 04 | Nil | Nil | Nil |

11. a. Number of regular and permanent teachers (Gender-wise)

|  | Open | | Reserved | |
|---|---|---|---|---|
|  | M | F | M | F |
| Lecturers | Nil | 03 | 04 | Nil |
|  | M | F | M | F |
| Readers | Nil | Nil | Nil | Nil |
|  | M | F | M | F |
| Professors | 01 | Nil | Nil | Nil |

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

|  | Open | | Reserved | |
|---|---|---|---|---|
|  | M | F | M | F |
| Lecturers | Nil | Nil | Nil | Nil |
|  | M | F | M | F |
| Readers | Nil | Nil | Nil | Nil |
|  | M | F | M | F |
| Professors | Nil | Nil | Nil | Nil |

c. Number of teachers from Same state | 08 |

Other states | --- |

18

12. Teacher student ratio (program-wise)

| Programme | Teacher student ratio |
|---|---|
| D.Ed. | |
| B.Ed. | 1:12 |
| M.Ed. (Full Time) | |
| M.Ed. (Part Time) | |

13. a. Non-teaching staff

Open  Reserved

Permanent

| M | F | M | | F |
|---|---|---|---|---|
| 01 | --- | 02 | | ---- |

Temporary

| M | F | M | | F |
|---|---|---|---|---|
| 2 | Nil | Nil | | Nil |

b. Technical Assistants

Permanent

| M | F | M | | F |
|---|---|---|---|---|
| 01 | Nil | Nil | | Nil |

Temporary

| M | F | M | | F |
|---|---|---|---|---|
| Nil | Nil | Nil | | Nil |

14. Ratio of Teaching – non-teaching staff

8:3

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

9091691      85 %

16. Is there an advisory committee for the library?

Yes   ✓      No   

19

17. Working hours of the Library

On working days          | 8 hours |

On holidays          | Nil |

During examinations          | 8 hours |

18. Does the library have an Open access facility

| Yes | ✓ | No | |

19. Total collection of the following in the library

a. Books          | 14,962 |

  - Textbooks          | 425 |

  - Reference books          | 6,305 |

b. Magazines          | 15 |

c. Journals subscribed          | 05 |

  - Indian journals          | 05 |

  - Foreign journals          | -- |

d. Peer reviewed journals          | 01 |

e. Back volumes of journals          | --- |

f. E-information resources          | --- |

  - Online journals/e-journals          | --- |

  - CDs/ DVDs          | 50 |

- Databases

  - Video Cassettes

- Audio Cassettes

| |
|---|
| 50 |

| |
|---|
| 10 |

20. Mention the

Total carpet area of the Library (in sq. mts.)

| |
|---|
| 106 |

Seating capacity of the Reading room

| |
|---|
| 25 |

21. Status of automation of Library

Yet to intimate

Partially automated

Fully automated

| Nil |
|---|
| Nil |
| ✓ |

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

| Circulation | ✓ |
|---|---|
| Clipping | |
| Bibliographic compilation | |
| Reference | ✓ |
| Information display and notification | ✓ |
| Book Bank | ✓ |
| Photocopying | ✓ |
| Computer and Printer | ✓ |
| Internet | ✓ |
| Online access facility | |
| Inter-library borrowing | |
| Power back up | |
| User orientation /information literacy | |
| Any other (please specify and inicadte) | |

21

23. Are students allowed to retain books for examinations?

| Yes | ✔ | No |
|-----|---|----|

24. Furnish information on the following

Average number of books issued/returned per day Maximum
number of days books are permitted to be retained

| 30 |
|----|

      by students

| 15 |
|----|

      by faculty

| 15 |
|----|

Maximum number of books permitted for issue

           for students

| 02 |
|----|

           for faculty

| Unlimited |
|-----------|

Average number of users who visited/consulted per month

| 150 |
|-----|

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

| 1:125 |
|-------|

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

| 5000 | | 17 % |
|------|-|------|

22

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

| | I 2009-10 | | II 2010-11 | | III 2011-12 | |
|---|---|---|---|---|---|---|
| | Number | Total cost (in Rs.) | Number | Total cost (in Rs.) | Number | Total cost (in Rs.) |
| Text books | 518 | 71722 | 21 | 1030 | 203 | 50000 |
| Other books | | | | | 78 | 4798 |
| Journals/ Periodicals | 23 | 3800 | 17 | 4240 | | |
| Any others specify and indicate | | | | | | |

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

23

## Criterion V: Student Support and Progression

1. Programme wise "dropout rate" for the last three batches

| Programmes | Year 1 20010-11 | Year 2 2011-12 | Year 3 2012-13 |
|---|---|---|---|
| D.Ed. | | | |
| B.Ed. | | | 02 |
| 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?

| 1:12 |
|---|

24

3. Does the institution offer Remedial instruction ?

| Yes | ✔ | No | |
|-----|---|----|--|

4. Does the institution offer Bridge courses?

| Yes | | No | ✔ |
|-----|--|----|---|

5. Examination Results during past three years (provide year wise data)

| | UG B.Ed English | | | PG Nil | | | M. Phil Nil | | |
|---|---|---|---|---|---|---|---|---|---|
| | 2010-11 | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 |
| Pass percentage | 99% | 100 % | 100 % | | | | | | |
| Number of first classes | 11 | 04 | 04 | | | | | | |
| Number of distinctions | 80 | 95 | 93 | | | | | | |
| Exemplary performances (Gold Medal and university ranks) | 01 Gold Medal at Uni. | -- | 01 Gold Medal at Uni. | | | | | | |

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

| | 2010-11 | 2011-12 | 2012-13 |
|---|---|---|---|
| NET | 01 | Nil | Nil |
| SLET/SET | Nil | Nil | Nil |
| Any other (specify and indicate) | Nil | Nil | Nil |

25

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

| Financial Aid | 2010-11 | 2011-12 | 2012-13 |
|---|---|---|---|
| Merit Scholarship | Nil | Nil | 14 |
| Merit-cum-means scholarship | Nil | Nil | Nil |
| Fee concession | Nil | Nil | Nil |
| Loan facilities | Nil | Nil | Nil |
| Any other specify and indicate | Nil | Nil | Nil |

*(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 ✓

26

10. Does the institution provide Hostel facility for its students? If yes, number of students residing in hostels

| Men | - |
| Women | - |

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

| Sports fields | Yes | ✓ | No | |
| Indoor sports facilities | Yes | | No | ✓ |
| Gymnasium | 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 | |

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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 | ✓ | | 5 | ✓ | | 10 |
| Inter-university | ✓ | | 01 | ✓ | | 01 |
| 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 | Nil | Nil |
| Regional | Nil | Nil |
| National | Nil | Nil |
| International | Nil | Nil |

18. Does the institution have an active Alumni Association?

Yes ✓   No

If yes, give the year of establishment

2006-07

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

Yes ✓   No

20. Does the institution regularly publish a college magazine?

Yes   No ✓

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21. Does the institution publish its updated prospectus annually?

Yes ☐    No ✓

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

| | Year 1 2010- 11 (%) | Year 2 2011-12 (%) | Year 3 2012-13 |
|---|---|---|---|
| Higher studies | 20 % | 20 % | 20 % |
| Employment (Total) | 70 % | 70 % | 70 % |
| Teaching | 100 % | 100 % | 100 % |
| Non teaching | Nil | Nil | Nil |

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.

| 2010- 11 | 2011-12 | 2012-13 |
|---|---|---|
| -- | 4 | -- |

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

|  | Yes | No |
|---|---|---|
| Academic guidance and Counseling | ✓ | ☐ |
| Personal Counseling | ✓ | ☐ |
| Career Counseling | ✓ | ☐ |

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## 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 | Once a year |
| Staff council | Monthly |
| IQAC/or any other similar body/committee | Monthly |
| Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies) | Twice a month |

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

    Loan facility          Yes ✔   No ☐

    Medical assistance     Yes ✔   No ☐

    Insurance              Yes ✔   No ☐

    Other (specify and indicate)   Yes ☐   No ☐

    ( children's education for non-teaching staff)

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

    | Nil | Nil | 03 |
    |---|---|---|

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

    | 03 |
    |---|

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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:

| 0 | 0 | 5 |
|---|---|---|

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

| 0 | 0 | 3 |
|---|---|---|

e. Research development programmes attended by the faculty

| 0 | 1 | 0 |
|---|---|---|

f. Invited/endowment lectures at the institution

| 0 | 3 | 0 |
|---|---|---|

g. 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

| 0 | 0 | 0 | 6 |
|---|---|---|---|

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

| | |
|---|---|
| Grant-in-aid | 30,000 |
| Fees | 840500 |
| Donation | Nil |
| Self-funded courses | Nil |
| Any other (specify and indicate) (Consultancy) | Nil |

9. Expenditure statement (for last two years)

| | 2010-11 | 2011-12 |
|---|---|---|
| Total sanctioned Budget | 9113401/- | 10078511/- |
| % spent on the salary of faculty | 8235180/- | 9091691/- |
| % spent on the salary of non-teaching employees | 105740/- | 105740/- |
| % spent on books and journals | 4240 | 17000 |
| % spent on developmental activities (expansion of building) | Nil | Nil |
| % spent on telephone, electricity and water | 22987/- | 23188/- |
| % spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc. | 35369/- | 217470/- |
| % spent on maintenance of equipment, teaching aids, contingency etc. | 8489/- | 12000/- |
| % spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.) | Nil | Nil |
| % spent on travel | 1542/- | 3520/- |
| Any other (specify and indicate) | Nil | Nil |
| **Total expenditure incurred** | **9113401/-** | **10078511/-** |

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. |
|---|---|---|
| 2010-11 | Nil | 300000 |
| 2011-12 | Nil | 373041 |
| 2012-13 | Nil | 309634 |

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 ✔ | No ☐ |
|---|---|---|
| Finance | Yes ✔ | No ☐ |
| Student Records | Yes ✔ | No ☐ |
| Career Counselling | Yes ✔ | No ☐ |
| Aptitude Testing | Yes ☐ | No ✔ |
| Examinations/Evaluation/ | Yes ✔ | No ☐ |
| Assessment | Yes ✔ | No ☐ |
|  | Yes ☐ | No ☐ |

Any other (specify and indicate)

14. Does the institution have an efficient internal co-ordinating and monitoring mechanism?

Yes ✔       No ☐

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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 ☐

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## 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 | 07 | 07 % | 06 | 06 % |
| b | ST | 09 | 09 % | 08 | 08 % |
| c | OBC | 13 | 13 % | 11 | 11 % |
| d | Physically challenged | 01 | 01 % | Nil | Nil |
| e | General Category | 12 | 12 % | 34 | 34 % |
| 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 | 12.5 % | 01 | 12.5 % |
| b | ST | 01 | 12.5 % | 01 | 12.5 % |
| c | OBC | 02 | 25 % | Nil | Nil |
| d | Women | 03 | 40 % | Nil | Nil |
| e | Physically challenged | Nil | Nil | Nil | Nil |
| f | General Category | 04 | 50% | 01 | 12.5 % |
| g | Any other ( specify) | Nil | Nil | Nil | Nil |

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

**Not Applicable**

| 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) | | | | |

# Re-accreditation Report

## for

## National Assessment and Accreditation Council

# D. Criteria wise Analytical Report
## Part-II
## Evaluative Report
### October- 2013



# N. H. Patel College of Education, Anand

## Managed by

## Sardar Patel Education Trust

## Bhalej Road, Anand-388001

## Gujarat

# Re-accreditation Report

## for

## National Assessment and Accreditation Council

# Part-II
# Criterion wise Analysis

## CRITERION- I : CURRICULAR ASPECTS

## October- 2013



# N. H. Patel College of Education, Anand
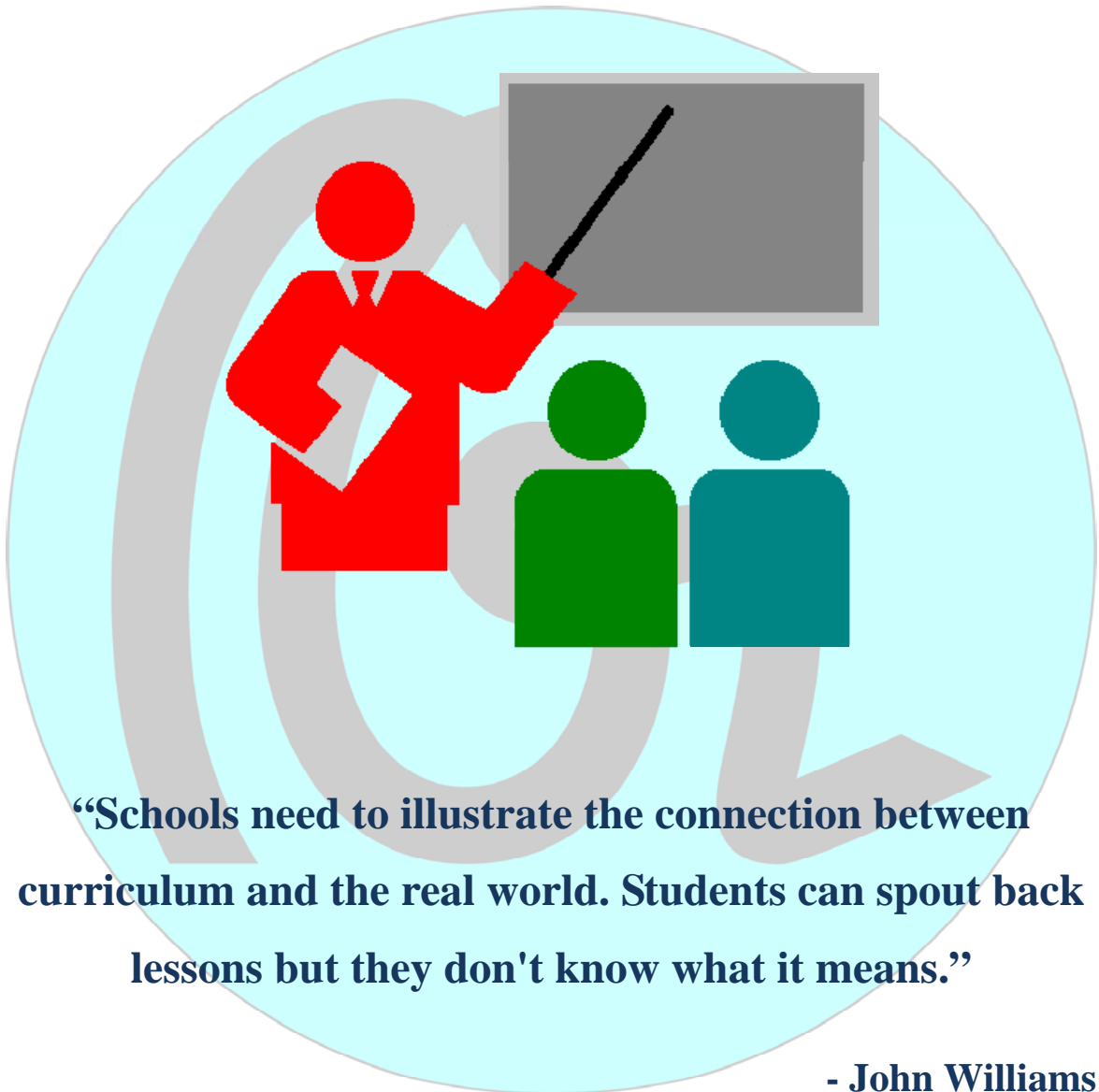
## Managed by

# Sardar Patel Education Trust

## Bhalej Road, Anand-388001

## Gujarat

# CRITERION- I :
# CURRICULAR ASPECTS

**"Schools need to illustrate the connection between curriculum and the real world. Students can spout back lessons but they don't know what it means."**

**- John Williams**

# 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.)**

**Our Vision, Mission and Objectives**

**VISION** :

Qualitative contribution through teaching –learning process for the empowerment of the nation

**MISSION** :

To contribute highly professional & highly ethical teachers through rigorous training for comprehensive development of the nation
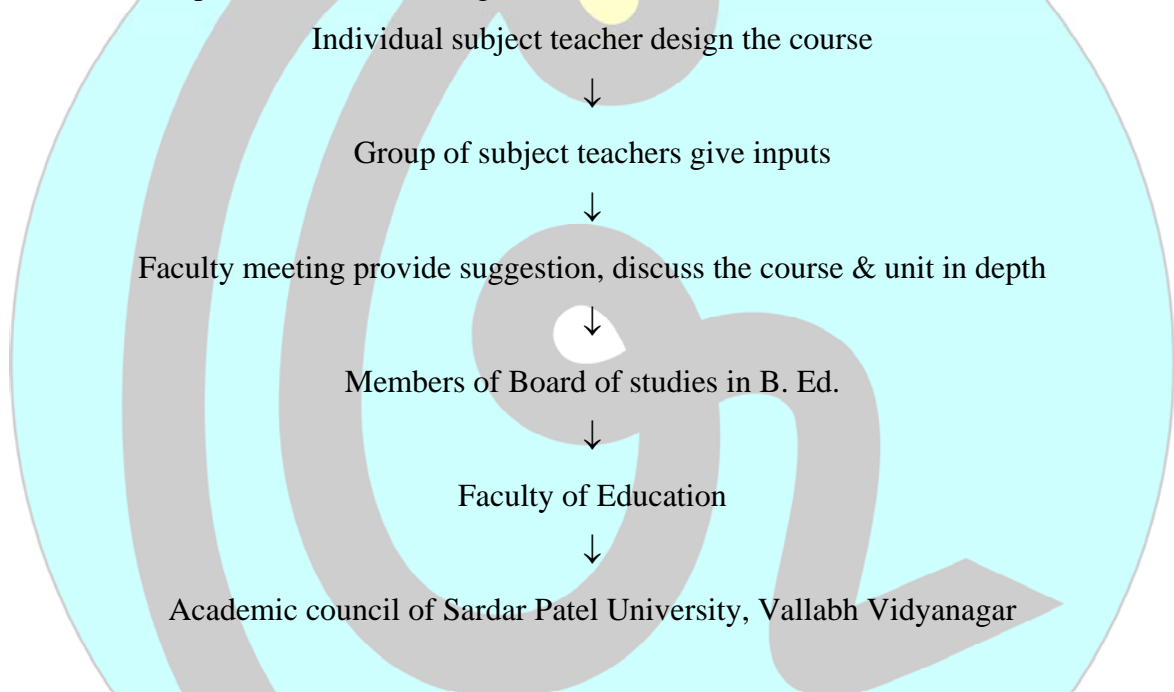
**OBJECTIVES** :

(1) To provide Opportunities to the young Teacher trainees to be committed, honest, value oriented towards their profession

(2) To observe the NEP 1986 and its objectives to maintain quality in education

(3) To create awareness about the issues like ecology, environment, national integration, secularism, equity and social change

(4) To inculcate values of community service, national integration, national pride religious tolerance and aesthetic sense for the earth environment

(5) To nurture the inner urge for learning and thereby ensure the activation of lifelong learning process to empower the learner in terms of socio-economic and cultural resources

(6) To think about the development and change in curriculum for intellectual competency, efficacy and different skills in teacher trainees

(7) To maintain relationship with NGOs and social agencies for the development of any concept at global level in teacher trainees

(8) To develop provide the use of ICT

Our objectives help to create an awareness of the issues related to inclusive social order and of ecology and environment. We also aim at developing ICT skills in the

learners, when we took up to the challenge of ICT skills, the barrier was a lack of adequate infrastructure. We overcome that barrier partly with the help of grant & partly from donation through Sardar Patel Education Trust.

## 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).

Curriculum is at the core of the teaching – learning process curriculum in B.Ed. course follows a multi tier system for curriculum development. The designed syllabus is discussed and passed in the following manner:

Individual subject teacher design the course

↓

Group of subject teachers give inputs

↓

Faculty meeting provide suggestion, discuss the course & unit in depth

↓

Members of Board of studies in B. Ed.

↓

Faculty of Education

↓

Academic council of Sardar Patel University, Vallabh Vidyanagar

**Practice Teaching**

Each student has to teach twenty lessons in each semester in order to qualify for B.Ed. degree. The student – teachers are required to give these lessons in various phases: micro teaching, stray lesson, creative lesson, block teaching, internship, simulation etc. Each student – teacher teaches only one stage of the lesson in peer group. They also observe lessons in each practice teaching phase. The assessment of the student teachers lessons also depends on their active participation in lesson observation followed by the feedback sessions.

The B.Ed. syllabus is revised every three years to meet changing demands and international standards of teacher education. As it was mentioned in SAR 2008, the B. Ed. course follows a three tire system of curriculum development, based on the feedback from

the students, community and the experts. The teaching faculty revises the syllabus which is placed for the approval of the Board of Studies. The syllabus then is sent to the faculty of education and it is passed by the university's academic council.

For the ongoing syllabus a new dimension was added to the process. Sardar Patel University decided to adopt Choice Based Credit System (CBCS) in the year 2010. In the current B. Ed. syllabus different courses have been credited according to the international standards. Thus a sixty credit two Semesters B. Ed. programme came into existence in the year 2010 as under.

# SARDAR PATEL UNIVERSITY

## Faculty of Education

## Degree of Bachelor of Education (B.Ed.)

## (Effective from June – 2010)

| R.Ed.1 : | (A) A candidate for the degree of **Bachelor of Education** must have passed a Bachelor Degree Examination of this University in any Faculty or an Examination of any other university recognized as equivalent thereto and will be required to pass subsequently the examination to be called the examination for the **Degree of Bachelor of Education (B.Ed.)** <br> (B) No candidate will be admitted to examination of the **B.Ed. Degree** unless s/he has: <br> (i) Attended lectures on the theory and practice of education at the College of Education affiliated to this University. <br> (ii) Completed a course of practical work extending over two school terms to the satisfaction o the Head of the Institute. <br> The practical course will consist of : <br>   (a) Attendance at Demonstration and Discussion/Criticism Lessons. <br>   (b) Observation of lessons, as directed. <br>   (c) Teaching Practice of not less than 40 lessons distributed over different standards from V to XII of recognized schools (**GSEB for B .Ed.**) selected by the Principal as practicing schools. Candidates will be required to undergo Block teaching/Off campus/Internship |
|---|---|

| | |
|---|---|
| | programme for about two or three weeks.<br><br>(d) Practical work/experiments suggested in Col. R. Ed. 8 |
| **R.Ed.2 :** | The examination mentioned in Regulation: 1 (A) will be conducted at the end of each semester. |
| **R.Ed.3 :** | A student who has passed a qualifying examination from any other university or examining body and seeking admission to a college affiliated to this university shall not be admitted without producing eligibility certificate from the Sardar Patel University |
| **R.Ed.4 :** | Candidates desirous of appearing at examination must forward their applications in the prescribed form to the Principal of the college on or before the date prescribed for the purpose under the relevant ordinances. |
| **R.Ed.5 :** | No candidate will be allowed to reappear at the examination in which s/he has already passed. |
| **R.Ed.6 :** | No candidate will be declared successful at the B. Ed. Degree Examination unless s/he passes in both semesters (this includes theory and practicum) prescribed for the B.Ed. |
| **R.Ed.7 :** | For the purpose of deciding the final university results, the weightage of ratio between internal and external assessment will be 50:50 for both the semesters. |
| **R.Ed.8 :** | The examination for the Degree of B.Ed. shall consist of Part-I: Theory of Education and Part-II : Practice in Education. There will be external examination and internal examination. The following table gives a detailed scheme of external and internal examination : Part I and Part II |

**Part I and Part II**

**R.Ed.9 : (A) External Examination** will be divided as under :

| | Semester-1 | Semester-2 | Total |
|---|---|---|---|
| Part I : Theory of Education | 300 | 300 | 600 |
| Part II : Practice of Education | - | 100 | 100 |
| Total | 300 | 400 | 700 |

**(B) Internal Examination** will be divided as under:

|  | Semester-1 | Semester-2 | Total |
|---|---|---|---|
| *Part I : Theory of Education* (Two test- one in each semester) | 100 | 100 | 200 |
| *Part II : Practice of Education* (*Details Given Below) |  |  |  |
| (A) Practice Teaching | 080 | 080 | 160 |
| (B) Submissions | 170 | 170 | 340 |
| Total | 350 | 350 | 700 |

**\*Details of Part II Practice of Education (internal):**

**(A) Practice Teaching**

| Lesson | Semester–1 | Semester–2 |
|---|---|---|
| Micro (Four Skills) | 08 | - |
| School Lesson | 07 | 15 |
| Creative Lesson Plan No Marks (Only for practice) | 05 | 03 |
| Annual Lesson | - | 02 |
| Total | 20 | 20 |

*NOTE:* Out of prescribed practice teaching lessons at least fifty percent lessons would be supervised fully by the teacher educators and feedback given to the students orally as well as comments in writing. Record of lesson planning, teaching and supervision would be maintained.

**(B) Submissions:**

|  | Submissions | Marks |
|---|---|---|
| **Semester-1** | School Features | 20 |
|  | Practical Work (Course – 1,2,3) | 45 |
|  | Test Items | 20 |
|  | Teaching Aid (Elective – 1) | 15 |
|  | Unit Test | 30 |
|  | Blue Print | 40 |
|  | **TOTAL** | **170** |
| **Semester – 2** | Book Review | 20 |

| | | |
|---|---|---|
| Psychological Test/Practical | 30 | |
| Term Paper | 30 | |
| Internship | 15 | |
| Practical work (Course-4,5,6) | 45 | |
| Viva | 15 | |
| Teaching Aids (Elective – 2) | 15 | |
| **TOTAL** | **170** | |

**R.Ed.10 :** The courses of external examination for B. Ed. Degree Examination will be as shown below. Each candidate will appear for 06 Courses: 03 Core courses, 02 Elective courses and 01 Foundation course in each semester

| SEMESTER – 1 | | | |
|---|---|---|---|
| Course | Course Code | Course Title | Credits (Hours) |
| Core (Compulsory) | FE-101 | Education in Emerging India | 3 (45) |
| | FE-102 | Educational Psychology and Statistics | 3 (45) |
| | FE-103 | Educational Management | 3 (45) |
| Elective-1 (Any one) | FE-104A | Method of Teaching Economics | 3 (45) |
| | FE-104B | Method of Teaching English | |
| | FE-104C | Method of Teaching Gujarati | |
| | FE-104D | Method of Teaching Mathematics | |
| Elective-2 (Any one) | FE-105A | Method of Teaching Accountancy | 3 (45) |
| | FE-105B | Method of Teaching Commerce | |
| | FE-105C | Method of Teaching Hindi | |
| | FE-205D | Method of Teaching Sanskrit | |
| | FE-105E | Method of Teaching Science | |
| | FE-105F | Method of Teaching Social Science | |
| Foundation course (Any one) | FE-106A | Computer Fundamentals in Education | 3 (45) |
| | FE-106B | Dynamic Educational Management and Leadership | |
| | FE-106C | Educational Technology | |
| | FE-106D | Environmental Education | |
| | FE-106E | Guidance and Counseling at School | |

| | FE-106F | Measurement and Evaluation | |
|---|---|---|---|
| | FE-106G | Reading Skills | |
| Practicum | | Practice Teaching | 7(210) |
| | | Submissions | 3(45) |
| | | Co curricular activities | 2(30) |
| | | **TOTAL** | **30 (555)** |

| SEMESTER – 2 | | | |
|---|---|---|---|
| **Course** | **Course Code** | **Course Title** | **Credits (Hours)** |
| Core (Compulsory) | FE-201 | Educational Thinkers and Issues of Indian Society | 3 (45) |
| | FE-202 | Learning and Evaluation in Education | 3 (45) |
| | FE-203 | Educational Administration | 3 (45) |
| Elective-1 (Any one) | FE-204A | Method of Teaching Economics | 3 (45) |
| | FE-204B | Method of Teaching English | |
| | FE-204C | Method of Teaching Gujarati | |
| | FE-204D | Method of Teaching Mathematics | |
| Elective-2 (Any one) | FE-205A | Method of Teaching Accountancy | 3 (45) |
| | FE-205B | Method of Teaching Commerce | |
| | FE-205C | Method of Teaching Hindi | |
| | FE-205D | Method of Teaching Sanskrit | |
| | FE-205E | Method of Teaching Science | |
| | FE-205F | Method of Teaching Social Science | |
| Foundation course (Any one) | FE-206A | Computer Application in Education | 3 (45) |
| | FE-206B | Dynamic School Management | |
| | FE-206C | Communication and Technology in Education | |
| | FE-206D | Activities and Methods of Environmental Education | |
| | FE-206E | Testing and Information Management in Guidance and Counseling | |
| | FE-206F | Test Standardization and Evaluation tools in | |

| | | Education | |
|---|---|---|---|
| | FE-206G | Reading Improvement | |
| Practicum | | Practice Teaching | 7(210) |
| | | Submissions | 3(45) |
| | | Co curricular activities | 2(30) |
| | | **TOTAL** | **30 (555)** |

All Courses of Semester 1 and Semester 2 are of 50 Marks in Annual Examination

Duration of Annual Examination (Except 106A & 206A) : 2 Hours

Duration of Annual Examination for 106A & 206A: 1 Hour for Theory and 2 Hours for Practical

| R.Ed.11: | The internal assessment in Part I & II of the examination will be made by the Principal of the college and will be based on the candidate's work during the period of training. |
|---|---|
| R.Ed.12: | **STANDARD OF PASSING B. Ed.**<br><br>(A) To pass examination for the Degree of Bachelor of Education a candidate must obtain :<br><br>(a) At least **B** -- grade in each course at the university examination.<br><br>(b) At least **B** -- grade in the practical lessons at the university examination (where prescribed)<br><br>(c) At east **B** -- grade in the internal assessment both in theory and practice separately. |

**(B) Award of Class :**

Successful candidates will be awarded class as shown below.

### Grade Points

| Grade Points | Description | % of marks | Division/Grade |
|---|---|---|---|
| 10 | Outstanding | m ≥ 90 | First/O |
| 9 | Excellent | 80 ≤ m < 90 | First/A |
| 8 | Very Good | 70 ≤ m < 80 | First/B |
| 7 | Good | 60 ≤ m < 70 | First/C |
| 6 | Fair | 50 ≤ m < 60 | Second/D |
| 5 | Average | 40 ≤ m < 50 | Pass/E |
| 4 | Dropped | m < 40 | F |

### Award of Class

Grade Point Average = $\Sigma$ {Credit * Grade Point}/ Total credits

| Remark | % of marks | Grade |
|---|---|---|
| First Class with O | CGPA ≥ 9.00 | O |
| First Class with A | 8.00 ≤ m < 9.00 | A |
| First Class with B | 7.00 ≤ m < 8.00 | B |
| First Class with C | 6.00 ≤ m < 7.00 | C |
| Second Class with D | 5.00 ≤ m < 6.00 | D |
| Pass Class with E | 4.00 ≤ m < 5.00 | E |
| Dropped - F | m < 40 | F |

Cumulative Grade Point Average (CGPA) is computed as

CGPA= $\Sigma$ {Credit * Grade Point}/ Total Semester credits

**Exemption:**

A candidate who secures B – grade in a course or courses of Part II may at his option if s/he has failed in the examination, be exempted from appearing again in that courses or courses at subsequent examination and will be declared to have passed the examination when s/he has passed in the remaining course or courses in accordance with the above provision. A candidate who has once

| | |
|---|---|
| | refused to avail him/herself of the exemption earned by him/her in any course of<br><br>Part I cannot claim it on a subsequent occasion. A candidate passing the examination in compartment in the manner herein provided for, shall not be eligible for a prize or scholarship to be awarded at the examination, but will be eligible for the award of class.<br><br>**Note:** If a candidate fails in any part of the examination (either in Part I or Part II) in the First Semester s/he will be allowed to continue the second semester on the condition that s/he clears the course/courses of the first semester at the end of the second semester.<br><br>If a candidate fails in the Second semester s/he will be allowed to clear the same in 3attempts (during 3 subsequent semesters). |
| **R.Ed.13:** | The syllabi for the various courses at the B.Ed. Degree Examination given in detail in the syllabus. |

Each semester has one foundation, three core and two elective papers. There are six submissions in first and 7 submission in second semester.

Core I in 1st semester 'Education in Emerging India' aims at developing awareness among the future teachers regarding society, philosophy, life and education. The course is a blend of Indian and western philosophies of education. Core II in 1st semester 'Educational Psychology and Statistic' has been divided into two sections. (A) Basic concepts in educational psychology, (B) covers concepts of Measurements and Evaluation along with introduction to the Taxonomy of Educational Instruction.

The Core – III in 1st semester 'Educational Management' discuses various concepts in Educational Management. It introduces duties of various officials in educational administration.

In the first semester in elective- I the programme offers four electives i.e. Economics, English, Gujarati & Mathematics. In elective- II the programme offers five electives i.e. Commerce, Hindi, Sanskrit, Science & Social-Science. All the electives aim at better equipping the future teachers. In foundation course we offer (1) Computer Fundamentals in Education (2) Dynamic Educational Management and Leadership (3)

Educational Technology and (4) Guidance and Counseling at School. All these courses deal with relevant basic concepts & topics related to each of the subject.

Core- I in 2$^{nd}$ semester 'Educational Thinkers issues of Indian society' develops from social needs and challenges of Indian society and also focus on some great Indian philosophers.

Core- II in 2$^{nd}$ semester 'Learning & Evaluation in Education' focus on different learning process and it also covers concepts of evaluation.

Core- III in 2$^{nd}$ semester 'Educational Management' focuses on leadership and functions of NCERT

Elective I & II in 2$^{nd}$ semester are extensions of the 1$^{st}$ semester

Foundation courses in 2$^{nd}$ semester are also extension of 1$^{st}$ semester

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

The B.Ed. curriculum is revised every three years to keep pace with global trends in the field. The existing syllabus was revised in light of 'Choice Based Credit System (CBCS)'.

Sardar Patel University adopted CBCS for all its courses in the year 2010-11. Accordingly the B.Ed. programme was divided into two Semesters of 30 credits each. Each semester has one foundation, three core and two Elective papers. All theses papers carry 3 credits each and four submissions 3+3 credits in both semester and co-curricular activities 2+2 credits in both semester and practice teaching is an integral part of B.Ed. programme. It is given 7 credits in each semester. Thus, the programme has two semester carrying 60 credits.

Moreover, we have collaboration with DELL and apart from B. Ed. curriculum computer literacy is compulsory for all student-teachers, where they learn E-Lesson planning appropriate to their methods.

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

In core-I national issues like environment and value education included. Exposure to these topics gives the student- teachers awareness about these issues.

For value education seminars were organized by Brahmakumari in last three years. In our co-curricular activities we put stress on national issues like environment awareness,

Value added programmes etc. We arranged debate, poster and essay competitions based on these national issues.

The new B.Ed. syllabus creates opportunities and scope for the use of ICT in teaching & learning. Foundation paper 'Computer Application in Education' helps student-teacher to acquire computer skills.

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

The institute prepares its annual calendar and providers it to the faculty and students in hardcopy as well as soft copy. The time table, the schedule of practice teaching, work distribution and other documents are prepared by using ICT. Hus, our curricular planning involves the use of ICT in a number of ways.

## 1.2 ACADEMIC FLEXIBILITY

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

The B.Ed. progrmme is a combination of theory and practice. Theory classes give input in teaching and practice teaching sessions give opportunities to practice what they learnt.

The student – teachers, after getting guidance from teacher educators and after planning the lesson, discuss the plan and expected outcome with the peers who later observe the lesson and fill in observation diary. One student-teacher is required to observe 40 lessons during the year. After the lesson the teacher-educator and the observers discuss the lesson and provide feedback. The student-teacher considers the suggestion and planning for the next lesson. In this way we provide learning experiences to the student-teachers so they can reflect on what they do in the class room.

## 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?

Flexibility in the time table helps to accommodate student-teachers. Though the B.Ed. program follows an academic calendar prepared by annual in advance, but the regular time table is prepared from time to time to balance curricular and co-curricular activities.

The institute functions from 9.00 a.m. to 5.15 p.m. The extended working hours were introduced to encourage the use of library and computer lab during the college hours. The student-teachers accesses the lab facilities in the morning. As per guidance of Gujarat

Government, college introduced Saptdhara programme in which various activities like seminars, workshops, Guest lecturers, days-celebrations and competitions are organized. In spite of limitations of time duration (one year programme), the students are encouraged and supported to participate in various co-curricular activities, even at inter-collegiate level to ensure their overall development as a teacher.

During Block-Teaching programmes, the student-teachers are encouraged to organize co-curricular activities and cultural program. This gives them an experience of event-management. In this way the program remains flexible to incorporate changes as and when required

## 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.

In the current syllabus, following new course & co-curricular activities are introduced that offer value addition.

- Course- Core- 1 'Education in Emerging India' 'Educational Thinkers & Issues of Indian Society'
- In core papers the course orients the trainees to consider teaching as preparation for life.
- Foundation course 'Computer Application' in education gives enough opportunities for the aspiring trainee to learn advance ICT skills. It also helps the trainees learn how to teach basic ICT skills in context.

**Co-curricular Activities :**

The new syllabus gives special weightage i.e. 2 credit in each semester to co-curricular activities & community service. The trainees are required to participate in any two co–curricular activities during each semester. They are also involved in various community services programmes like Blood donation, Natural calamity relief fund, AIDS Awareness programme etc. We also encourage our student-teachers to take part in Yoga & Stress-management seminars and workshops.

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

(I) Interdisciplinary/Multidisciplinary:

Education is itself multidisciplinary as well as interdisciplinary, as it derives concepts from the disciplines of education, psychology management and ICT. The nature

of B.Ed. curriculum is again multidisciplinary as it emphases languages, Social-Science, Science & Mathematics, Economics & Commerce.

(II) Multi Skills Development:

The student-teachers get trained in the production of teaching -learning materials, audio-visual teaching aids, and the use of ICT and other relevant gadgets. All these activities involve multi skill development approach.

(III) Inclusive Education:

Our core course 'Educational Thinkers and Issues of Indian Society' provides scope for the discussion of the issues in inclusive education.

(IV) Practice Teaching:

Each student-teacher has to do a total of 40 lessons in line with NCTE recommendation. They are given opportunities to teach in divers socio-cultural back ground and students of different learning needs

(V) School experience /Internship:

In block-teaching programme student-teachers get to familiarize with the working system of the school. In internship program the student-teachers get involved in teaching as well as co-curricular activities some of them also got supervision experience in school examinations too.

(VII) Work experience /SUPW:

As per Gujarat Government recommendation, college introduced Saptdhara program are one of the Dhara 'Samudaiek Seva Dhara' gives enough work experience & SUPW by organizing various activities like

- Blood Donation Camp          -          Pollution Awareness Program
- AIDS Awareness Program          -          Literacy Mission
- Medical Check-up          -          World Population Celebration
- Thalesemiya Camp

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

As per Gujarat Government college introduced Saptdhara program in which Gyan Dhara, Sarjanatmak Abhivyakti Dhara, Geet Sangit Dhara, Kala Kaushaly Dhara, Khel kud Dhara, Natya Dhara and Samudaik Seva Dhara are actively working. Each dhara has its convener and members from student-teachers. The Gujarat Government has awarded activities of our Saptdhara by 'A' grade.

# SAPTDHARA



Gyan Dhara



Geet Sangit Dhara



Sarjanatmak Abhivyakti Dhara



Natya Dhara



Samudaik Seva Dhara



Khel kud Dhara



Kala Kaushaly Dhara

## 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?**

Feedback is required for constant monitoring and change in curriculum. We collect written feedback from the student – teachers about their views, during the academic years. We have series of meetings with students council, where we got feedback about curriculum transaction.

Alumni meeting (OSTA) and PTA become an excellent platform for discussion of the problems associated with the curriculum and solution sought. At our institution in our review meetings academic peer offer their comments and suggestions regarding the curriculum. In addition, our informal interaction with the members of the school management and principals of secondary & higher secondary schools, we get comments & suggestions.

**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.**

Our IQAC & faculty meet regularly and analyze the feedback from the various stakeholders most of the curricular innovations and changes have happened as a result of this process.

**3. What are the contributions of the institution to curriculum development?**

**(Member of BoS/ sending timely suggestions, feedback, etc.)**

Four of our faculty members are in the Board of Studies in Education of the Sardar Patel University. They attend the board meeting and contribute to curriculum development.

## 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).**

The B.Ed. curriculum has been changed before three years. So all the courses in the B.Ed. program have undergone some changes, as the system changed from annual to semester system and the CBCS pattern is adopted.

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

This curriculum revision was a state level decision. The university is the authority to bring on any revision; the institution does not have the power to bring about revision on its own. However, feedback is taken from some formal & informal meeting with NGO's and from student-teachers during or regular academic sessions.

## 1.5 BEST PRACTICES IN CURRICULAR ASPECTS

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

A foundation paper on 'Computer Application in Education' is introduced in B.Ed. curriculum from last three years. We have also introduced the practice of getting one lesson done as an E-lesson.

This has resulted in a significant measure of quality enhancement because the use of a Internet is not only a useful digital skill but also complementary in proficiency development for a teacher educator. The student teachers attendance participation in co-curricular activities, academic achievement and overall development during the course are taken into consideration. In this way quality has been augmented through :

- ICT up gradation
- Active participation in academic & co-curricular activities

From last five years we put emphasis on the use of ICT in the planning. As a result a paper on 'Computer Application in Education' is introduced as a foundation course. Not only that, but computer literacy is obligatory for each of the student-teachers who take admission in the institution.

We introduce 'Saptdhara' program for overall development of student- teachers.

# Additional Information to be provided by Institutions opting for Reaccreditation

**1. What are the main evaluative observations/suggestions made in the first assessment report with reference to Curricular aspects and how have they been acted upon?**

The peer team has expressed satisfaction in their report regarding curricular aspect. However, one of the suggestions of the peer team was- To create mechanisms for obtaining feedback on curriculum transaction from stakeholders are yet to be formalized. In this consideration we collaborate with some NGOs to obtain feedback on curriculum transaction.

In line with suggestion to train more teaching skills during micro-teaching, we introduce simulation in which integration of different skills possible.

Provision for optimal use of library & other learning resources in time table. We provided a one hour period in our time table for use library.

Programs for developing community orientation & community services. We introduce 'Saptdhara' program one of the 'Saptdhara ' Samudaik Seva Dahra gives opportunities to student –teachers to develop community orientation & community services.

**2. What are the major quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation.**

We have introduced a major change in the form of the Choice Based Credit System, after first accreditation in 2008. This has resulted in an entirely new syllabus with contemporary curriculum design. This has definitely resulted in quality sustenance and enhancements of the student-teachers are now getting the benefit of this initiative.

# Re-accreditation Report

for

## National Assessment and Accreditation Council

# Part-II
# Criterion wise Analysis

## CRITERION II : TEACHING - LEARNING AND EVALUATION

### October- 2013
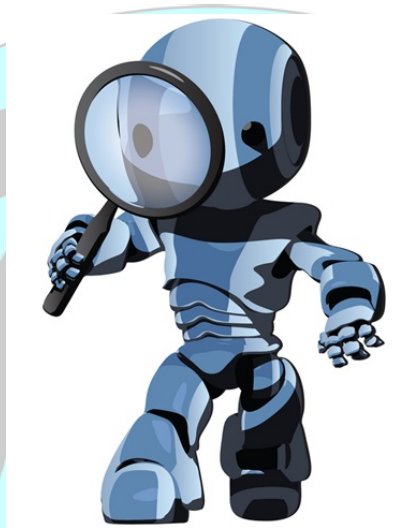


# N. H. Patel College of Education, Anand

## Managed by

## Sardar Patel Education Trust

### Bhalej Road, Anand-388001

### Gujarat

# Criterion II

# Teaching - Learning and Evaluation

**What people need and what they want may be very different.... Teachers are those who educate the people to appreciate the things they need.**

**- Elbert Hubbard**

# 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?

The institution is affiliated to Sardar Patel University and so it follows the procedure of centralized admission to B.Ed. Course. The institute follows rules and regulations of Sardar Patel University pertaining to the allocation of seats for various categories. The institute follows the rules and regulation for the admission given by State Government, NCTE and the University. Merit list of candidates for B.Ed. admission is prepared by the committee, keeping in view the ratio of 70:30 for graduation / post graduation.

## 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?

Under the centralized admission system a common advertisement is issued for admission to the various B.Ed. colleges. The programs are advertised through

- All the leading newspaper of Gujarat
- University website www.spuvvn.edu
- Prospects & Brochures of institute gives information about inception, set up and objectives & main activities.

## 3. How does the institution monitor admission decision to ensure that the determined admissions criteria are equitably applied to all applicants?

The admission committee ensures transparency in all its dealings to ensure that the admission criteria are equitably applied to all applicants. The institute is granted /sanctioned 100 seats for B.Ed. The distribution of which is as follows in all B.Ed. Colleges affiliated to S. P. University. 47% seats are allotted for the open category while of the 53% seats are distributed as under

(1)   Schedule Cast (SC)                              7 %

| (2) | Schedule Tribe (ST) | 15 % |
| (3) | Socially & Educationally Backward | 27 % |
| (4) | Physically Handicapped (PH) | 3 % |
| (5) | Ex-Army | 1 % |

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

The institute offers various types of scholarship with Govt.-fund to retain students from the weaker sections of society. Apart from Government scholarship the institute has its own funding and a scheme for the financial aid to the needy students under student welfare scheme. We introduce 'Saptdhara' program which create a multi-cultural environment at the institute.

## 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.

We have a weeklong orientation program for the new entrance before the commencement of the regular teaching programme.

We held 'Pravesotsav' every year to welcome new entrants to familiarize with the Trust, Institute, the Environment and the Faculty. In the orientation programme, the faculty members give details of the course in general.

## 2.2 CATERING TO DIVERSE NEEDS

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

Student-teachers of the institute come from diverse background and environment. This is the training institute as they came from various academic colleges, they find difficult to adjust themselves to new environment of the institute. However the environment in the institute is informal and it enables the student-teachers to share their problems with the teachers.

We establish an effective learning and development team utilizing different trainer roles and styles for which a student council is elected comprising of members with portfolios assigned to them making them responsible for each of their activity.

Continuous monitoring and evaluation through regular checks, submissions and feedback help the institution to provide timely guidance and make necessary amendments to create a favourable learning and developing environment for the student-teachers.

We introduce 'SAPTDHARA' programme in which various co-curriculum activities are organized which help in developing managerial and organizational skills in student-teachers.

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

Week-long orientation sessions are held to familiarize the new entrants, the institute environment, the faculty and the course in general before the commencement of the regular teaching programme. Our faculty members try to know the student-teachers' learning needs and then we make some changes in our existing planning.

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

The institute offers Core-paper I- 'Education in Emerging Society', Core paper- II, 'Educational Psychology, Learning and Evaluation in Education' and Core paper- III 'Educational Management & Administration'. Where there is enough scope to discuss this issue.

We introduce 'SAPTDHARA' programme in which different days and festivals are celebrated. Through different days celebration co-curricular activities student-teachers develop the idea about the role of diversity and equity in teaching-learning process.

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

The teacher –educators work in absolute synchronization with the student-teachers needs and the institutional goals. Teacher Educators are given opportunities to attend workshops, national & international seminars to know recent needs of the student community. The institute constantly keeps its teaching faculty and students with the recent development in the field of education through organizing workshops and seminars. UGC sponsored two days national seminar in 2010, NAAC sponsored two days national seminar in 2011 and ICSSR sponsored two days national seminar in 2013 are organized, which

enrich the teacher-educators to be knowledgeable and sensitive to cater to the diverse student needs.

## 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?

With the ever increasing and dynamic need of the students at school the teacher-educators train the student-teachers to shoulder the responsibility of diversity and inclusion.

This is achieved through

- ICT is used as a compatible tool, the student-teachers get ample opportunity to become technology efficient.
- Daily prayer assembly gives opportunity to student-teachers to give prayer talk through which they can develop their thinking ability and speech skill.
- Different submissions like Book review, Projects, Preparation of teaching aids etc. which help the student-teachers to develop knowledge and skills related to diversity and inclusion.
- Library orientation programme help student-teachers to enrich their knowledge.

## 2.3 TEACHING LEARNING PROCESS

## 1. How does the institution engage students in "active learning"? (use of learning resources such as library, website, focus groups, individual projects, simulation, peer teaching, role-playing, internship, practicum, etc.)

Although the B. Ed. course student-teachers are engaged in active learning since the entire course has a lot of activities. The institute does not dictate notes or provide readymade reading material. We do not follow 100% lecture method. Our main focus is to develop teaching and management skills in student-teachers, so we adopt learner-centered approach.

- For various submissions like book-review, Term paper and practical work in core papers I, II and III; the student-teachers are encouraged to use different reference books from library.
- Faculty members give the addresses of different websites to download information related with submissions.

- For active learning various techniques like symposia, group discussion & pair work are used in the class.
- Demonstration of micro-skills and simulation re-creates a real life situation or experience.
- Role play is done as a part of technique in micro-teaching and simulation lessons. However student-teachers are encouraged to make use of Role play in core paper II Educational Psychology specially to learn Adolescence.
- The student-teachers also arrange audio-video equipments and past teaching aids exhibition. The purpose behind this is to familiarize them with the types of equipments and submissions.

In Practice teaching during Semester-I the trainees undertake peer-teaching before going to practicing schools for block teaching and Semester-II internship programme. In Peer teaching, they work in pairs or in group to plan their lesions.

## 2. How do 'learning' made student centered? Give a list of the participatory learning activities to self management of knowledge, and skill development by the students?

Learning is made student-centered by encouraging participatory learning activities as these provide a lot of scope for the trainees for self learning leading to self development. Effort is made right from the beginning to get them involved in active learning. It starts from the demonstration lessons, where they have to observe different types of lessons and take part in feedback session.

The various participatory learning activities adopted by the institution are:

- Group Discussion/Pair work
- Assignment
- Project
- Field Work
- Case studies
- Drama and Poem
- workshop

- Role play
- Peer feedback sessions
- Debate/Discussion
- Symposia
- Simulation
- Seminars

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

The various models of teaching used specially in foundation course: 'Educational Technology' are:

- Jurisprudential Model
- Concept Attainment Model
- Synatics Model

The innovative approach used by the teacher educators like symposia, group discussion.

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

Though the institution does not provide any additional training in models of teaching, but in foundation course: 'Educational Technology' teacher-educators teach three models of teaching namely,

- Concept Attainment model
- Jurisprudential Model
- Synatics Model

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

Yes, the student-teachers use micro-teaching technique for developing teaching skills. We give practice in the following four skills and the trainees give the lessons as below:

| | | |
|---|---|---|
| 1) | Skill of Questioning | - 02 |
| 2) | Skill of Stimulus Variation | - 02 |
| 3) | Skill of Reinforcement | - 02 |
| 4) | Skill of Set Induction | - 02 |
| | | 08 |

Demonstration lesson is given for each skill.

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

The student-teachers have to give 40 lessons during one academic year i.e. both Semesters.

It is as follows:

| Detail | Semester-I | Semaster-II |
|---|---|---|
| Micro-teaching | 08 | - |
| School lesson | 07 | 15 |
| Creative Lesson plan | 02 | 03 |
| Annual Lesson | - | 02 |
| Total | 20 | 20 |

The procedure adopted for the practice teaching is as follow:

⇨ Preparation of Time-table ⇒→ Since stay lesson is their first classroom experience, a lot of guidance is given to them by teacher-educator.

→ 8 to 9 Student-teachers are allotted Peer group.

→ Each trainee gives one lesson per day.

→ The Units and the time –table are collected from the subject and class teacher with the permission of the school principal.

→ The in-charge teacher-educator sets time-table and gives it to Peer group.

→ According to time-table and given units the method master distributes the units to trainees.

⇨ Monitoring Mechanisms ⇒→ There is a weeklong guidance session.

→ Lesson-plans have to be submitted a week prior.

→ This gives ample time to the teacher educator to correct the plan.

→ Individual guidance is given on a one to one basis.

⇨ Observation of Lessons ⇒→ The teacher educator observes the complete lesson of each student-teacher during the period, unless some unforeseen events crop up.

→ Every student-teacher has to observe 20 lessons. There is a format which they have to follow, and write the observation report in their observation diary.

| | |
|---|---|
| ⇒Feedback Mechanism | ⇒→ Observations are shared in the feedback session at the end of the day. It is a reflective report. |
| | → The teacher educator sits through the class and observes the lesson, writing the feedback about behaviour patterns too. |

## 7. Describe the progress of Block Teaching/Internship of students in Vogue.

**Block Teaching :**

With prior permission from the Practice Teaching schools the block teaching program is planned for 8-10 continues working days. The only thing which differ here is the time table of the lesson to be given. The time table is prepared by an individual teacher educator in change of the group.

**Internship Programme :**

Internship program is planned for 3 to 4 days in which student-teachers are self relevant, though they are not completely independent. The in charge teacher educator visits the school regularly and the teacher of school also is assigned to observe their work.

## 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.

Yes, the practice teaching session plans are developed by involving the school staff and mentor teaches.

- The practice teaching time tables are prepared with the concurrence of the school principal or supervisor.
- The units are given by the school subject teachers we visit the schools and in turn, we also invite school teachers and principals to the institute to plan the work systematically.
- School supervisor/ senior teachers also supervise the practice lessons and gives feedback during Internship Program for further improvement.

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

Before practices teaching schedule the student - teachers are well oriented with the micro skills, method and techniques of teaching, power point presentation, preparation of different teaching aids etc. Rigorous guidance and practice at the initial stage brings the desire and the best output from the trainees. The student teaches are familiarized with different learners' style and asked to prepare lesson plan keeping the different types of learners in mind.

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

The student – teachers get opportunities to become technology efficient so the major initiatives adopted by the institution for encouraging student- teachers to use/adopt technology in practice teaching.

- Hands on training given in using of computer to all the student-teachers.
- Encouragement given to give power point lesson
- Use of LCD Projector is encouraged
- Training is given to download from the internet

## 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 planning is done in coordination with the school by

| Block Teaching | Internship Program | Annual Lesson Examination |
|---|---|---|
| ➤ Collecting the time table and accordingly planning the schedule.<br>➤ Taking the units from the - respective subject teachers and then planning the lesson. | ➤ Internship Program work is guided and observed by the teachers of particular school.<br>➤ The student-teachers work is assessed by teachers of the school. | ➤ More than 10 teachers/ Principals are invited as external examiners who interact with the faculty & students of the institute during the examination and provide their feedback |

on the practice teaching       work.

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

We admitted 100 students. Each trainee has to give 40 lessons, 20 in each method. To each identified practice teaching school, 12-13 student- teachers are sent for their practice teaching in each phase i.e. Block Teaching and Internship. So the teacher educator is able to give sufficient time to each student-teacher for feedback.

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

Feedback is a regular mechanism adopted by the institution to inform the student – teachers about their respective performances.

There are three phases of the mechanisms of giving feedback

| Feedback on practice | Feedback on submission | Feedback on Theory Papers |
|---|---|---|
| * The trainees are given written feedback in the space provided in lesson plan.<br>* It contains the positive aspects as well as the suggestions for the better performance.<br>* The teacher-educator gives oral feedback regarding the performance after the lesson delivered in group meeting.<br>* The student-teachers have to give 40 lessons and to observe 20 lessons during the academic year so the student – teachers also comment and give feedback to their peer group members in practice teaching. | * The teacher-educators provide oral feedback on the particular submission. | * In theory internal test teacher educator show the answer sheets to student teachers & give general feedback orally regarding their performance in the theory tests. |

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

The student – teacher are updated on the policy direction and education needs of the school issues through educational magazine, journal & internet. The institute also provide student-teachers ample opportunities to interact with the DEOS, principal & teachers of the practicing schools by inviting them as experts to give expert address on recent policies of education and education needs. In core-paper III 'Educational Management and Administration' these issues also dealt formally.

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

Our institution as a reputed teacher training institute has to keep teaching faculty and students uploaded constancy on recent development in the field of education. UGC sponsored two days national seminar in 2010. NAAC sponsored two days national seminar in 2012 and ICSSR sponsored two days national seminar in 2013 are organized during last three years. Expert address by prominent figures like Dr. R.G. Kothari, Dr. Bharat Joshi, Justice Shethana, DEO etc. enlighten the faculty and students to keep pace with the recent development in school subjects and teaching methodologies.

The institute has a number of periodicals related with education student-teachers are asked to read articles from these journals.

The faculties also work as a resources person to develop new trends in school subjects and teaching methodologies.

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

The institute as well as management has been consciously making efforts for faculty development following are the major initiatives in this direction

* Organizing conference / Seminars / workshop

- The institute has organized three national seminars sponsored by UGC, NAAC & ICSSR.

- The institute has organized workshops in 'Education Technology' foundation paper, for inter colleges of education of Sardar Patel University. These are

completely coordinated by the faculty members of institute and this provides a valuable experience of academic event management.

* Presentation and publication of research / theme papers :

The management and the principal encourage faculty by granting duty leave and encourage for presenting papers at such conference/seminars / workshops. This year one of our faculty members was sponsored by UGC to take part in international conference at CHINA. The faculty members have also published their papers in various periodicals / journals having ISSN numbers. These activities have considerable added to their professional development.

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

Yes, the institution appreciates and motivates teacher educators for their good performance by felicitating during

- Prayer assembly
- By giving press note in newspapers about their achievements
- Giving them memento in Annual function

## 2.5 EVALUATION PROCESS AND REFORMS

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

The barriers to student learning are identified through

- Informal talks
- Suggestion Box
- Peer group meeting
- Performance at practice teaching
- Examinations

Communicated through :

- Method lectures
- Feedback

The learning ambience in the institute is quite learners friendly. The student-teachers have open access to books / periodicals in the library from 10.00 a.m. to 5.00 p.m.

The student-teachers can meet or contact any teacher educator or even the principal at any time and talk about their learning as well as personal issues.

The computer orientation course designed to help the students in their studies and research, helps the institute to identify technology related problems. This is done for the purpose of helping the students to gain confidence in using technology for learning purpose.

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

The evaluation of the student-teachers is divided into two parts viz. external evaluation and internal evaluation. The external evaluation of theory in terms of written tests at the end of each semester and the external evaluation of practice teaching in terms of annual lesson at the end of Sem-II are conducted by the Sardar Patel University.

The following table gives the detailed scheme of Internal and External assessment and its distribution across course.

**Part I and Part II**

**R.Ed.9 :** **(A) External Examination** will be divided as under :

|  | Semester-1 | Semester-2 | Total |
|---|---|---|---|
| Part I : Theory of Education | 300 | 300 | 600 |
| Part II : Practice of Education | - | 100 | 100 |
| Total | 300 | 400 | 700 |

**(B) Internal Examination** will be divided as under :

|  | Semester-1 | Semester-2 | Total |
|---|---|---|---|
| *Part I : Theory of Education* (Two test- one in each semester) | 100 | 100 | 200 |
| *Part II : Practice of Education* (*Details Given Below) |  |  |  |
| (A) Practice Teaching | 080 | 080 | 160 |
| (B) Submissions | 170 | 170 | 340 |
| Total | 350 | 350 | 700 |

**\*Details of Part II Practice of Education (internal):**

**(A) Practice Teaching**

| Lesson | Semester–1 | Semester–2 |
|---|---|---|
| Micro (Four Skills) | 08 | - |
| School Lesson | 07 | 15 |
| Creative Lesson Plan No Marks (Only for practice) | 05 | 03 |
| Annual Lesson | - | 02 |
| Total | 20 | 20 |

*NOTE:* Out of prescribed practice teaching lessons at least fifty percent lessons would be supervised fully by the teacher educators and feedback given to the students orally as well as comments in writing. Record of lesson planning, teaching and supervision would be maintained.

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

The marks of the submissions and tests are placed on the notice board and answer books of the internal tests are also shown to the student- teachers. Not only marks are communicated but their strength and weakness are also communicated in group as well as individually

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

The tests are designed and prepared on computers. All the results are prepared in Microsoft Excel and the print outs are placed on the college notice board. In some of the submission, the students are allowed to submit their work in soft copy. The students are also motivated to prepare submissions in digital form.

## 2.6 BEST PRACTICES IN TEACHING-LEARNING AND EVALUATION PROCESS

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

**(1) Choice Based Credit System (CBCS):**

The institute has introduced CBCS from the last two years and it has enhanced the scope for learning to a considerable extent. The new syllabus offers innovative course, submissions and provides choices for the learners. CBCS has also brought about many changes in the evaluation system such as multiple Choice Test items and very short answer questions which has changed the teaching methods.

**(2) Use of ICT in Classroom Interaction?**

As a foundation paper 'Computer Application in Education' is taught. Above all faculties utilize LCD projector and internet facilities in teaching-learning process. The faculty show website, use other web tool and make power point presentation. Not only the faculty but also student-teachers use ICT to make presentation to do an assignment in the classroom. These practices have made the B. Ed. classrooms ICT empowered and made the teaching-learning process more effective.

**(3) Organizing National Seminars:**

The institute has organized three national seminars during last five years. The institute has organized several local workshops too.

**(4) Continuous Assessment:**

With the introduction of CBCS, the institute has implemented Continuous Assessment in B. Ed. through assignments, projects, submissions, Practice-teaching phases and term end internal tests spread across the whole semester.

**(5) Introducing 'SAPTDHARA' programme of co-curricular Activity and community Services**

The institute introduce 'SAPTDHARA' programme in which various co-curricular activities and community services are an integral part. Also in the syllabus of both the Semesters assign total four credits to co-curricular activities. With a great pride we say that Government of Gujarat, higher education, gave 'A' grade for our presentation in 'SAPTDHARA' programme.

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

- The teacher educators are provided internal facilities to enable them to do the reference work from the internet.
- The teacher educators also access essential teaching aids and other materials which are required for the teaching learning activities form the internet.

- The institute has other means of reflecting on the delivery of instruction such as student's feedback form, staff meeting, API of faculty members on using technology in classroom.

# Additional Information to be provided by Institutions opting for Reaccreditation

## 1. What are the main evaluative observations/suggestions made in the first assessment report with reference to Teaching Learning and Evaluation and how have they been acted upon?

**Main evaluative observations of the NAAC Peer committee:**

→ The use of technology is not integrated in the teaching-learning process.

→ The institute has introduced CBCS for the last two years. So the use of ICT is an integral part in teaching-learning process since 2010.

→ Ensuring effective use of Educational Technology lab for development of teaching skills of student-teachers.

→ A well equipped Educational- technology/language lab is established collaborated with DELL.

→ Provision for optimal use of library and other learning recourses through proper allocation of periods in the time-table be ensured.

→ We have changed the scheduled time of class sessions to allow more library hours for the student teachers.

→ Programmes for developing community orientation and community services traits in student-teacher need to be strengthened.

→ We introduce 'SAPTDHARA' programme during last three years. One of the DHARA 'Samudaik Seva Dhara' organized a number of programmes related with community orientation and community services.

## 2. What are the major quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation.

Our seminar hall has get LCD connection which helps the teacher educators in the content transaction.

# Re-accreditation Report

for

## National Assessment and Accreditation Council

# Part-II
# Criterion wise Analysis

## CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

### October- 2013



# N. H. Patel College of Education, Anand

## Managed by

# Sardar Patel Education Trust

### Bhalej Road, Anand-388001

### Gujarat

# CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION



**"The way to do research is to attack the facts at the point of greatest astonishment."**

**Celia Green**

# 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?

"A garden cannot properly flourish if it has not been adequately watered and nurtured."

Sardar Patel Education Trust under its banner has started a Research Center to provide a platform to motivate its staff and students. The main thrust of the Research Center is to initiate and engage the teachers and students in intellectual debates, paper presentation and to foster research related skills.

Our institute creates environment supportive of research for the teacher educator. Teacher educators are provided facilities like infrastructure, utilization of books and journals from library, internet facility in Educational technology lab as well as in staff room, office space and if necessary travel expenses for their research project. Teacher educators are encouraged to conduct researches and to register for Ph.D. Because of this encouragement one of the faculty members has completed Ph.D. last year and one is going to complete Ph.D. this year. Three faculty members got financial grant for their minor research projects from UGC.

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

The thrust areas prioritized by the institution are :

  # Educational related problems
  # Area of ICT integration
  # Mentoring of the students at risk diagnostic and remedial steps

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

Yes, the institution encourages Action Research. Our action research has been in the areas like, class room teaching - learning problems, area of ICT integration etc. As a result of this we have a paper on "computer application in Education".

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

(A) The faculty members are always motivated and encouraged to participate in national and international seminars/ conferences/ workshops. The details of their participation in national/ international seminars are given below :

**Dr. D. U. Patel**

| Sr. No. | Date | Venue | Detail of Seminar | Level of the Seminar |
|---|---|---|---|---|
| 1) | 23/1/ 2011 | Sardar Patel Education Trust, Bhlej Road, Anand | One day Trutiya Conference Anand District Library Association | Local |
| 2) | 29-30/1/ 2011 | Department of Economics. Social Science Building – Veer Narmad South Gujarat University, Surat | Two - Day Conference : 41st Gujarat Economic Association. Subjects on this conference Autonomy and Accountability in higher Education & Macro Economic Policy after Motivation in India. | State |
| 3) | 5-6/2/ 2011 | Smt. S. I. Patel Ipcowala College of Education & In association with Council for Teacher Education, Gujarat. College Campus, Dantali Road, Petlad | NAAC. Bangalore Sponsored Two-Day Seminar on Quality Improvement in Practice Teaching: Teacher Education | National |
| 4) | 13/3/ 2011 | C.P.Patel & F.H.Shah Commerece College, Bhalej Road , Anand | U.G.C. Sponsored One-Day Seminar on Human Rights : Problems and Prospectus | State |
| 5) | 14-15/3/ 2011 | Centre of Advanced study in Education & Department of Education Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara | CASE & Department of Education, Faculty of Education and Psychology Sponsored Two-Day Seminar on Current Issues in Teacher Education Paper presented on Teacher Education System: Issues & Concerns | National |
| 6) | 26-27/3/ 2011 | Anand Education College, Near Grid , Anand | U.G.C. Sponsored Two-Day Seminar on Human Rights Education: Dimensions of Human Rights : Human Rights & Women Education :Social & Educational Problems & Solutions Paper presented on Human Rights & Women Education :Social & Educational Problems & Solutions | National |

| 7) | 9-10/4/ 2011 | Kranti Guru Shyamji Varma Katuchh University & Department of Education at Katuchh-Bhuj | Two Day Seminar on Ph.D. Guide Association (Education) on Report Writing | State |
|---|---|---|---|---|
| 8) | 30-31/7/ 2011 | Anand Education College, Anand | NAAC Sponsored Level Two-Day Seminar on Healthy Quality Practices: Unknown.. To known Paper: Comprehensive & Continue Evaluation in Teaching-Learning Process | National |
| 9) | 14-15/9/ 2011 | N. H. Patel College of Education, SPET, Anand | NAAC Sponsored Two-Day Seminar on Acumen of quality Improvement in Secondary School Teachers : Pros` & cons` Paper on : Urge for Development of Reasoning in Student-teachers in Secondary Teacher Education for Quality Improvement | National |
| 10) | 25/11/ 2011 | Smt. B.C. J. College of Education, Khambhat | U.G.C. Sponsored One-Day Seminar on Promotion of Human Rights through Education and the Role of Teacher | State |
| 11) | 4-5/2/ 2012 | Rofel Arts & Commerce College, Vapi. Venu at Shrimad Rajchandra Ashram, Dharampur, Dist Valsad 2. Economics of Amartya sen`s | 42nd Annual Conference of Gujarat Economic Association 1. Urbanization of Gujarat: Issues & Problems. 2. Paper on Problems of Anand city. | State |
| 12) | 8/2/ 2012 | BISAGE - GANDHINAGAR | A TV Program me on BISAGE Computer Assisted Learning | State |
| 13) | 28/6/ 2012 | R. P. Anda College of Education, Borsad | UGC Sponsored Seminar on Examination Reform( Formative-Summative Evaluation) | State |
| 14) | 14-15/9/ 2012 | N. S. Patel Arts College, Anand | UGC Sponsored Seminar on Poverty as a Social Problems | State |
| 15) | 27/9/ 2012 | Nalini Arvind & T. V. Patel Arts College, V. V. Nagar | UGC Sponsored Seminar on The Present Examination System | State |
| 16) | 5-6/1/ 2013 | Anand Education College, Anand | U.G.C. Sponsored Two-Day Seminar on The Mew "Mantra of Higher Education: Think and Let Think" | National |

| 17) | 1-3/2/ 2013 | N. S. Patel Arts College , Anand | 43rd Annual Conference of Gujarat Economic Association | State |
|---|---|---|---|---|
| 18) | 6-7/4/ 2013 | Faculty of Education Vakil Shri D. H. Patel Dept. of Education, Kadi Sarva Vishwavidyalay, Gandhinagar | Two Day Seminar on Ph.D. Guide Association (Education) on Interdisciplinary Research | State |

### Dr.J. J. Rana

| Sr. No. | Date | Venue | Detail of Seminar | Level of the Seminar |
|---|---|---|---|---|
| 1) | 23/1/ 2011 | Sardar Patel Education Trust, Bhlej Road, Anand | One day Trutiya Conference Anand District Library Association | Local |
| 2) | 29-30/1/ 2011 | Department of Economics. Social Science Building – Veer Narmad South Gujarat University, Surat | Two - Day Conference : 41st Gujarat Economic Association. Subjects on this conference Autonomy and Accountability in higher Education & Macro Economic Policy after Motivation in India. | State |
| 3) | 5-6/2/ 2011 | Smt. S. I. Patel Ipcowala College of Education & In association with Council for Teacher Education, Gujarat. College Campus, Dantali Road, Petlad | NAAC. Bangalore Sponsored Two-Day Seminar on Quality Improvement in Practice Teaching: Teacher Education | National |
| 4) | 13/3/ 2011 | C.P.Patel & F.H.Shah Commerece College, Bhalej Road , Anand | U.G.C. Sponsored One-Day Seminar on Human Rights : Problems and Prospectus | State |
| 5) | 14-15/3/ 2011 | Centre of Advanced study in Education & Department of Education Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara | CASE & Department of Education, Faculty of Education and Psychology Sponsored Two-Day Seminar on Current Issues in Teacher Education Paper presented on Teacher Education System: Issues & Concerns | National |
| 6) | 26-27/3/ 2011 | Anand Education College, Near Grid , Anand | U.G.C. Sponsored Two-Day Seminar on Human Rights Education: Dimensions of Human Rights : Human Rights & Women Education | National |

| | | | :Social & Educational Problems & Solutions<br>Paper presented on Human Rights & Women Education :Social & Educational Problems & Solutions | |
|---|---|---|---|---|
| 7) | 9-10/4/ 2011 | Kranti Guru Shyamji Varma Katuchh University & Department of Education at Katuchh-Bhuj | Two Day Seminar on Ph.D. Guide Association (Education) on Report Writing | State |
| 8) | 30-31/7/ 2011 | Anand Education College, Anand | NAAC Sponsored Level Two-Day Seminar on Healthy Quality Practices: Unknown.. To known Paper: Comprehensive & Continue Evaluation in Teaching-Learning Process | National |
| 9) | 14-15/9/ 2011 | N. H. Patel College of Education, SPET, Anand | NAAC Sponsored Two-Day Seminar on Acumen of quality Improvement in Secondary School Teachers : Pros` & cons`<br>Paper on : Urge for Development of Reasoning in Student-teachers in Secondary Teacher Education for Quality Improvement | National |
| 10) | 25/11/ 2011 | Smt. B.C. J. College of Education, Khambhat | U.G.C. Sponsored One-Day Seminar on Promotion of Human Rights through Education and the Role of Teacher | State |
| 11) | 4-5/2/ 2012 | Rofel Arts & Commerce College, Vapi. Venu at Shrimad Rajchandra Ashram, Dharampur, Dist Valsad<br>2. Economics of Amartya sen`s | 42nd Annual Conference of Gujarat Economic Association<br>3. Urbanization of Gujarat: Issues & Problems.<br>4. Paper on Problems of Anand city. | State |
| 12) | 8/2/ 2012 | BISAGE - GANDHINAGAR | A TV Program me on BISAGE Computer Assisted Learning | State |
| 13) | 28/6/ 2012 | R. P. Anda College of Education, Borsad | UGC Sponsored Seminar on Examination Reform( Formative-Summative Evaluation) | State |
| 14) | 14-15/9/ 2012 | N. S. Patel Arts College, Anand | UGC Sponsored Seminar on Poverty as a Social Problems | State |
| 15) | 27/9/ 2012 | Nalini Arvind & T. V. Patel Arts College, V. V. Nagar | UGC Sponsored Seminar on The Present Examination System | State |

| 16) | 5-6/1/ 2013 | Anand Education College, Anand | U.G.C. Sponsored Two-Day Seminar on The Mew "Mantra of Higher Education: Think and Let Think" | National |
|---|---|---|---|---|
| 17) | 1-3/2/ 2013 | N. S. Patel Arts College, Anand | 43rd Annual Conference of Gujarat Economic Association | State |
| 18) | 6-7/4/ 2013 | Faculty of Education Vakil Shri D. H. Patel Dept. of Education, Kadi Sarva Vishwavidyalay, Gandhinagar | Two Day Seminar on Ph.D. Guide Association (Education) on Interdisciplinary Research | State |

**Dr. P. C.Amin**

| Sr. No. | Date | Venue | Detail of Seminar | Level of the Seminar |
|---|---|---|---|---|
| 1) | 27/7/ 2008 | M. B. Patel College of Education, Anand | HariOm Ashram, Nadiad Sponsored Shri Mota Educational Thinking Extension Chair | State |
| 2) | 21/9/ 2008 | Shri Bhikhabahi Patel Arts College, Anand | Seminar on Literature: Concept and criticism in Feminism Paper presented on Sexual Harassment of Women in Gujarati Tribal Literature | State |
| 3) | 12/10/ 2008 | Shri I. J. Patel B. Ed. College, Mogari | Seminar on Female Soeticide Paper presented on Role of Teacher and Education to stop Girls | State |
| 4) | 29/11/ 2008 | Anand Education College, Anand | One Day Seminar on Research Proposal and Research Paper | Local |
| 5) | 7-8/12/ 2008 | Nalini Arvind & T. V. Patel Arts College, V. V. Nagar | Seminar on Global Village Changing Society, Culture and Literature Paper Presented on Changing Society, Culture and Civilization | National |
| 6) | 13/12/ 2008 | Christian College of Education, Anand | Educational Lecture on Role of NCTE in Present Era | Local |
| 7) | 17/12/ 2008 | N. S. Patel Arts College, Anand | UGC Sponsored Sanskrit Seminar on Kalidas avam Kalidas | National |

| 8) | 3-4/1/ 2009 | N. S. Patel Arts College, Anand | UGC Sponsored Seminar on Swatantryottar Hindi Sahjitya mein Nari Vimarsh<br>Paper Presented on Swatantryottar Hindi Kavita mein Stri Vimarsh ke Ayam | National |
|---|---|---|---|---|
| 9) | 17-18/1/ 2009 | N. S. Patel Arts College, Anand | UGC Sponsored Seminar on Potential, practices and Paradigm Shift in professional Social Work<br>Paper Presented on Role of Teacher in Social Welfare & Community Development Education for Disabled | National |
| 10) | 24-25/1/ 2009 | C. B. Patel Arts College, Nadiad | UGC Sponsored Seminar on 21st Century Human Rights and Education<br>Paper Presented on Ikkisvi Sadi mein Manav Adhikar Shiksha: Avashyakta evam Vivechan | National |
| 11) | 2-4/3/ 2009 | Dept. of Education, S. P. Uni., V. V. Nagar | Seminar on Effective Academic Management of Teacher Education | State |
| 12) | 29/3/ 2009 | Dept. of Sociology, S. P. Uni., V. V. Nagar | UGC Sponsored Seminar on Social Transformation through Diaspora<br>Paper Presented on Effect of Diaspora | National |
| 13) | 3/4/ 2009 | Dept. of Sanskrit, M. S. University of Baroda, Vadodara | Nirman Foundation, USA sponsored Seminar on Vedoni Lokbhogayata<br>Paper Presented on Vedic Sanskrit | National |
| 14) | 9/1/ 2010 | Dept. of Sociology, S. P. Uni., V. V. Nagar | UGC Sponsored Seminar on Gujarat Diaspora on Global Platform: Perceptions, Contribution and Experiences<br>Paper Presented on Innovative Experiment in Educational Development of youth by NRI Bhagukaka | International |
| 15) | 24-25/1/ 2010 | J. Z. Shah Arts & H. P. Desai Commerce College, Amroli, Surat | UGC Sponsored Sanskrit Seminar on Science & technology in Science<br>Paper Presented on Bhartiya Darshnanan Mahatvam Vaishityam ch | National |
| 16) | 8/7/ 2010 | M. P. Auditorium, V.V. nagar | Vanche Gujarat Abhiyan & Orientation of various initiatives of Commissionerate (Jointly Organized By. S.P.Uni. & Commissioner of Higher Education, Gujarat State | State |

| 17) | 17-18/7/ 2010 | J. M. Patel Arts College, Anand | Two day Swarnim Gyan vigyan Certificate Teacher Training Programmed (sponsored by Jan Kalyan Committee & Sanskrit Research Institute, Gujarat Aryuved Uni., Jamnagar on Swarnim Gujarat | State |
|---|---|---|---|---|
| 18) | 24-25/07/ 2010 | Anand College of Education, Anand | NAAC Sponsored Seminar on Quality Teacher training: yes, but…to Yes Please Paper Presented on Innovative Practices & New Trends for Quality Improvement in Teacher Training Institutions | National |
| 19) | 25/09/ 2010 | N. H. Patel College of Education, Anand | UGC Sponsored Seminar on Human Rights & Human Development: Futuristic Role of teacher Education Paper Presented on A Study of Human Rights for Children Protection & Growth after the in Independence of India | National |
| 20) | 11/10/ 2010 | Dept. of Sociology, S. P. Uni., V. V. Nagar | One Day Seminar by Dr. babasaheb Ambedkar Adhyan Exam Prakalp on Contribution of Dr. Ambedkar in Indian Society Paper Presented on Bhartiya Nabhomandal no aek Dedipayaman Sitaro Dr. Baba Saheb Ambedkar | State |
| 21) | 16/10/ 2010 | Waymade College of Education, V.V.Nagar | Seminar on Education for 21st Century Skills: Choices and Challenges Paper Presented on Assessment of 21st Century Skills | International |
| 22) | 28-29/10/ 2010 | Senet Hall, Sardar Patel university, V. V. Nagar | UGC sponsored Lecture Series of Centre for Indian Dissaspora on Development of Diaspora | National |
| 23) | 3/1/ 2011 | N. S. Patel Arts College, Anand | Gujarat Hindi Sahitya Academy, Gujarat Sponsored Seminar on Hindi Mahila Kathakaro ke Sahitya mein Nari Vimarsh Paper presented on Mahiyasi Mahadevi ka Nari Vishayak Chinta: dasha avem Disha | National |
| 24) | 12/3/ 2011 | Anand Arts College, Anand | UGC Sponsored Seminar on Social Aspects of Old Age Paper presented on America ma Vruddho ni Mansik Sthiti: Ek Abhyas | National |

| | | | | |
|---|---|---|---|---|
| 25) | 13/3/ 2011 | C. P. Patel & F. H. Shah Commerce College, Anand | UGC Sponsored Seminar on Human Rights: Problems and Prospects | State |
| 26) | 26-27/3/ 2011 | Anand Education College, Anand | UGC sponsored Semianr on Human Rights Education<br>Paper presented on ekvismi Sadi ma Manav Adhikaro nu Shikshan: Ek Abhyas | National |
| 27) | 30-31/7/ 2011 | Anand Education College, Anand | NAAC Sponsored Seminar on Healthy Quality practices: Unknown to known<br>Paper presented on healthy Practices in Governance and Leadership | National |
| 28) | 17-18/9/ 2011 | N. H. Patel College of Education, Anand | NAAC Sponsored Seminar on Acumen of Quality Improvement in Secondary Teacher Education: Pros and Cons<br>Paper presented on Madhyamic Shikshak-Prashikshan College na Karyakramo ni Gunvatta par Asar karta Paribado ane Ukel matena Suchano | National |
| 29) | 25/9/ 2011 | B. C. J. College of Education, Anand | UGC Sponsored Seminar on Promotion of Human Rights through Education and the Role of Teacher<br>Paper presented on Role of teacher in Human Rights Education | State |
| 30) | 23-24/2/ 2012 | P. G. Dept. of Political Science, V. V. nagar | UGC Sponsored Seminar on Indian parliamentary System and Democracy | National |
| 31) | 25-26/2/ 2012 | N. S. Patel Arts College, Anand | NAAC sponsored Seminar on improving Quality in Higher Education through e-learning Management System<br>Paper presented on E-learning E-education : A multi-disciplinary Approach | National |
| 32) | 7/3/ 2012 | Anand Education College, Anand | Red Ribbon Club Sponsored Seminar on HIV/AIDS Awareness Seminar | Local |
| 33) | 18/3/ 2012 | Dept. of Sanskrit, M. S. Uni. Of Baroda, Vadodara | Seminar on Universality of Vedas<br>Paper presented on Vedo ma Vigyan | National |
| 34) | 28/6/ 2012 | R. P. Ananda College of Education, Borsad | UGC Sponsored Seminar on Examination reform | State |

| 35) | 25-26/8/2012 | N. S. Patel Arts College, Anand | UGC Sponsored Seminar on Women in Indian Freedom movement<br>Paper presented on Bharatna Swatantrya Sngramma Nariratno nu Samajik ane Rajkiya ksherte Pradan | National |
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| 36) | 28/8/2012 | S. P. University, V. V.nagar | Women Cell, S. P. University Sponsored Seminar on Peace for Women in Society | Local |
| 37) | 1-2/9/2012 | Hemchandracharya North Gujarat Uni. Patan | Gujarat State Education Faculty Ph. D. Guide Association sponsored Special Research report Writing | State |
| 38) | 14-15/9/2012 | N. S. Patel Arts College, Anand | UGC Sponsored Seminar on Poverty as a Social problem<br>Paper Presented on Garibi ek Samjik Samasya: Gujarat rajya ma Vanchitona Shaikshanik Vikas mate na Stutya Pagala | National |
| 39) | 5-6/1/2013 | Anand Education College, Anand | UGC Sponsored Seminar on The New mantra of Higher Education: Think and Let Think<br>Paper Presented on Teacher Education for Reflective Teaching with reference to Childhood and Adolescence | National |
| 40) | 19-20/1/2013 | N. S. Patel Arts College | UGC Sponsored Seminar on Madhyakalin Bhakti kavya : Vigat ki Mahatta Vartman ki Arthvatta<br>Paper Presented on Mir Prem aur bhakti | National |
| 41) | 1-3/2/2013 | N.S. Patel Arts College, Anand | Annual conference of Gujarat Economics Association | National |
| 42) | 15,16/03/2013 | M.B.Patet College of Education | GCERT Sponsored Seminar on Enriching Dimensions of Teacher Education | State |
| 43) | 6,7/4/2013 | Vakil Shri D.H. Patel Department of Education, Kadi, Gandhinagar | Gujarat State Education Faculty Ph. D. Guide Association Sponsored Seminar on Inter disciplinary research | State |
| 44) | 17,18/8/2013 | N. H. Patel College of Education, Anand | ICSSR Sponsored Seminar on Towords practice of teacher education Paper Presented on Quality Management on teacher education | National |

| 45) | 14/10/ 2013 | Gyanoday Pariksha Bhavan, V.V. Nagar | Examination refoerm Unit and Internal Quality Assurance Cell S.P. Uni. Sponsored Workshop Roles and Responsibilities of Personnel Associated with Examination | Local |
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**Mr. L. S. Balat**

| Sr. No. | Date | Venue | Detail of Seminar | Level of the Seminar |
|---|---|---|---|---|
| 1) | 29/11/ 2008 | Anand Education College, Anand | One Day Seminar on Research Proposal and Research Paper | State |
| 2) | 7-8/12/ 2008 | Nalini Arvind & T. V. Patel Arts College, V. V. nagar | UGC Sponsored Seminar on Global Human behavior | National |
| 3) | 2-4/4/ 2009 | P. G. Dept. of Education, S. P. Uni , V. V. nagar | UGC Sponsored Seminar | State |
| 4) | 21/11/ 2009 | Anand Education College, Anand | Paper presented on Remedies for Establishing Peace Education | State |
| 5) | 13/12/ 2009 | J. K. College of Education for Women, Ahmedabad | Paper presented on Shikshanna Khangikaranthi ubhi thayeli navi Samasyao | State |
| 6) | 31/1/ 2010 | Sheth M. N. C. College of Education, Dabhoi | Orientation Programme | National |
| 7) | 14/2/ 2010 | Dept. Of Sociology, S. P. Uni., V. V. Nagar | UGC Sponsored Seminar | National |
| 8) | 24/7/ 2010 | Sheth M. N. C. College of Education, Dabhoi | UGC Sponsored Seminar Paper presented on Shikshan ma Sampurna Gunvatta Vyavasthapan | State |
| 9) | 25/9/ 2010 | N. H. Patel College of Education, Anand | UGC Sponsored Seminar Paper presented on Manav Adhikaro ane Manav Vikas ma Shikshak ni Bhumika | National |
| 10) | 15-16/10/ 2010 | Waymade College of Education, Anand | Seminar on Education for 21st Century Skills | International |
| 11) | 30-31/7/ 2011 | Anand Education College, Anand | NAAC Sponsored Seminar Paper presented on Adyayan, Adhyapan ane Mulayakan ma tandurast Proyogo | National |

| 12) | 17-18/9/ 2011 | N. H. Patel College of Education, Anand | NAAC Sponsored Seminar Paper presented on Madhyamic Shikshak Prashikshan ma Gunvatta mate Prashikshnarthione Apato Sahyog ane temnu Samvardhan | National |
| 13) | 25/9/ 2011 | B. C. J. College of Education, Khambhat | UGC Sponsored Seminar Paper presented on manav Adhikar ma Shikshak ni Bhumica | State |
| 14) | 14-15/9/ 2012 | N. S. Patel Arts College, Anand | UGC Sponsored Seminar Paper presented on Adijati ma Garibi na Karano ane Dur Karvana Upayo | National |
| 15) | 17-18/8/ 2013 | N. H. Patel College of Education, Anand | Seminar on Towards Practices of Teacher Education | National |

**Dr. U. S. Sharda**

| Sr. No. | Date | Venue | Detail of Seminar | Level of the Seminar |
|---|---|---|---|---|
| 1) | 16/8/ 2008 | N. S. Patel Arts College, Anand | Wipro Organized Seminar | State |
| 2) | 29/9/ 2009 | IQAC Cell, S. P. university, V. V. Nagar | IQAC Cell | University |
| 3) | 13/12/ 2009 | J. G. College of Education for Women, Ahmedabad | Paper presented on Shikshan na Khangikaranthi Ubhi Thayel Navi Samasyao | State |
| 4) | 24/7/ 2010 | Sheth M. N. C. College of Education, Dabhoi | UGC Sponsored Seminar Paper presented onPaper presented on Chartsni Asarkarakta- Ek Prayog | |
| 5) | 25/9/ 2010 | N. H. Patel College of Education, Anand | UGC sponsored Seminar Paper presented on Supporting role of media in Human development and human rights | National |
| 6) | 11/10/ 2010 | Dept. of Sociology, S. P. university, V. V. Nagar | One day Seminar by Dr. Babasaheb Ambedkar Chair Paper presented on Dr. Ambedkar- Ek Prakhar Chintak-Vignan Lekhak | State |
| 7) | 15/10/ 2010 | Waymade College of Education, V. V. Nagar | Paper presented on A School: An Instrument all round development of Child | International |
| 8) | 30/7/ 2011 | Anand Education College, Anand | NAAC Sponsored Seminar Paper presented on Chintanatmak Shikshan | National |
| 9) | 17-18/9/ 2011 | N. H. Patel College of Education, Anand | NAAC Sponsored Seminar Paper presented on Quality Education | National |

| 10) | 25/9/ 2011 | B. C. J. College of Education, Kahmbhat | UGC Sponsored Seminar | State |
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| 11) | 25-26/12/ 2011 | N. S. Patel Arts College, Anand | NAAC Sponsored Seminar Paper presented on E-learning | National |
| 12) | 28/6/ 2012 | R. P. Anada College of Education, Borsad | UGC Sponsored Seminar on Examination Reforms | State |
| 13) | 6-8/7/ 2012 | B. J. V. M. College, V. V. Nagar | KCG Sponsored workshop on Promotion of Culture of Quality through Research | State |
| 14) | 7/9/ 2012 | Smt. S. I. Patel Ipcowala College of Education, Petlad | UGC sponsored Symposium | State |
| 15) | 29-30/9/ 2012 | N. A. & T. V. Patel Arts College, V. V. Nagar | UGC Sponsored Seminar | National |
| 16) | 1/11/ 2012 | P. G. Dept. of Economics, S. P. university, V. V. Nagar | UGC Sponsored Seminar Paper presented on Shikshan Prakriyama Navvichar | National |
| 17) | 26/11/ 2012 | Ganit mandal, Gandhinagar | Gujarat Ganit mandal Varshik Adhiveshan | State |
| 18) | 5/1/ 2013 | Anand Education College, Anand | UGC Sponsored Seminar Paper presented on Chintanatmak Shikshan | National |
| 19) | 1-3/2/ 2013 | N. S. Patel Arts College, Anand | 43rd Economics Conference | National |

**Mr. J. S. Mecwan**

| Sr. No. | Date | Venue | Detail of Seminar | Level of the Seminar |
|---|---|---|---|---|
| 1) | 12/9/2008 | I. J. Patel B. Ed. College, Mogari | Seminar on Female Foeticide Paper presented on Adhunik Samajni Den- Stri Bhrunhatya | State |
| 2) | 7-8/1/ 2008 | Rajiv Academy, Mathura | Seminar on Today's Education: Tomorrow's Nation Paper presented on Information and Communication technology in Education | National |
| 3) | 7-8/12/ 2008 | N. A. & T. V. Patel Arts College, V. V. Nagar | Vishwagram Samaj Sansruti Paper presented on Human Relations inTeacher Education | National |

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| 4) | 14/3/ 2009 | A. G. teachers College, Ahmedabad | Seminar on National Integration Paper Presented on Meaning, importance of National Integration | State |
| 5) | 2-4/3/ 2009 | P. G. Dept. of Sociology, S. P. university, V. V. Nagar | Seminar on Effective Academic Management | State |
| 6) | 29/3/200 9 | P. G. Dept. of Sociology, S. P. university, V. V. Nagar | Seminar on Social Transformation through Diaspora | Sate |
| 7) | 21/11/20 09 | Anand Education College, Anand | Seminar on Education for Peace Paper Presented on School Programme for Peace Education | State |
| 8) | 14/2/ 2010 | P. G. Dept. of Sociology, S. P. university, V. V. Nagar | Seminar on Issues and Women Empowerment Paper Presented on Issues and Women Empowerment in Social | National |
| 9) | 7-8/3/ 2010 | N. A. & T. V. Patel Arts College, V. V. Nagar | Scope and Challenges of Distance Education Paper Presented on Action research in Education | State |
| 10) | 24-25/7/ 2010 | Anand College of Education, Anand | Quality Teacher Training Paper Presented on Quality teacher Training | National |
| 11) | 25/09/ 2010 | N.H.P.C.E. Anand | Human Rights & Women Education Paper Presented on Human Rights iand Women Education | National |
| 12) | 9-10/10/ 2010 | N.S.Patel Arts College, Anand | Human Rights in India | National |
| 13) | 5-6/2/ 2011 | Smt S.I.Patel Ipcowala College of Education, Petlad | A Study on attitude of the teacher trainees towards and in the Exam of the core Paper | National |
| 14) | 26-27/3/ 2011 | Anand Edu. College, Anand | Seminar on Human Rights Education Paper presented on Women Edu : Social and Educational Problems & Solutions | National |
| 15) | 30-31/7/ 2011 | Anand Education College, Anand | NAAC Sponsored Seminar Paper presented on Healthy Quality Practice | National |
| 16) | 17- 18/09/ 2011 | N.H. Patel College of Education, Anand | NAAC Sponsored Seminar on Acumen of Quality Improvement in Secondary teacher Education: Pros and Cons Paper presented on Madhyamik Shikshan Prashikshan Collejona Karyakramoni Gunvatta par Asar karta Paribado ane Ukel matena Suchano | National |

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| 17) | 25/09/ 2011 | Smt. B.C.J. College of Education, Khambhat | UGC Sponsored Seminar Paper presented on manav Adhikaro matena Shikshan Abhigamo Strio mateni Kedavani | State |
| 18) | 09/10/ 2011 | Department of Sociology, S. P. Uni. V. V. nagar | Seminar - Center for Indian Diaspora | International |
| 19) | 27-29 /02/ 2012 | Department of Education, S.P.Uni. V.V.Nagar | UGC Sponsored Seminar on Academic Writing | State |
| 20) | 7/3/ 2012 | Sardar Patel Education Trust, Anand | Seminar on HIV Awareness | Local |
| 21) | 9-10/2/ 2012 | Department of Sociology, S. P. Uni. V. V. nagar | Seminar on Gujarati Diaspora | International |
| 22) | 28/06/ 2012 | R.P. Anada College of Education, Borsad | UGC Sponsored Seminar on Examination Reform | State |
| 23) | 25-26/08/ 2012 | N.S. Patel Arts College, Anand | UGC Sponsored Seminar on Women In Indian Movement Paper presented on Bangalni Krantikari Virangana Pritilama Vadeda | National |
| 24) | 14-15/09/ 2012 | N.S. Patel Arts College, Anand | UGC Sponsored Seminar on Women In Indian Movement Paper presented on Garibi Ke Samajik Samasya; Paryavaran ane Swasthya | National |
| 25) | 5-6/1/ 2013 | Anand Education College, Anand | The new Mantra of higher Education; think and Let Think | National |
| 26) | 1-3/02/ 2013 | N.S. Patel Arts College, Anand | Annual conference of Gujarat Economics Association | State |
| 27) | 17,18/8/ 2013 | N.H.Patel College of Education (NAAC Sponsored) | Towords practice of teacher education | National |

**Dr. J. J. Dixit**

| Sr. No. | Date | Venue | Detail of Seminar | Level of the Seminar |
|---|---|---|---|---|
| 1) | 16/3/ 2008 | Shri N. S. Desai College of Education for women, kheralu | Seminar on Development and Reformation in Trainee Educational Colleges Paper presented on In the matter of Educational Quality Management | National |

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| 2) | 29/11/ 2008 | Anand Education College, Anand | Seminar on Write Research Proposal and Research Paper<br>Paper presented on How to Write Research Proposal and Research Paper | Local |
| 3) | 7-8/12/ 2008 | Nalini Arvind & T.V.Patel Arts College ,V.V.Nagar | Seminar on Vishva Gram Samaj Sanskruit & Sahitya<br>Paper presented on Changing Society, Culture and Civilization | National |
| 4) | 13/12/ 2008 | Christian College of Education, Anand | Seminar on Role of NCTE in Present Era<br>Paper presented on Role of NCTE in Present Era | Local |
| 5) | 17/1/ 2009 | N.S.Patel Arts College, Anand | Seminar on Potential, Paratices and Paradigm Shift in P S W<br>Paper presented on Role of Teacher in Social welfare and Community Development Education for Disabled Children | National |
| 6) | 2-4/3/ 2009 | Department of Education S.P. University, V.V.Nagar | UGC Sponsored Seminar on Effective Academic Management of Teacher Education<br>Paper presented on Innovative Practices and New Trends in Teacher Education | National |
| 7) | 7/2009 | Department of Sociology S.P. University, V.V.Nagar | UGC Sponsored Social Seminar on Transformation Through Diaspora<br>Paper presented on Effect of Diasporas on Indian Society | National |
| 8) | 14/2/ 2010 | Department of Sociology S.P. University, V.V.Nagar | UGC Sponsored Seminar on Issues Of Women Empowerment<br>Paper presented on Issues & Challenges in Women Empowerment | National |
| 9) | 7-8/3/ 2010 | Nalini Arvind & T.V.Patel College, V.V.Nagar | Dr. BabaSaheb Ambedker open Uni Sponsored Seminar on Scope and Challenges of Distance Education<br>Paper presented on Distance education as a helping hand to enrich knowledge | National |
| 10) | 24-25/7/ 2010 | Anand College of Education Anand | NAAC Sponsored Seminar on Yes But… to Yes Please…<br>Paper presented on Teacher Training Model Programme in Accordance with quality | National |
| 11) | 25/9/ 2010 | N.H.Patel College of Education, Anand | UGC Sponsored Seminar on Human Rights And Human Development: Futuristic Role of Teacher Education<br>Paper presented on A Study to include the Education of Human Rights in the curriculum of B.Ed Course of S.P.Uni (Research Paper) | National |

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| 12) | 15-16/10/ 2010 | Way made College of Education, Anand | Seminar on Education For 21st Century Skill: Choices and Challenges Paper presented on Some innovative educational Systems and methods of 21 st Century | International |
| 13) | 20-21/12/ 2010 | Faculty of Education and Psychology the M.S.Uni, Baroda | Seminar on Higher Education For Knowledge Based Society Paper presented on Global higher Education in India : A reality focus | International |
| 14) | 27/2/ 2011 to 1/3/ 2011 | Department of Edu & Psychology M.S.Uni , Baroda | UGC/SAP sponsored Seminar on National Meet of Researchers in Education Paper presented on Human Rights Education | National |
| 15) | 13/3/ 2011 | C.P.Patel & F.H.Shah Commerce College | UGC Sponsored Seminar on Human Right : Problems & Prospects Paper presented on Human Right : Problems & Prospects | State |
| 16) | 14-15/3/ 2011 | Department of Education & psychology (CASE M.S.Uni, Baroda ) | UGC/ SAP sponsored Seminar on Current Issues in Teacher Education Paper presented on Teacher Education System : Issues & Concern | National |
| 17) | 26/3/ 2011 | Anand Education College , Anand | UGC Sponsored Seminar Human Right Education Paper presented on Human Right Education For Social Change | National |
| 18) | 30-31/7/ 2011 | Anand Education College , Anand | NAAC Sponsored Seminar on Healthy Innovative Practices Unknown…. To Known Paper presented on Healthy Innovative Practices | National |
| 19) | 17-18/9/ 2011 | N.H.Patel College of Education, Anand | NAAC sponsored Seminar on Acumen of Quality Improvement in Secondary Teacher Edu. : Pros and Cons Paper presented on Development & Standardization of Conceptual Clarity Test for Terminology of Edu. Psychology | National |
| 20) | 7-8/1/ 2012 | C. H. Shah Maitri Vidyapeeth | ICSSR Sponsored Seminar on Educational Research on Quality Concerns Paper presented on Reframing the curriculum in Teacher Edu. with reference to Human Rights | National |
| 21) | 9-10/2/ 2012 | Centre for Indian Diaspora & Dept. of Sociology, S. P. University, V. V. nagar | Paper presented on Social Transformation through Diaspora | International |

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| 22) | 25-26/2/ 2012 | N. S. Patel Arts College, Anand | NAAC sponsored Seminar on improving Quality in Higher Education through e-learning Management System<br>Paper presented on E-learning and Online Tutor Competencies | National |
| 23) | 28/6/ 2012 | R. P. Ananda College of Education, Borsad | UGC Sponsored Seminar on Examination reforms | State |
| 24) | 25-26/8/ 2012 | N. S. Patel Arts College, Anand | UGC Sponsored Seminar on Women in Indian Freedom movement<br>Paper presented on Women in India Freedom Movement | National |
| 25) | 14-15/9/ 2012 | N. S. Patel Arts College, Anand | UGC Sponsored Seminar on Poverty as a Social problem<br>Paper Presented on Poverty as a Social Problem | National |
| 26) | 29/-30/9/ 2012 | Nalini Arvind & T.V.Patel College, V.V.Nagar | UGC Sponsored Seminar<br>Paper Presented on Strategies for Innovation in Social Science and Language Education | National |
| 27) | 1-2/11/ 2012 | Post Graduate Dept. of Economics, S. P. University, V. V. nagar | UGC Sponsored Seminar<br>Paper presented on Human Rights Education | National |
| 28) | 5-6/1/ 2013 | Anand Education College, Anand | UGC Sponsored Seminar on The New mantra of Higher Education: Think and Let Think<br>Paper Presented on Teacher Education for Reflective Teaching with reference to Childhood and Adolescence | National |
| 29) | 1-3/2/ 2013 | N.S. Patel Arts College, Anand | 43rd Annual conference of Gujarat Economics Association | State |
| 30) | 16/03/ 2013 | M. B. Patet College of Education | GCERT Sponsored Seminar on Enriching Dimensions of Teacher Education | State |
| 31) | 17,18/8/ 2013 | N. H. Patel College of Education, Anand | ICSSR Sponsored Seminar on Towords practice of teacher education<br>Paper Presented on Quality Management on teacher education | National |

**Mr. S. V. Makwana**

| Sr. No. | Date | Venue | Detail of Seminar | Level of the Seminar |
|---|---|---|---|---|
| 1) | 26/4/ 2010 | Vanche Gujarat Abhiyan, Aannd, Gujarat | Vaanche Gujarat Abhiyan & Orientation of various initiatives of Commissionerate | University |
| 2) | 8/7/ 2010 | S. P. Uni., V V nagar & Commissioner of Higher Education, Gujarat | Vaanche Gujarat Abhiyan & Orientation of various initiatives of Commissionerate | University |
| 3) | 25/9/ 2010 | N. H. Patel College of Education, Anand S. P. Uni. V. V. Nagar | UGC Sponsored Seminar 'Human Rights and Human Development: Futuristic Role of Teacher Education' Paper Presented on 'A Study to Include the Education of Human Rights in the Curriculum of B. Ed. Course of S. P. University' | National |
| 4) | 13-14/11/ 2010 | D. S. Gurukul College of Education for Women, Punjab Uni. Patiala (Punjab) | Council for Teacher Education (*CTE*) Sponsored Seminar on 'Revisiting Teacher Education in the 21st Century' Paper Presented on 'E-Learning in Education- Need of the Day' | National |
| 5) | 20-21/12/ 2010 | CASE, Faculty of Education and Psychology, M. S. Uni. of Baroda, Vadodara (Guj.) | CASE, Faculty of Education and Psychology, The M. S. University of Baroda, Vadodara sponsored Seminar on 'Higher Education for Knowledge Based Society' Paper Presented on 'A Study of the Curricular Aspects of NAAC 'B' graded Teacher Education Colleges of Transacting B. Ed. Course in Gujarat' | International |
| 6) | 3/1/ 2011 | N. S. Patel Arts College, Bhalej Road, Anand | Hindi Mahila Kathakaron ke Sahitya mein Nari Vimarsh) | National |
| 7) | 27-29/1/ 2011 | NUEPA, New Delhi | Global Conclave of Young Scholars of Indian Education | International |

| 8) | 5-6/2/ 2011 | Smt. S. I. Patel Ipcowala College of Education, Petlad, Guj. Uni. Ahemdabad (Guj.) | NAAC Sponsored Seminar on 'Quality Improvement in Practice Teaching: Teacher Education' Paper Presented on 'A Study on Attitude of the Teacher-Trainees towards Answering in the Internal Examination of the Core Paper of S. P. University' | National |
|---|---|---|---|---|
| 9) | 30-31/3/ 2011 | NCERT, Sri Aurbindo Marg, New Delhi | NCERT Sponsored Seminar on 'Universalisation of Secondary Education: Issues, Challenges and Policy Perspective in Rural Context' Paper Presented on 'Amplifying Teacher for Virtual Classroom in Rural Areas' | National |
| 10) | 24/7/ 2011 | Sarvoday College of Education, Derol Station, Guj. Uni. Ahemdabad (Guj.) | *CTE* and Sarvoday College of Education, Derol Station, Sponsored Seminar on 'Innovation in School Education' Paper Presented on 'Application of Grading System in Secondary Education' | National |
| 11) | 30-31/7/ 2011 | Anand Education College, Anand, Ta. & Di.- Anand (Guj.) | NAAC Sponsored Seminar on 'Healthy Quality Practices: Unknown to Known' Paper Presented on 'Benchmarking in Higher Education: Adapting Best Practices to improve Quality' | National |
| 12) | 17-18/9/ 2011 | N. H. Patel College of Education, Anand (Guj.) | NAAC Sponsored Seminar on 'Acumen of Quality Improvement in Secondary Teacher Education' Paper Presented on 'Urge for Development of Reasoning in Student-teachers in Secondary Teacher Education for Quality Improvement' | National |
| 13) | 1-2/1/ 2011 | C. B. Patel Arts College, Nadiad, Guj. Uni. Ahemdabad (Guj.) | UGC Sponsored Seminar on 'Terrorism, Socialism, Literature and Media' Paper Presented on 'The Role of MASS Media in Education' | National |
| 14) | 7/3/ 2012 | Anand College of Education, Anand; Anand Education College, Anand, and N. H. Patel College of Education, Anand | Red Ribbon Club Sponsored Seminar on HIV/AIDS Awareness Seminar | Local |

| 15) | 7/9/ 2012 | Smt. S. I. Patel Ipcowala College of Education, Petlad (Guj.) | UGC Sponsored Symposium on Revamping Examination System | State |
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| 16) | 22-23/6/ 2012 | H. M. Patel Institute of English and Training, Vallabh Vidyanagar, (Guj.) | UGC, CASIO and University of Cambridge Sponsored Seminar 'Bridging the Gap through English: Education, Equity, Empowerment and Employability' Paper Presented on 'Using Co-operative Approach for ELT' | International |
| 17) | 2/2/ 2013 | Patel J. B. R. Arts, Patel A. M. R. Commerce & Patel J. D. K. Davolwala Science College, Borsad, (Guj.) | UGC Sponsored Seminar on 'Green India through Green Channels' Paper Presented on 'Hazardous Effect of Mobile and Wireless Communication' | National |
| 18) | 25-26/3/ 2013 | CASE, Faculty of Education and Psychology, M. S. Uni. of Baroda, Vadodara (Guj.) | CASE, Faculty of Education and Psychology, M. S. Uni. of Baroda, Vadodara Sponsored Seminar on 'Emerging Paradigms of Teacher Education' Paper Presented on 'Strengthening Identity of teacher in the World through Recommending Teacher Symbol' | National |
| 19) | 27-31/5/ 2013 | Lam Woo International Conference Centre, Hong Kong Baptist University, China | International Society for Teacher Education Sponsored ISfTE 33rd Annual Seminar on 'Teacher Education: Meeting the Needs of the New Generation' Paper Presented on 'Strengthening Identity of Teacher in the World through Establishment of Teacher Symbol' | International |

**(B) Academic events organized by the faculty**

| Sr. No. | Date | Seminar/Workshop | Institution/Place |
|---------|------|------------------|-------------------|
| 1) | 02/07/2008 | Intel Computer Training & Workshop | N.H.P.C.E., Anand sponsored by Intel |
| 2) | 06/09/2008 | Educational Technology Aids-Workshop | N.H.P.C.E., Anand sponsored by S.P. University affiliated B. Ed. Colleges |
| 3) | 14/12/2008 | Seminar on Human Rights | Human Right Cell & N.H.P.C.E., Anand |
| 4) | 24/12/2008 | Creativity Awareness/Workshop | N.H.P.C.E., Anand sponsored by S.P. University affiliated B. Ed. Colleges |
| 5) | 18/08/2009 | Effective use and application of Audio-Visual Equipments | N.H.P.C.E., Anand |
| 6) | 25/09/2010 | Human Rights & Human Developments | N.H.P.C.E., Anand sponsored by UGC ( National seminar) |
| 7) | 15/10/2010 | Reading Shibir (workshop) | N.H.P.C.E., Anand for Trainees of S. P. University affiliated B. Ed Colleges |
| 8) | 17/09/2011 to 18/09/2011 | Acumen of Quality improvement in Secondary Teacher Education : Pros & Cons | N.H.P.C.E., Anand (NAAC Sponsored National seminar) |
| 9) | 17/08/2013 to 18/08/2013 | Towards Practices of Teacher Education | N.H.P.C.E., Anand (ICSSR Sponsored National Seminar) |

## 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.

We have plenty of teaching aids different subjects based on the content of prescribed text book with us. They are used to teach school subjects in the class room. These teaching aids are in the form of picture, Charts, audio-video cassettes transparency etc. Teacher educators have developed instructional and other materials that are used to aid in the transference of information. These instructional materials include.

* CD on different subject
* Programmed learning materials
* Power Point Presentations ( Visuals Aids )
* Transparences

We are also going to publish a book having ISBN number on Human Rights Education

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

The institute has a well equipped computer lab with internet connection.

* Wi-Fi connection is also activated in the staff room and Principal office for internet access
* Student-teachers are allowed to learn computer.
* Prepare power point presentation and even access internet
* A DTP section is available for professional help.
* We have video camera and digital camera, with the help of it, we can produce video castes and CDs.
* Library provides a lot of scope with the help of reference books for developing instructional Materials.

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

Power Point Presentation of each paper unit wise has been prepared by the teacher educators. Power Point Presentations for various methods have been developed by the teacher educators as well as by the student teachers.

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

**a. Organized by the institution**

* Teacher trainees creative development workshop was organized on 24/12/2008

* Intel Training Program for the staff was conducted during 28/06/2008 to 04/07/2008

* K.M.P.F. training program for the staff was organized during 30/01/2009 to 08/03/2009

* Workshop and training program to make different types of Transparency for trainees of B. Ed. colleges affiliated with Sardar Patel University was organized on 18/08/2009

**b. Attended by the staff**

| Dr. D. U. Patel | | | | |
|---|---|---|---|---|
| Sr. No. | Date | Venue | Detail of Workshop | Level of the Workshop |
| 1 | 1/6/ 2008 to 20/6/ 2008 | N. H. Patel College of Education, Anand | Intel Computer Training | Regional |
| 2 | 5/7/ 2008 | Ganpat Uni. Kherva | Govt. of Gujarat Sponsored Principals' Workshop Karmayogi Talim | State |
| 3 | 5-6-7/1/ 2010 | P. G. Dept. Of Edu. S. P. University, V.V.nagar | Gujarat State Ph. D. Guides Association Sponsored workshop on Analysis of Qualitative & Quantitative Data in Educational Research | State |
| 4 | 29/12/ 2013 | M. B. Patel Coellge of Education, V. V. nagar | Gujarat State AIDS Control Society, Ahmedabad sponsored workshop on HIV/AIDS Sensitization Training | Regional |
| 5 | 8-9-10/9/ 2013 | C. P.Patel & F. H. Shah Commerce College, Anand | KCG, Dept. of Education, Gujarat sponsored workshop on Promotion of Culture of Quality through Research | State |

| | | **Dr. J. J. Rana** | | |
|---|---|---|---|---|
| **Sr. No.** | **Date** | **Venue** | **Detail of Workshop** | **Level of the Workshop** |
| 1) | 21/8/ 2010 | Sardar Patel University and Knowledge Consortium of Gujarat M.P. Patel Auditorium, V.V. Nagar | One-Day Workshop on e-Content Development (NME-ICT) | State |
| 2) | 24/3/ 2011 | M.P.Auditorium, Sardar Patel University, Vallabh Vidyanagar | Sardar Patel University Sponsored and Examination Reform Unit {ERU} and Internal Quality Assurance Cell (IQAC) One Day Workshop on Challenges and Problems in implementing Choice based Credit System (CBCS) at UG Level | State |
| 3) | 27/11/ 2011 | Chanchal Ba Auditorium, Bhalej Road, Anand | Organized Workshop by Sardar Patel Education Trust One Day Workshop on Rudiments of Research | Local |
| 4) | 13-19/5/ 2012 | Study Centre of Smt.S. I. Patel Ipcowala College of Education, Petlad | Dr.Baba Saheb Abedkar University, Ahmedabad Organized Workshop on B. Ed. Curriculum | Local |

| | | **Dr. P. C. Amin** | | |
|---|---|---|---|---|
| **Sr. No.** | **Date** | **Venue** | **Detail of Workshop** | **Level of the Workshop** |
| 1) | 28-29/11/ 2009 | Gujarat Vidyapeeth, Ahmedabad | Workshop on Women Empowerment through Education | National |
| 2) | 3/1/ 2010 | Dept. of Sanskrit, M. S. University of Baroda, Vadodara | Nirman Foundation, USA sponsored Workshop on Vedoni Lokbhogyata | National |
| 3) | 27/9/ 2011 | Sardar Patel Education Trust, Anand | Workshop on Rudiments of Research | |
| 4) | 13/2/ 2012 | Sardar Patel Colelge of Administration, Bakrol | UGC sponsored workshop on Research methodology in Commerce and Management | |

| 5) | 27-29/2/ 2012 | P. G. Dept. of Education, S. P. University, V. V. nagar | UGC Sponsored workshop on Academic Writing for teacher Educators | Local |
|---|---|---|---|---|
| 6) | 18-20/8/ 2012 | N. S. Patel Arts College, Anand | UGC Sponsored Workshop on Shodhpravidhi Hastlekhm Vignanam | National |
| 7) | 31/08/20 13 | Gyanoday Pariksha Bhavan, V.V. Nagar | Women Development Cell, S.P. Uni. Sponsored Workshop on Women awareness Programme | National |

**Mr. L.S.Balat**

| Sr. No. | Date | Venue | Detail of Workshop | Level of the Workshop |
|---|---|---|---|---|
| 1) | 13-14/4/ 2010 | UDISHA Placement Cell, Gandhinagar | KCG Workshop on Trainers training | State |
| 2) | 25/5/ 2011 to 4/6/ 2011 | Sardar Patel Uni. V. V. Nagar | Shaksham- IT Champion Training Programme | University |

**Dr. U. S. Sharda**

| Sr. No. | Date | Venue | Detail of Workshop | Level of the Workshop |
|---|---|---|---|---|
| 1) | 21/8/ 2010 | IQAC Cell, S. P. university, V. V. Nagar | One day Workshop on e-content Development | University |
| 2) | 22-25/2/ 2010 | Educational Technology and Management Academy, Guarat | Workshop on Classroom Reform for 21$^{st}$ Century School | National |
| 3) | 21/1/ 2011 | DIET, Anand & Gandhinagar | Workshop | State |
| 4) | 6-8/7/ 2012 | B. J. V. M. College, V. V. Nagar | KCG Sponsored workshop on Promotion of Culture of Quality through Research | State |

**Mr. J. S. Mecwan**

| Sr. No. | Date | Venue | Detail of Workshop | Level of the Workshop |
|---|---|---|---|---|
| 1) | 27/11/20 11 | Chanchalba Auditorium | Rudiments of Research | Local |

| 2) | 27-29/2/2012 | P. G. Dept. of Education, S. P. University, V. V. nagar | UGC Sponsored workshop on Academic Writing for teacher Educators | Local |

**Dr. J. J. Dixit**

| Sr. No. | Date | Venue | Detail of Workshop | Level of the Workshop |
|---|---|---|---|---|
| 1) | 18-19/3/2010 | CPET University, AMA, Ahmedabad | Women in Science | National |
| 2) | 22-25/12/2010 | H.M.Patel Institute of English, V.V.Nagar | Classroom Reforms for 21 century Schools | National |
| 3) | 14-15/10/2011 | M.B.Patel College of Edu. V.V.Nagar | Measurement & Evaluation Recent Trends Techniques | State |
| 4) | 27/11/2011 | Chanchalba Auditorium | Rudiment of Research | Local |
| 5) | 21-23/12/2011 | Water & Land Management Institute, Anand | Writing Play manu Script for Radio | State |
| 6) | 03/02/2012 | Gujarat Vidyapeeth Ahmedabad | Work shop on Continuous Education | State |

**Mr. S. V. Makwana**

| Sr. No. | Date | Venue | Detail of Seminar | Level of the Seminar |
|---|---|---|---|---|
| 1) | 22-23/1/2011 | IASE, M. S. Uni. of Baroda, Vadodara (Guj.) | IASE, M. S. Uni. of Baroda, Vadodara (Guj.) sponsored Workshop on Adolescence Education for Teacher Education of B. Ed. Programme | State |
| 2) | 12-13/3/2011 | IASE, M. S. Uni. of Baroda, Vadodara (Guj.) | IASE, M. S. Uni. of Baroda, Vadodara (Guj.) sponsored Workshop on Research Writing | State |
| 3) | 14-15/9/2011 | M. B. Patel College of Education (CTE), Vallabh Vidyanagar | GCERT, Gandhinagar sponsored Workshop on Measurement and Evaluation: Recent Trends-Techniques | State |

| | | | | |
|---|---|---|---|---|
| 4) | 27/11/ 2011 | Sardar Patel Education Trust, Anand | Sardar Patel Education Trust, Anand sponsored Workshop on Rudiments of Research | State |
| 5) | 27-29/2/ 2012 | M. B. Patel College of Education, Vallabh Vidyanagar | UGC sponsored Workshop on Academic Writings | State |
| 6) | 15-16/3/ 2013 | M. B. Patel College of Education, Vallabh Vidyanagar | GCERT, Gandhinagar sponsored Workshop on Enriching Dimensions of Teacher Education | State |

**C Training provided to the staff**

The institute staff received Intel training for ICT.

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

Faculty members have published articles in various regional, national and peer reviewed international journals having ISSN numbers. List of journal is given below.

| Sr. No. | Magazine/Journal | Status | ISSN No. |
|---|---|---|---|
| 1) | Pragatishil Shikshan | Regional | 0976 – 3279 |
| 2) | Shikshan Darshan | Peer Reviewed Journal | 2319 – 202X |
| 3) | E-reflection | International peer Reviewed E journal | 2278-102X |
| 4) | Adityakiran | Regional | 2249-6386 |
| 5) | Maitry Vidyapith : ( Shikshan nu Digest) | National | 2249-6386 |
| 6) | Abhidrasti | Regional | 0971-6629 |
| 7) | Madyamik Shikshan ane Parikshan | Regional | Reputed Journal of Gujarat Education Board, Gandhingar |
| 8) | Gharshala | Regional | Reputed Journal |

**List of Articles Published by the Faculties**

| Title of Article | Journal | Level of Journal | ISSN & Vol. No. | Month & Year |
|---|---|---|---|---|
| **Dr. D. U. Patel** | | | | |
| Education Curriculum- Quality Based Teacher Education for Research | Maitri Vidhyapith | National | ISSN 2249-6386 Vol.137 | Dec 2011 |
| **Dr. J. J. Rana** | | | | |
| **Dr. Prafullaben. C. Amin** | | | | |
| Americama Vruddhoni Mansik Sthiti: Ek Abhyas | Social Aspects of old age | National | ISBN 978-8/-12/655-1 | Dec 2013 |
| Vedoma Vignan | Devsayujyam | Regional | ISSN 2277-4610 | Jul 2013 |
| **Dr. Usha S. Sharda** | | | | |
| Value Development : Why and How? | Maitri Vidhyapith | National | ISSN 2249-6386 Vol.140 | Dec 2012 |
| Chintan: Sarjnatmakta Viksavti Prakriya | Shikshan Darshan | Regional | ISSN-2319-202X | Jun 2013 |
| **Mr. Jaykar C. Mecwan** | | | | |
| Garibi | Maitri Vidhyapith | National | ISSN 2249-6386 Vol. 140 | Dec 2012 |
| **Dr. Jaishree J. Dixit** | | | | |
| Refrcening the curriculum in Teacher Education with referene to human rights | Maitri Vidhyapith | National | ISSN 2249-6386 | Dec 2012 |
| Shikshak Prashitkshanma Nutan Pravidhi | Shikshan Darshan | Regional | ISSN 2131-202X | Dec 2012 |
| Ganit Shikshanma Svanirmit Modelni Rachna ane Asarkarakta | Shikshan Darshan | Regional | ISSN 2131-202X | Apr-Jun 2013 |

| | | | | |
|---|---|---|---|---|
| Chalo Badko Ugadie | Aditya Kiran | Regional | ISSN 0974-4657 | Jul 2013 |
| Video Game ane Cartoon: remote Kona Hathma | Aditya Kiran | Regional | ISSN 0974-4657 | Sep 2013 |
| **Mr. Subhash V. Makwana** | | | | |
| Benchmarking in Higher Education: Adapting Best Practices for Quality Improvement Amplification of Learning through Dialogue Approach | e-Reflection: An International Multidisciplinary Peer Reviewed E Journal | International | ISSN 2278-120X Vol. I | May-Jun 2013 |
| Shada Awarde Yojana Hethad Award Medavnar Shada no Abhyas | Pragatishil Shikshan | Regional | ISSN 0976-3279 Issue-10 | Oct 2011 |
| Vadodara Shaher ma Prathmik Shikshan ni Gunvatta Sudharna ma Bridge Course no Fado | Pragatishil Shikshan | Regional | ISSN 0976-3279 Issue-12 | Aug 2012 |
| Shikshak Pratikni Rachna Dwara Samajma Shikshakni Odakh ane Garimani Sthapana | Shikshan Darshan | Regional | ISSN 2319-202X Vol. I | Sep 2012 |
| Amplification of Learning through Dialogue Approach | e-Reflection: An International Multidisciplinary Peer Reviewed E Journal | International | ISSN 2278-120X Vol. I | Nov-Dec 2012 |
| Tarunya Shikshan ane Tena Parivahanni Paddhatiyo | Shikshan Darshan | Regional Regional | ISSN 2319-202X Vol. II | Jan 2013 |

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

| Dr. P.C. Amin | | |
|---|---|---|
| **Sr. No.** | **Year** | **Details** |
| 1) | 2008-09 | Second prizes in "Essay competition Bhaikaka na Jivan Charitra nu Vishleshan" organized by Bhaikaka Chair for all the lectures of Sardar Patel University, V.V. Nagar |

| Dr. U.S. Sharda | | |
|---|---|---|
| **Sr. No.** | **Year** | **Details** |
| 1) | 2011-12 | Qualify 'A2' level < 60 % in scope |
| 2) | 29/10/2012 | Received Ph.D. degree |
| 3) | 16/07/2013 | Best subject coordinator , BISAG Sandhan |
| 4) | 2011 | Diploma in Yoga |

| Dr. Jayshri Dixit | | |
|---|---|---|
| **Sr. No.** | **Year** | **Details** |
| 1) | 2007-08 | Received Ph.D. degree |
| 2) | 2008 | First class in CCC examination |
| 3) | 2009 | 'A' grade in orientation program |
| 4) | 2010 | First prize in Essay Competition "Swarnim Gujart ni Safare", state level Essay competition organized by way made college of Education |
| 5) | 2011 | First prize in quiz competition for all team in-charge of S.P. University |
| 6) | 2011 | Qualify GSET examination |

| 7) | 2011-12 | Qualify 'B2' level > 70 % in SCOPE |
|---|---|---|
| 8) | 2012 | 'A' grade in refresher course |

**Mr. S. V. Makwana**

| Sr. No. | Year | Details |
|---|---|---|
| 1) | 2011 till process | Developed a 'Teacher Symbol' for Identity and Recognition of all Teachers of the World at Global Level  |
| 2) | 30/05/ 2011 to 26/06/ 2011 | 'A' grade in Orientation Programme |
| 3) | April, 2011 | Qualify 'B1' level in SCOPE |
| 4) | June, 2011 | Qualify UGC NET examination |

\# Dr. D. U. Patel, Dr. J.J. Rana, Dr. P.C.Amin : Having Recognition for Ph.D. Guide in Education, S.P. University

\# Prof. L.S. Balat, Dr. Usha Sharda , Mr. J.S. Mecwan & Dr. J.J. Dixit : Having Recognition of as P.G. Teacher, S.P. Uni..

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

The following minor/major research projects were undertaken by staff members of the institute with the help of UGC

(1) Dr. Usha Sharda :

"A Study of Teaching Aptitude of B.Ed. Trainees of Gujarat State " sectioned 75,000/- grant from UGC.

(2) Mr. J. S. Mecwan :

" Development & Try Out of Educational program based on multimedia technique for std.- 8 social science in Gujarat state " sectioned 40,000/- grant from UGC.

(3) Dr. Jayshri Dixit :

"A Study of Teacher Educator's Attitudes Towards Human Rights " sectioned 75,000/- grant from UGC.

# 3.3 CONSULTANCY

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

Yes, the institute provides consultancy services to the surrounding secondary schools and primary schools. We are also engaged to provide consultancy to DIET and C.C. Patel Community Science Center.

## 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 publicize the available expertise

Yes, the faculty members of the institute are competent to undertake consultancy. Area of competency are :

*   Guidance
*   Counseling
*   Academic Writing
*   Curriculum framing & Course writing
*   Mentor work in IGNOU and Dr. Babashaheb Ambedkar, Open University
*   Organizing workshop, seminars & conference.
*   Some of our faculty members give consultancy as subject coordinator in BISAG and Writing Manuscripts for Radio-talk on Presar Bharti, Akashvani, Baroda.

## 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?
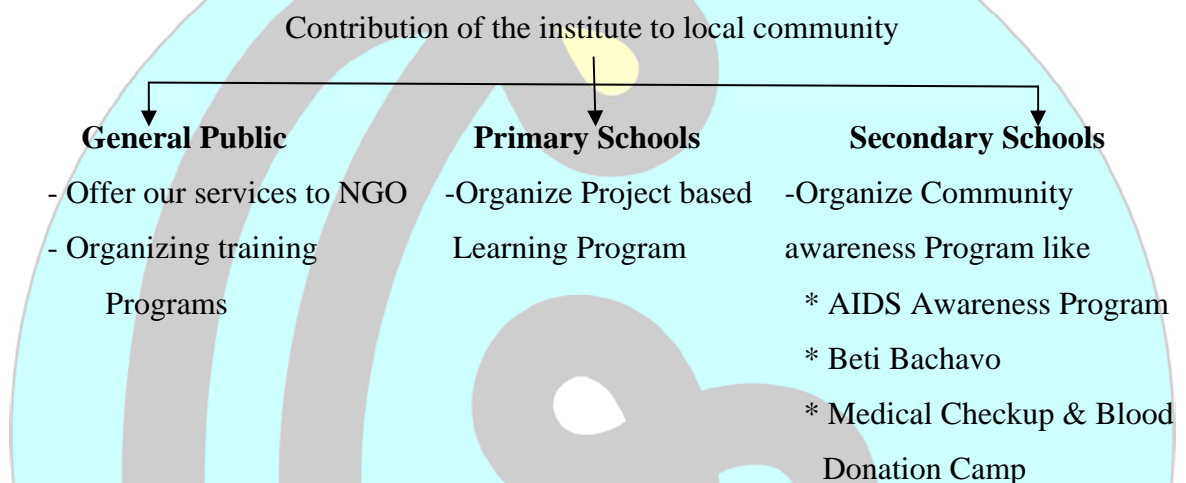
Basically the consultancy done by the staff members of the institute is honorary. Even if the revenue is generated the institution allows the concerned person to utilize the same.

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

The institution does not claim any stake on the revenue generated by the teacher educators.

## 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)**

Contribution of the institute to local community

| General Public | Primary Schools | Secondary Schools |
|---|---|---|
| - Offer our services to NGO<br>- Organizing training<br>   Programs | -Organize Project based<br>  Learning Program | -Organize Community<br>awareness Program like<br>  * AIDS Awareness Program<br>  * Beti Bachavo<br>  * Medical Checkup & Blood<br>    Donation Camp |

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

The institute and our parent body Sardar Patel Education Trust services a lot of support from the community. We also receive support through school networking in the form of feedback, facilities for experimentation and helpful evaluation of external agencies like Intel & DELL.

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

The institute has planned to adopt some municipal schools to work towards our mission "Education for All" in future. The institute intends to rich out rural and urban schools through networking with NGOs.

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

The institute organized blood – donation and medical checkup every year. Moreover in our trust we started library named 'Zaverba Senior Citizen Library' in order to provide reading facility to the Senior Citizens.

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

We introduce 'Saptdhara' program, through its curricular and co – curricular activities we develop social and citizenship values and skills among students.

* Daily assembly is conducted to in calculate values through various activities.
* Extension activities provides a platform to understand various social issues, this helps in sensitization thereby leading to development of values.
* Active participation in various community projects gives firsthand experience to inculcate altruistic attitudes.
* Some of our activities like celebration of different days and program also help them to promote social and citizenship values.

## 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.

(1) UGC
(2) NCERT
(3) NIEPA
(4) NCTE
(5) IGNOU ( New Delhi)
(6) Intel
(7) DELL
(8) SCOPE
(9) C.C. Patel Community
    Science Center

- The benefits that have occurred are :

* Awareness of new concepts and developments in the research field
* Recognition and appreciation of work done by the institution
* Development in the field of ICT with special reference to education

## 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.

We don't have any linkages with any international organization

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

- **Curriculum development** : Following the guide line given by UGC, we had prepared a new choice base credit system syllabus. This has contributed to curriculum development.

- **Teaching** : Linkage with different organization help the teacher – educators to get insight into teaching – learning process, wherein they were familiarized with latest methodology of teaching.

- **Training**: A few of the Teacher Educators have under gone ICT training Programme organized by Intel, DELL and S. P. University.

- **Practice Teaching** : Linkage with various schools helped in developing understanding of their requirements and problems faced by students and teachers at the school level and in the teaching- learning process.

- **Research** : Our linkages with DIET, C. C. Patel Community Science Center and as our teacher-educators are life time member of AIAER, CTE and ISFTE, and linkages with UGC & NCTE have enabled us to undertake major/minor research projects.

- **Consultancy** : The consultancy services were provided by the institute through its faculty to the following government and non-government organization.

**Government Organization**

- DIET, Anand
- Babashaeb Ambedkar Open University, Gujarat
- Community Science Center, V.V. Nagar

**Non- Government Organizations**

- Jasis Club, Anand
- Lions club, Anand
- Chanchalba Lalitkaka institute

\* **Extension** : Our networking with DIET and Community Science Center, V.V. Nagar has enabled us to offer training programs for teachers.

\* **Publication** : The teacher educators have published their papers and articles in various reputed Journals.

\* **Student Placement** : Through UDISHA Club we organize campus interviews for student placement.

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

The institute is in the contact of various Primary and secondary and schools. Our networking with practicing schools has helped us in maintaining a close contact with grass root realities of class room teaching.

Our faculties are involved in Karmayogi Training program organized by Government of Gujarat to improve the standard of Education.

## 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.

The faculty of the institute interact in schools with teachers during the block teaching and internship programs. In addition, our faculty members guide them for some program faculty members guide them for some program like science fair and other co curricular activities as well as they offer their services as judges in some competition.

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

The teacher educators collaborate with schools and other colleges or university when they are :

- Invited as judges for various competitions like debate, elocution etc.
- Examiners / paper setter at university level
- Convener for various B. Ed. papers during the syllabus revision
- Convener for B. Ed. Practical Examination
- Internal & External referee for M.Ed., M. Phil, Ph.D.
- Conducting workshops for school and college

## 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?

We have well equipped multipurpose computer lab which helps the faculty as well as student-teachers in teaching- learning process. To enhance the quality of consultancy

and extension work, we nominate faculty on national & international level training programs, seminars, and workshops.

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

**(1) Organized State-level Open Scientific Competition on 'SI Measurement Base Units Symbol-Picture Development: A Scientific Competition' (SIMBUS Competition).**

Our N. H. Patel College of Education has contributed in advances and innovation in Science at Global level. We have jointly organized a State-level Open Scientific Competition with C. C. Patel Community Science Center, Sardar Patel University, Vallabh Vidyanagar and Studio Lajja Communication, Vallabh Vidyanagar. The competition was **'SI Measurement Base Units Symbol-Picture Development: A Scientific Competition'** (SIMBUS Competition). It was sponsored by C. C. Patel Community Science Center, Vallbh Vidyanagar. The Posters were sponsored by Mr. Sumat Somani, Ganga Traders, Ahmedabad. Mr. Subhash V. Makwana was the in-charge of that Competition.

It was a State-level Open Scientific Competition to develop Symbol-Pictures of seven Base Units of Measurement like second, meter, kilogram, ampere etc. The SI Units have their sign or symbol in form of alphabet or abbreviation of the Unit, but they are not the symbols. So, it was demanded to create Picture-symbol of all of those SI Units. It was aimed at encouraging creative and imaginative talents amongst people of the society and students as well as youth studying in various schools, colleges and universities in Gujarat. The Poster; detailed Conditions of Submission and Guidelines of the Competition and Entry form were sent to around 400 Schools, Colleges and Educational institutions in Gujarat. It was uploaded on the Sardar Patel University Website http://www.spuvvn.edu/academics/academic_centres/community_science_centre/ . It was announced on 15/09/2012. Interested persons from the Gujarat State have asked about the concepts and participation and the competition in-charge has clarified their inquiries and doubts. Even having interest, the participants were required knowledge of Science- SI Units and Fine Art. There were 12 participants registered with 50 entries for all SI Units. They have submitted their entries with Picture-Symbol of specific Unit and its justification. The Closing ceremony of the Competition was on 26/2/2013 at our college. Dignitaries, teachers, Professors and Students from Science, Fine Arts, Education were present in that function. The winners were honoured with certificates and prizes.

## (2) CREATION OF TEACHER SYMBOL BY ONE OF OUR FACULTY

We have very creative and rational faculties in our college. They have contributed in various fields of Education, community services, politics and surrounding society. One of our faculties Mr. Subhash V. Makwana has done a very excellent work of creating a 'Teacher Symbol' to **'Strengthening Identity of Teacher in the World through Establishment of Teacher Symbol'.** It was his joint effort with Dr. Jignesh B. Patel, Assistant Professor, Smt. S. I. Patel Ipcowala College of Education, Petlad. They have created a website www.teachersymbol.webs.com for spreading this concept.

With need of professional identity, Recognition and Identity of Teacher and Teaching Profession, role perception for teachers as well as global unity in teachers, they have created this **'Teacher Symbol'**. From the year 2011they have started to think and create. The Philosophy of the word came from English Word 'Teacher', which Abbreviated as 'Tr' in Cursive Writing as 'ᘊ', where the 'ᘗ' is 'T' and 'ᘫ' is 'r'. It shows attachment between Teacher and Student. Here the Honour to Teacher. It covers interpretations of Holding Hands to Uplift, Student's Eagerness to learn and Gravitational Pull to both of them. It looks like a Tripod and the base of tripod is firm, which is Teacher.
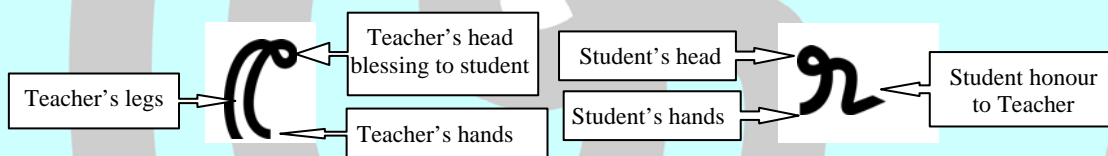


The Teacher is emotional mother and student is just like an unborn baby in womb of mother. The teacher takes care of child just like mother for a specific duration and gives Conceptual Birth.
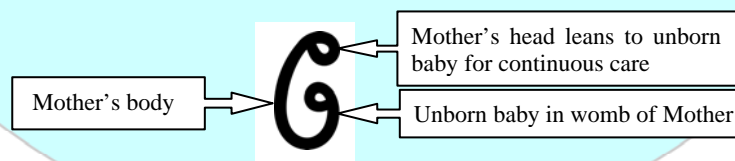


The symbol was created in Colour and Circle, where the Yellow Colour is colour of knowledge, which indicates bright knowledge in mind of teacher. White Colour is in head, which indicates emptiness and readiness to receive and bear the knowledge, Purity of mind to learn and seven colours as various fields of education. Sky-blue Colour indicates broadness as well as colour of Globe from space. Circle indicates shape of Earth as well as boundary in form of society. Here it

interprets as the Teacher and Students are universal in natural. The knowledge in mind of teacher oozing to the mind of student and student is absorbing it.

It covers few letters as 'g' for 'globe' and 'guru', and letter 'e' for 'education'. This teacher symbol is very easy to adapt as a symbol. it is covering the concept of Teacher, which recognise it quickly and identify easily with visualization of the expected behaviour of teacher. It is Easy and Aesthetic Single Line Drawing. It is applicable in Inverse Colour and Small Sizes too. It is applicable to Computer also.

This symbol is very much useful in Establishment of unity in teachers and Answer of 'Who am I ?' to Teachers and Students. It is aesthetic, pleasing, legible, visible, readable, complete, universal identity and applicable to computer also. It is breaking the boundaries of identity of teachers at various disciplines, levels, places and time. It is usable as initial for Teachers as 'ᘓ.'. They can create or stick it on their name plates, visiting cards, vehicles etc. It is applicable to draw, print or create for different purposes also. Educational organizations can utilize it in their own logo as well as on their letterhead and in the identity card of teachers. It can honour the teachers through this teacher symbol created as Memento.

It was appreciated in the Seminar organized at Hong Kong by International Society for Teacher Education, USA. This Teacher Symbol is familiar with teachers of Anand and Vadodara Districts as well as in Gujarat state also. The creators are planning to recommend it to establish it at Global level.

# Additional Information to be provided by Institutions opting for Reaccreditation

## 1. What are the main evaluative observations/suggestions made in the first assessment report with reference to Research Consultancy and Extension and how have they been acted upon?

In the first assessment report the following suggestions are made with reference to research, consultancy, & extension:

* The encouragement given to research by institution need to be strengthened to motivate teachers & pursue research.
* The faculty has so far not undertaken any minor/major research projects.
* Action Research Projects should be also taken by faculty.

* The faculty has not attempted formal consultancy till date.
* Teacher not having research degree should be encouraged to acquire Ph.D. degree.
* Eligible teachers may submit research projects for funding to enhance research activity in the institution.

In line with these suggestions…

* The institute encourage the faculty to purse research, as a result of this two faculty members got Ph.D. degree in last five years and two are pursuing their Ph. D. and one is pursing M.Phil.
* Three faculty members got minor research projects from UGC.
* Action Research are undertaken by faculty.
* One of the faculty member is appointed as subject co-ordinator on BISAG, Sandhan

## 2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation?

The institute enhanced the facility of ICT to the faculty and students by establishment a multipurpose computer lab.

* An ISBN book on 'Human Rights' is going to be publish this year.
* The institute has organized three national seminars sponsored by UGC, NAAC & ICSSR during last five years.

# Re-accreditation Report

## for

## National Assessment and Accreditation Council

# Part-II
# Criterion wise Analysis

## CRITERION IV : INFRASTRUCTURE AND LEARNING RESOURCES

## October- 2013



# N. H. Patel College of Education, Anand

## Managed by

## Sardar Patel Education Trust

### Bhalej Road, Anand-388001

### Gujarat

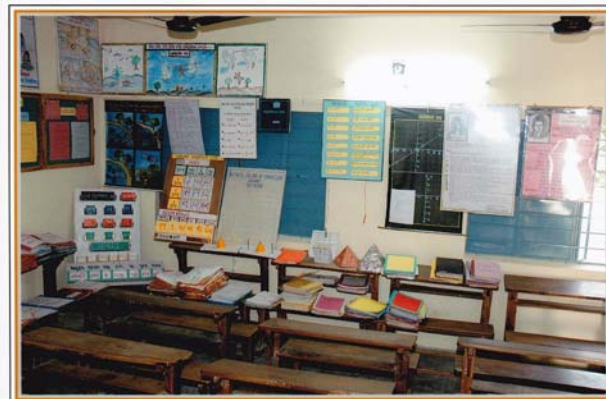# CRITERION IV : INFRASTRUCTURE AND LEARNING RESOURCES



**"Never forget the three powerful resources you always have available to you: love, prayer, and forgiveness."**

**H. Jackson Brown, Jr.**

# CRITERION IV : INFRASTRUCTURE AND LEARNING RESOURCES

# CRITERION IV :

# INFRASTRUCTURE AND LEARNING RESOURCES

## 4.1 PHYSICAL INFRASTRUCTURE

**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, the institute has the physical infrastructure as per NCTE Norms.

The B. Ed. section has now been allocated exclusive use of the second, third and fourth floor of the building. The Library, the Psychological lab and Science-Maths lab are located on the fourth floor of the premises. Facilities like Assembly hall, staff room, method rooms, common room for boys, ladies room, and sanitation room for staff are located on the 3rd floor and multipurpose technology lab and workshop are located on second floor of the building. As far as sports facilities are concerned, we are sharing with J. P. Thakkar English Medium School of the same Trust (i.e. our sister concern). The college building is now in the process of being equipped with an elevator, which would be easier for access. Water cooler with RO plant and washrooms for trainees are well maintained.

The amount invested for developing the infrastructure is ` 10,00,000/-

(A copy of the master plan is enclosed.)

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

The institute has enough infrastructures for its present course and activities. But in present the fast changing scenario in higher education, we have to make provisions for constant up-graded in terms of physical infrastructure and human recourse.

A multipurpose computer laboratory has also been up-graded, Assembly hall is equipped with fixed LCD projector and computer for the use of the teacher-educators in teaching-learning process. The college has plans to enhance its website and provide each student teacher with a unique login id.

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

We have Chanchalba Auditorium in our Sardar Patel Education Trust. All the institutes under the umbrella of Sardar Patel Education Trust shared this auditorium for various co-curricular activities. We have also a well-lighted and good ventilated assembly hall in our building in which day's celebration, debate, educational exhibition and other co-curricular activities are organized.

Extra-curricular

For our outdoor games and sports, we share a playground with J. P. Thakkar English Medium School managed by the same management. We have also a well equipped gym on campus.

## 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 believes in optimum utilization of its recourses. The B. Ed. section shared its infrastructure with J. P. Thakkar English Medium School.

We also share Sardar Patel Education Trust's Chanchalba Auditorium with other institutes of sister concern for various curricular as well as co-curricular activities. We shared sports facility with J. P. Thakkar English Medium School.

## 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.)

The institute has made separate rest rooms for both the male and female trainees. There are sanitation facilities for men and women on each floor of the institute.

The staff and students got medical service from B. N. Patel Paramedical centre from the same Trust. There is also a Canteen on Campus

## 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.

Sardar Patel Education Trust has a hostel facility in the campus for boys only. The capacity of the hostel is 100 students. There are 33 rooms having capacity of 3 students in each room.

Moreover a well equipped gym is there in the Trust campus.

# 4.2 MAINTENANCE OF INFRASTUCTURE

**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.**

The budget allocation and utilization in the last five years are mentioned as under:

| Sr. No. | Title of Expenditure | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 |
|---------|---------------------|------|------|------|------|------|------|
| 1) | Building (maintenance) | 424,118 | 8,000 | 3,400 | 8,538 | ------- | ------- |
| 2) | Furniture and Fixtures | 106,522 | 52,995 | 1,200 | ------- | ------- | ------- |
| 3) | Audio-Visual Equipments | ------- | ------- | ------- | ------- | ------- | ------- |
| 4) | Teaching Aids | ------- | ------- | 1,900 | ------- | ------- | ------- |
| 5) | Computers & peripherals | ------- | ------- | ------- | ------- | ------- | ------- |
| 6) | Library Books | 2505 | 9,000 | 4,010 | 3,350 | 1,230 | 500 |
| 7) | Laboratory and Psychological Apparatus | ------- | ------- | ------- | ------- | ------- | ------- |
| 8) | Sports Equipments | ------- | ------- | ------- | ------- | ------- | ------- |
| | Total | | | | | | |

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

The institution has a well planned schedule as a result there is optimum utilization of available recourses without disruption to any activity. The infrastructure in terms of the building and the classrooms are shared with J. P. Thakkar English Medium School.

The institute is utilized for conducting the SSC, HSC examinations. The institute lends its premise to conduct other government examinations and also is a Polling center during election.

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

All rooms when not in use are kept under lock and key to reduce electricity consumption. Each room is well ventilated, requires no lights to be used. The institute has well maintained garden around its building. The garden has various plants and trees to provide pleasant and pollution-free surroundings.

Our building is designed in such a manner that it falls in a natural wind direction, which makes the institute more environment friendly. The institute has large windows, which gives ample daylight reducing the consumption of energy during normal working hours.

## 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)?

We have been approaching the government to issue NOC for the post of Librarian for last two years. However, the government has not sanctioned the post yet. Mr. Nilesh Parmar, a technical instructor, who is a full time employee of the institute, has offered his services as a librarian. A forth class peon cum assistant helps him in his work.

## 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.

| Number of Books | : 14,962 |
| Textbooks | : 425 |
| Reference Books | : 6,365 |
| Magazines | : 25 |
| Encyclopedia | : 11 |

## 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.

The institute's mechanism for the library management is in the form of library committee which consists of

1. Principal
2. In-charge Librarian
3. Faculty Members

The library committee holds meetings twice a year to discuss latest acquisitions and requirement

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

Yes, the library is fully computerized

## 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.

Yes, the institution has computer and internet facilities we have 24 hours internet service. The institute has a DTP section, computer section, photocopy section and a printing section which provides services as required for the institution.

## 6. Does the institution make use of Inflibnet, Delnet, IUC facilities? If yes, give details.

No, we don't have such facilities but we use customize software.

## 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 opened throughout the all working days of the year except the National holidays. The working hours of the library are Monday to Friday : 10.00 am to 5.00 pm Saturday : 10.00am to 4.00 pm.

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

Teacher educators and students are notified to review the new acquisitions through a new arrival display showcase.

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

The institute has a book bank with adequate number of books and dictionaries in multiple copies. The student teachers can borrow these books on loan for the whole academic year. The book bank contains nearly 3500 books consisting of various text books on education. The scheme is announced at the beginning of the year and the student teachers who want to take the advantage of this facility are asked to fill up the farm and get set of books on nominal charge to use it throughout the year.

## 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.**

Yes, the institute has well equipped computer laboratory with computers

**HARWARE :**

* Furniture
* 1+1 server
* 24 Computers
* One 40" LCD Monitor
* Dedicated Manpower
* Electrical & Networking cabling
* Networking equipments (8 part + 24 part switches)
* 26 UPS
* 1 Multi functional printer
* 26 Web Cameras
* Open source software's

**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, we have a foundation paper : 'Computer Application in Education', where we encourage the student-teachers to learn skills in the operating system, application of computer in learning, computer in testing through which they acquire the major skills in Microsoft office, the internet and making presentations etc. It is compulsory to get computer literacy to all the student-teachers. We have our own planning and period for computer literacy under which all trainees can learn about DTP works. We also introduce

a foundation paper : 'Computer Application in Education' where we encourage the student-teachers to learn the various computer skills.

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

N. H. Patel College of Education uses innovative technologies hence the assembly hall is equipped with LCD Projector and computer which is used by the teacher educator in curriculum transactional processes. Our multipurpose computer lab is planned in such a way that it has a facility to work in pair as well as individual. The student-teachers access internet as well as make their presentation and submission as a part of their learning. Internet facility is made available to the faculty throughout the day. OHP presentations and different types of transparencies are made by trainees in foundation paper educational technology as a practical work.

## 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 major areas in which the student-teachers use technology in practice teaching are :

- In the presentations of lesson plans : the student-teachers are encouraged to refer educational websites for reference in terms of the content as well as to surf internet for selecting pictures for teaching aids.
- Classroom transaction: student-teachers use the power point and also OHP for their class room 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 centre in the institution (beyond the program), to other institutions and to the community.

The institute has instructional infrastructures which are always used for our own growth, academic growth as well as for other institutions of the parent body students and for the community. Our teaching-learning resources like charts, teaching aids, power point and OHP are optimally used by our sister concern institute like K.J. Thakkar Guajarati

Medium School & V.J. Patel Practicing High school. We also arranges training programs for secondary teachers and teacher educators

The teaching - learning takes place at the institute using OHP, discussions in class rooms, group work, role-play, symposia and so on. In this way teaching is not limited to lecture mode.

**2. What are the various audio-visual facilities materials (CD's, 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 teaching learning including practice teaching?**

The institute has a good collection of audio-visual materials.

- Audio cassettes
- Video cassettes
- Multimedia CDS
- Photographs

- Teaching aids
- Charts
- Tape-recorder/CD player
- OHP and Transparencies
- Maps

The student-teachers make optimum utilization of the audio-visual materials during practice lessons.

**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 with the institution are as mentioned below :

* Psychology Lab
* Science –Maths Lab
* Multipurpose computer and Technology lab
* Workshop for preparing teaching aids

The technical infrastructure is maintained by the faculty concern of the institute. They take care of the equipments and make sure that they are in working condition

There is a constant attempt on the part of the institute to update the quality of the lab with the help of 'DELL' grant, a multipurpose language lab is equipped with almost all the necessary equipment

## 4. Give details on the facilities like multipurpose hall, workshop, music and ports, etc. available with the institution.

Sardar Patel Education Trust has a multipurpose fully air-condition Chanchalba Auditorium which has excellent facilities of sound system and multimedia presentation we use that auditorium for our curricular activities like workshop, seminars and also for co-curricular activities. In our institute we too have an assembly hall with a facility of sound system and a facility of multimedia presentation.

For music we have a pair of Tabla, a Harmonium, a Dholak, as Tradinitional instruments and a Casio as a Western instrument. For sports we share all the resources with our sister concern institutes managed by Sardar Patel Education Trust.

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

The class rooms are equipped with facilities for the use of latest teaching technologies. All the classes have provision to connect the audio – visual equipments available in the institute. Within the class, our assembly hall is equipped with fixed LCD projector, computer and a projection screen. One mobile projection screen is available which could be used in classroom. The classrooms are also equipped to use overhead projectors and computers whenever required.

# 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 delivery of instruction, including the use of technology?

The technology provided in the form of LCD projector and computer in assembly hall is made use of in the teaching learning process. The whole faculty has an access to internet facility. The teachers will try to have a better understanding of technology operations. They will seek to plan and design effective learning environment and experiences with the help of technology

The B.Ed. faculty has the advantage of interacting with each other for curriculum transaction. This provides an opening for innovation and attention to best practice of each other.

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

Computer portfolio for B.Ed. trainees is an innovative practice which helps the trainees not only in their teaching skills but also in developing ICT competence.

The B.Ed. trainees have made several power point presentations as a part of some submissions.

## 3. What innovations / best practices in 'Infrastructures and Learning Resources' are in vogue or adopted / adapted by the institution?

Multipurpose computer cum language lab and use of internet facilities by trainees for searching materials and pictures related to their lessons or submissions are the innovative practices in vogue adopted by the institution

# Additional Information to be provided by Institutions opting for Re-accreditation

## 1. What were the evaluative observations made under Infrastructure and Learning Resources in the previous assessment report and how have they been acted upon?

The peer team has given satisfactory report for infrastructure and learning resources.

From last three years because of Trust expansion we transfer to a new building which is collaborated with J.P. Thakkar English Medium School, sister concern of the same Trust.

However one of the observation of the peer team was ensuring effective use of Educational Technology lab for development of teaching skills of student-teacher.

Another observation was provision for optimal use of library and other learning resources through proper allocation of periods in the time table.

Another observation was the college must take appropriate steps for the integration of ICT and ET in its existing teacher training programme

During the last five years in line of these suggestions…

- A multipurpose computer lab is equipped with all necessary educational technology aspects such as DVD Player, OHP, Slide Projector, LCD Projector with computer etc.
- For library use we have made special provision in time table where the trainees used the library before and after working hours.
- A foundation paper - 'Computer Application in Education' is taught in curriculum.
- Moreover it is compulsory to get ICT training to all the student-teachers

## 2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Infrastructure and Leaning Resources?

A multipurpose computer lab is established we added new computers with internet facilities. This has resulted in better use of internet as a learning resource.

# Re-accreditation Report

for

## National Assessment and Accreditation Council

# Part-II
# Criterion wise Analysis

## CRITERION V: STUDENT SUPPORT AND PROGRESSION

## October- 2013



# N. H. Patel College of Education, Anand

## Managed by

# Sardar Patel Education Trust

## Bhalej Road, Anand-388001

## Gujarat

# CRITERION V:
# STUDENT SUPPORT AND PROGRESSION

**"Educationists should build the capacities of the spirit of inquiry, creativity, entrepreneurial and moral leadership among students and become their role model."**

**Abdul Kalam**

# CRITERION V:

# STUDENT SUPPORT AND PROGRESSION

# CRITERION V:
# STUDENT SUPPORT AND PROGRESSION

## 5.1 STUDENT PROGRESSION

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

We organize a week long orientation program about the course which help them in the process of acclimatization. The student teachers preparedness for the program is assessed from the first day in the form of prayer talk and other activities in morning prayer assembly. After the mentoring system ensures that they receive appropriate academic and professional counseling throughout the year .

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

The campus environment is very congenial and comfortable as it takes care of the students needs. The institution overall maintains a human environment in its dealing with the students-teachers. The institute has healthy transactions which contribute to the creation of a campus environment that promotes motivation. Some factors are :

(a) Academic excellence of the teaching faculty

(b) Stress free atmosphere

(c) Easy accessibility of teachers for guidance

(d) Innovative ideas promoted by the Principal & faculty

(e) Facilities like library, Computer lab, Internet etc.

(f) Quick Grievance Redressal & through Grievance Redressal committee

**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?**

On an average, we have a marginal drop-out rate : 4 % students drop out from the B.Ed. course Among due to some reasons given below

* Marriage of the female students
* Admission to the nearer institute
* Admission to the post-graduate department in concern subject
* Delayed admission process in other universities

However this withdrawal rate is minimized through individual counseling given by the teacher educators.

## 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?

We have Sardar Patel Education Trust Carrier Hub (SPETCH) on our campus which provides necessary services who wishes to appear in a competitive examination. Last year our 10 students got benefit from the 'SPETCH'. One of the faculty member Dr. Jayshri Dixit is a member of 'SPETCH'.

We have also a guidance and counseling cell under UDISHA Club.

Gujarat Government has made TAT (Teacher Aptitude Test) compulsory for recruitment of teachers in Gujarat.

The following students have cleared TAT in the previous two years:

| Sr. No. | Name of Student | Sr. No. | Name of Student |
|---------|-----------------|---------|-----------------|
| 1. | Chhag Kuldip | 2. | Ansuya Raval |
| 3. | ChetanChauhan | 4. | Pooja Mehta |
| 5. | Arti Patadiya | 6. | Divyesh Parmar |
| 7. | Mayur Raj | 8. | Jayesh Purohit |
| 9. | Naresh Parmar | 10. | Mithhil Sadhu |
| 11. | Ushma Yatrik | 12. | Dvisha Bhatt |
| 13. | Beena Patel | 14. | Amit Prajapati |

The following students have qualified in GSLE/NET in last two years:

| Sr. No. | Qualified in Exam | Name of Student |
|---------|-------------------|-----------------|
| 1. | GSLET | Parmar Bhavin |
| 2. | NET | Damor Kamlesh |
| 3. | NET | Damor Pushpa |

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

| Sr. No. | Year | Percentage of students gone for further studies | Percentage of students who choose teaching as a career |
|---------|------|---------------------------------------------|-----------------------------------------------------|
| 1 | 2009-2010 | 15 % | 90 % |
| 2 | 2010-2011 | 40 % | 90 % |
| 3 | 2011-2012 | 30 % | 80 % |

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

The student-teachers seek help from the institution for various types of resources. The alumni also access these resources for their professional enhancement. Many of our local past students those who are serving in surrounding secondary schools are also in touch of faculty and institute whenever they need our help we help them.

**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.**

In Gujarat state the appointments are given on the basis of qualifying TET and merit made by Government. But the institute has an informal provision for placement services as various school approach the Principal and the faculty for recruitment.

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

We have a informal placement cell under the umbrella of UDISHA club. Our concern is that the placement services are meaningful mainly in the context of private management. In the government system of recruitment where in the Grant- in – Aid institution are not free to select candidates. However schools run by NGO's and private trusts do approach us for good teachers.

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

As mentioned in No.8 this is not possible with reference to grant-in-aid schools. However, a number of private schools in our practice teaching network take an advantage of our institute so far as recruitment is concern.

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

The institute has provided the necessary physical resources to the school that approach us for placement. We offer office space as well as human and ICT support necessary for organizing the interview.

## 5.2 STUDENT SUPPORT

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

The curricular, co-curricular and extra-curricular programs are planned at the end of each academic year for the forthcoming year, so that they can be smoothly implemented. On the basis of feedback from the teacher-educators and student-teachers we work out on our academic calendar consists of curricular, co-curricular and extra-curricular in the planning activity. Work distribution are allotted in the presence of all the staff members in advance before the commencement of the academic year to ensure proper planning and smooth education of the same. Our planning always reflect the evaluation and revision.

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

We cannot change the curricular activities as it is prescribed by the university. However, whatever activities the student-teacher could not handle were modified according to the convenience of the student-teacher.

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

The institute arranges for mentoring at two levels:

### a) Mentoring in the Institute:

In B.Ed. course responsibility of mentoring a group of twelve or fourteen students throughout the year. From the beginning of an academic year, the teacher educator work with the peer group in micro- teaching. Each teacher-educator takes care of the student – teachers of their respective method. He/she guides them in lesson planning, observe their lessons and gives them feedback. Apart from this, mentors help the trainees in pedagogy in development of personality and in classroom management. This process continues throughout the year.

### b) Mentoring by School Teachers:

When the student-teachers go for internship, they are placed in different schools in small groups. The college faculties do not mentor them at the stage. This responsibility is given to school-teachers who are in terms mentored by the institute faculty. The purpose of this mentoring is to give the student-teachers first hand experience of school environment and to invite the partnership of schools in the process of teacher-education.

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

The teacher educators keep themselves abreast with the latest development in the field of education by attending the orientation & refresher course and also International, National, state level seminars/conferences. They are publishing conceptual and research papers in ISSN/ISBN numbered peer reviewed Journals.

The institute has various provisions to enhance the effectiveness of the teacher education process. Our teachers use LCD projectors for presentation. The institute has

multipurpose computer lab, where student enhance their computer skills and learn how to use computer and internet for teaching as well as pre-teaching and post teaching activities. The institute has good library with a large collection of books, magazines and journals

## 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 institute has its websites which is regularly uploaded. The website address is www.nhpateledu.org . The website displays comprehensive information about the institution like brief history of institution, our mission , photographs, resume of the faculty etc.
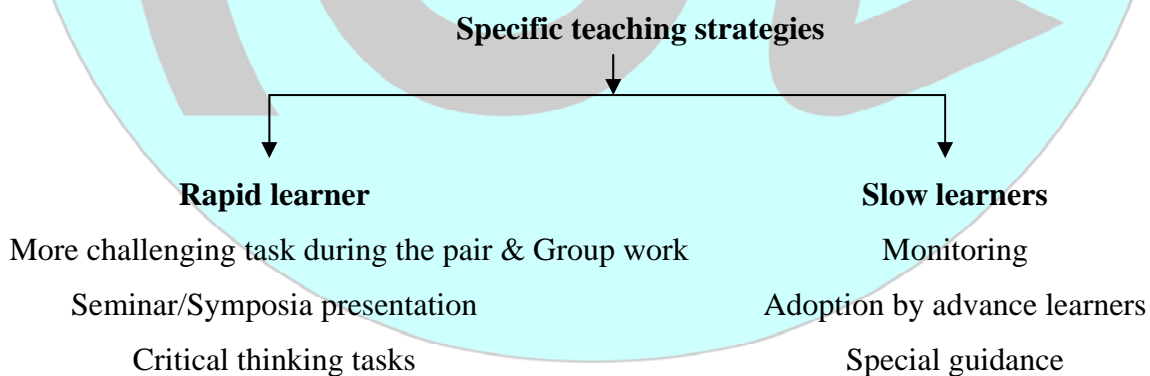
In the near future the plans are to keep the alumni and all those interested updated about the programs, workshops seminars that are conducted in the institute by the teacher educators and experts from outside.

## 6. Does the institution have a remedial programme for academically low achievers?

### If yes, give details.

We don't have any particular remedial program for low achievers but we identify them by their performance at various practice teaching stage as well as in semester examination. We arrange counseling sessions for such student-teachers who facing personal problems.

## 7. What specific teaching strategies are adopted for teaching ?

**Specific teaching strategies**

| **Rapid learner** | **Slow learners** |
|---|---|
| More challenging task during the pair & Group work | Monitoring |
| Seminar/Symposia presentation | Adoption by advance learners |
| Critical thinking tasks | Special guidance |

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

There is no formal counseling cell at the institute but each students is attached with particular teacher-educators and they encourage the students to share any personal or professional problems. The mentoring system helps the students in solving individual

problems. We hold Parent Teacher Association every year to enhance the impact of counseling

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

We have a formal grievance redressed mechanism at the institute which consists of:

(a) The Principal Dr. D. U. Patel

(b) Dr. J.J. Rana

(c) Dr. P.C. Amin

(d) Mr. J.S. Mecwan

(e) Mr. Suresh Mer ( Student Representative )

The procedure is quite open and realizing…

1. Through the student council, the student can voice their complains

2. They can drop their complains in a complain cum suggestion box

3. They can register their grievances by writing a simple letter.

Some of the major grievances in the last two years:

- Library timings were made flexible as per the requirement of the students.
- The students wanted more practice in the computer. The schedule was rearranged and the time to practice was increased.

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

The process of the student-teachers are monitored as follows:

- The attendance records are maintained by teacher in-charge of conducting the assembly
- The performance of student-teacher at practice teaching. All in-charge supervisors provide feedback to course coordinators
- The student council monitors overall class discipline
- After the first semester internal test, the progress is monitored and the student-teacher are advised accordingly.

## 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 are well prepared before they are sent to the practice teaching schools, their progress is continuously monitored.

The competency of student-teacher to teach in schools is developed through the following pre-practice preparation.

- Orientation to micro teaching
- Demonstration to the various skills are given by teacher educators
- Micro teaching skills are practiced by student-teachers in the peer group
- Micro teaching feed back
- Method wise demonstration lessons are given by teacher educators
- Follow up support is provided in the form of
  (1) Guidance in lesson plan session
  (2) Constant feedback & moral support by teacher mentor

# 5.3 STUDENT ACTIVITIES

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

Yes, the institute has an Alumni Association, OSTA

**(i) List the current office bearers**

President : Dr. D.U.Patel

Vice President : Dr. P.C.Amin

Coordinator : Mr. J.S. Mecwan

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

The last election took place on 31th January 2012

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

Seminar cum Annual meeting 2011-2012, Past student are honored for the achievement

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

| Sr. No. | Name of Alumni | Position Occupied |
|---------|----------------|-------------------|
| (1) | Dr. C. P. Patel | Principal, A.G. Teachers College, Ahmedabad |
| (2) | Dr. D.U. Patel | Principal, N. H. Patel College of Education, Anand |

| | | |
|---|---|---|
| (3) | Dr. P.C. Amin | Associate Professor, N.H.Patel College of Education, Anand |
| (4) | Dr. Pratikhsa Patel | Associate Professor, N.S. Patel Arts College, Anand |
| (5) | Mr. Jaykar Mecwan | Associate Professor, N.H.Patel College of Education, Anand |
| (6) | Dr. Vijay Sevek | Associate Professor, V.T. Chiokshi College of Education, Surat |
| (7) | Dr. Jagdish Mahida | Associate Professor, SUG College of Education, Ahmedabad |
| (8) | Dr. Bhagubhai Prajapati | Principal, Narayan Vidyalaya, Bharuch |
| (9) | Dr. S. K. Patel | Former Associate Professor, N. H. Patel College of Education, Anand |
| (10) | Dr. Rama Sud | Principal, K. J. Thakkar English Medium School, Anand |
| (11) | Dr. C.M. Patel | Former Principal, D. N. High School, Anand |
| (12) | Mrs. Hanshakunwarba Raj | Principal, J. M. Patel High School, Adas |
| (13) | Mr. Hiren Patel | Principal, B. N. Patel High School, Navali |
| (14) | Mr. Atul Patel | Principal, N. L. Patel High School, Napad |
| (15) | Dr. Mahesh Stelin | Principal, I. B. Patel English Medium School, Vallbh Vidyanagar |
| (16) | Mr. Sanjay Vaniya | Principal, H. L. Patel High School, Samarkh |

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

The institute has received a modest fund of Rs. 40,000/- in the Alumni Association.

Their contribution is also in the form of books. Our Alumni Dr. Vijay Sevak and Dr. S. K. Patel came as Resource Person in seminars & workshops.

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

**Inter Collegiate Youth Festival and Literary Events**

The institute introduce 'SAPTDHARA' program under which various co-curricular activities are organized throughout five years. Celebration of different special days like Teachers' Day, Gurupurnima , Independence Day , Republic Day, Gandhi Jayanti are also arranged. The students have also represented the institute to youth festival competitions. Students have also won prizes in debate, elocution, Rangoli, On the spot painting and Poster making etc. competitions held on campus and outside. From last 7 years we organized world population day awareness program collaborated with C. C. Patel Community Center, V.V. Nagar under which debate, poster and essay competitions are organized.

**Details of achievement of students during last two years are as follows**

Year : 2011-2012

| Sr. No. | Name of the student | Event organized | Position Secured |
|---------|---------------------|-----------------|------------------|
| 1 | Reshma Ajmeri | State Level Debate Competition | First |
| 2 | Charulatta J. Dave | S.P. University Essay Competition | Second |
| 3 | Reshma Ajmeri | Inter B.Ed. College Quiz Competition S.P. Uni. | First |
| 4 | Rakesh Vaghela | Teaching Aid Competition , S.P. University | First |
| 5 | Priti Patel, Puspa Damor, Rahul Rana | Inter B.Ed. College Quiz Competition | First |
| 6 | Nirav C. Patel | Inter B.Ed. College Poem Competition, S.P. Uni. | First |
| 7 | Paresh K. Rohit | Inter B. Ed. College Poster Competition, | First |

Year : 2010-2011

| Sr. No. | Name of the student | Event organized | Position Secured |
|---|---|---|---|
| 1 | Niyati Jani | Essay Competition, C.C. Patel Community Science Center | Second |
| 2 | Arti Patadia & Sabbirhussian Saiyad | Satet Level Essay Competition | First |
| 3 | Rajput Kali | Essay Competition, S.P. University | Second |
| 4 | Group Song Team | Group Song Competition at University and Zonal Level | Second |
| 5 | Meghna Bhoi | Collage Competition | Third |
| 6 | Manjula Makwana | State Level E-Lesson planning Competition | First |

**3. How does the institution involve and encourage students to publish materials like catalogues, wall magazines, college magazine, and other material. List the major publications/materials brought out by the students during the previous academic session.**
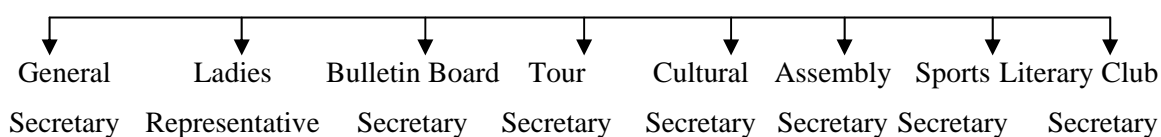
The students are encouraged to prepare wall magazine according to university criteria. Student-teachers have to prepare materials for Bulletin Board in both the semesters. They are provided guidance and necessary facilities for the same.

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

The institute has a student council. Class Representatives are nominated on the basis of their academic performance in the last examination. The student council is chosen by the class through elections. The desired candidates who wish to contest for the various position of the student council register their names and they are given an opportunity to deliver a speech and campaign for themselves after which a formal election is held. The student-teachers vote and put the chits in the ballot box. The votes from the ballot box are opened in the class and each vote is read out and recorded on the board. The student-teachers recurring highest number of votes are chosen for the various posts of the student council. All this is done in the presence of all teacher educators.

**Constitution of members of the student council and their portfolio**

| General Secretary | Ladies Representative | Bulletin Board Secretary | Tour Secretary | Cultural Secretary | Assembly Secretary | Sports Secretary | Literary Club Secretary |
|---|---|---|---|---|---|---|---|

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

For the smooth functioning of the institution and to bring in a proper coordination between the institution and the student teachers, various comities have been formed. Students are represented in the students' council. They are also represented Grievance Redressal committee, Cultural committee, Sports Committee, Tour Committee, Assembly Committee, Literary Committee etc. Each committee has a student secretary who co-ordinates with the professor In-charge on various events held within the institute.

➢ The Grievance Redressal Committee — Looks into students grievances in close coordination with the principal

➢ Cultural Committee — Arrange different cultural program throughout the year like Varshageet, Navratri etc.

➢ Sports Committee — Organize institute Sports activities

➢ Tour Committee — Organize college Tour once a year

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

The principal collects feedback from the students at the end of the academic year. We also invite many of our graduates during the in-services training programs and collect feedback from them.

## 5.4 BEST PRACTICES IN STUDENT SUPPORT AND PROGRESSION

We would like to highlight the innovative practice in the formation of 'SAPTDHARA' and the formation of our student council. Class representative are selected on the basis of their merit and after that a democratic election is held. The innovative practice combines the benefits of meritocracy with democracy and we have got

efficient and value oriented student leaders in future. Because of 'SAPTDHARA' program various co-curricular and literary activities are organized through which student-teachers got a platform to show their talents. Our Trust has a Chanchalba Lalitkala Institute in which our three faculty members Dr. Jayshri Dixit, Prof. Jaykar Mecwan & Prof. Subhash Makwana are active members. Chanchalba Lalitkala Institute organized various co-curricular programs for students which gives an excellent platform to show the talents of our student-teachers.

Every year we provide financial aid to needy student teachers from the fund generated by Alumni Association. We are running Book Bank under which we provide a set of books to our students for the whole academic year.

## Additional Information to be provided by Institutions opting for Re-accreditation

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

The following suggestions were given in the previous assessment report

- The college must take appropriate steps for the integration of ICT and ET in its existing training program.
- The institute may adopt suitable strategies for identify and remediating the learning difficulties of the slow and weak learners.

In line with suggestion we have a foundation paper 'Computer Application in Education', which provides the integration of ICT and ET in its existing training program.

### 2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Student Support and Progression?

We have taken the following measure to sustain and enhance the quality of education. A multipurpose computer lab having all facilities of ICT & ET is set the in collaboration with dell. It provides maximum use of ICT in training program. We adopt many strategies like given extra guidance to slow & week learners give individual counseling to slow & week learners.

# Re-accreditation Report

for

## National Assessment and Accreditation Council

# Part-II
# Criterion wise Analysis

## CRITERIA VI - GOVERNANCE AND LEADERSHIP

### October- 2013



# N. H. Patel College of Education, Anand

## Managed by

## Sardar Patel Education Trust

### Bhalej Road, Anand-388001

### Gujarat

# CRITERIA VI –
# GOVERNANCE AND LEADERSHIP



**"Effective leadership is not about making speeches or being liked; leadership is defined by results not attributes."**

**- Peter Drucker**

# CRITERIA VI –
# GOVERNANCE AND LEADERSHIP

# CRITERIA VI - GOVERNANCE AND LEADERSHIP

## 6.1 INSTITUTIONAL VISION AND LEADERSHIP

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

**Purpose –**

To provide Teacher Education

**Vision -**

Qualitative contribution through teaching-learning process for the empowerment of the nation.

**Mission :**

To contribute highly professional, highly challengeable, highly ethical teachers through rigorous training for comprehensive development of the nation.

**Values :-**

To inculcate following values in student teachers:

- Regularity
- Honesty
- Community living
- Punctuality
- Commitment
- Sense of responsibility
- Duties towards society / Nation

The above things made to known to various stakeholders through curricular, co-curricular and extra-curricular activities.

**2. Does the mission include the institution's goals and objectives in terms of addressing the needs of the society, the students it seeks to serve, the school sector, education institution's traditions and value orientations?**
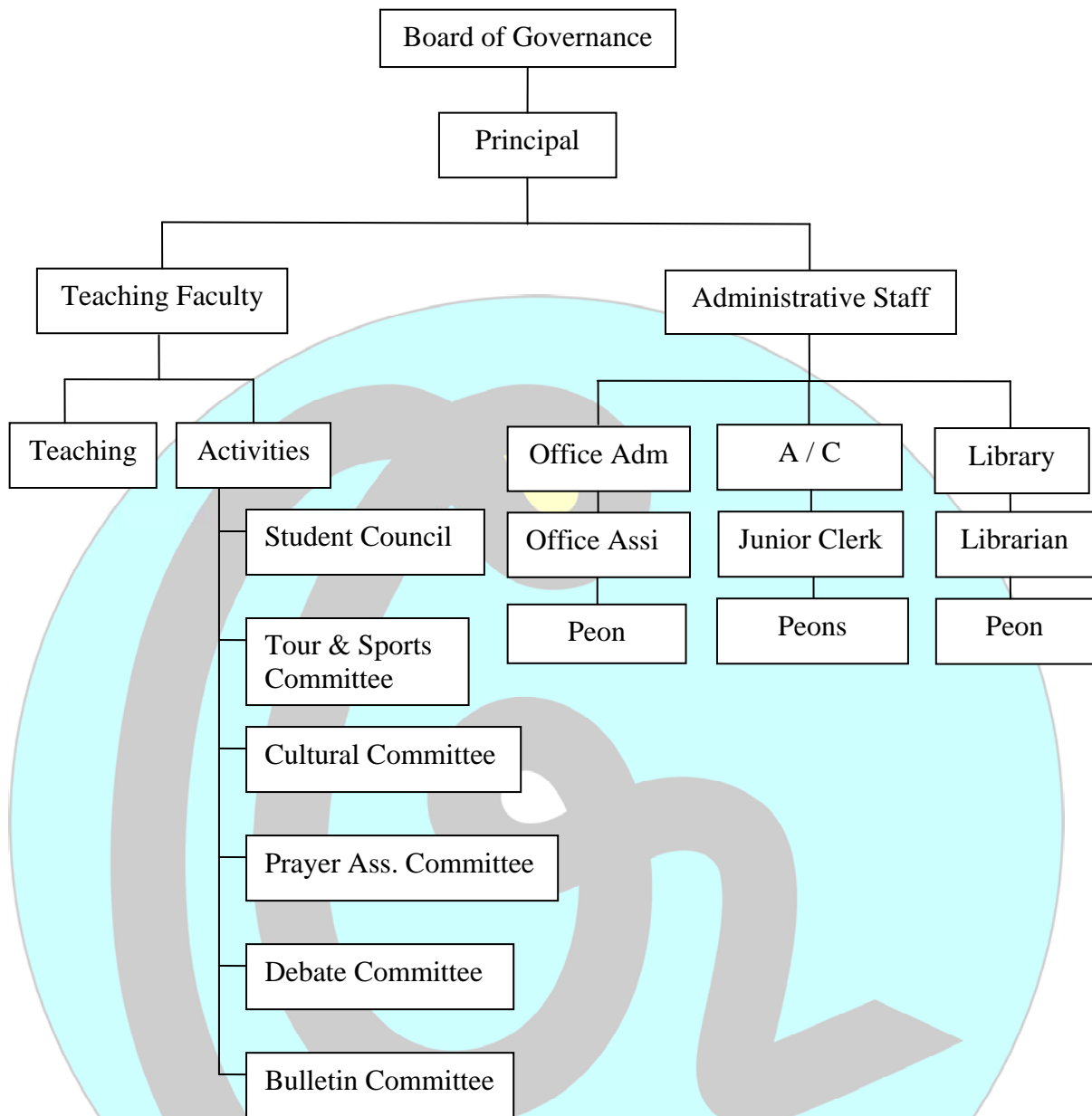
Yes, the mission statement includes the institution's goals and objectives. It addresses our societal needs in general and those of our learners and teachers in particular. We assess the needs of local and state level society by and large. It is relevant for the school sector and for the values of our institute as stated above.

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

Our institute's management is governed by the umbrella organization Sardar Patel Education Trust, which has established in 1970. Ever since its establishment, Sardar Patel Education Trust has worked for empowering of the weakest sections of society and quality enhancement in higher education.

The institute is managed by its Board of Governance. The key position in Board of Governance is the Managing Trustee and Secretary. We have also a core committee who looks after the maintenance of infrastructure and purchase. The principal, who is also a member of the Board, is responsible for implementation of all policy decisions. This is done with help of the faculty members and the teachers' in-charge of various committees.

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                    ┌──────────────────────┐
                    │ Board of Governance  │
                    └──────────┬───────────┘
                               │
                       ┌───────┴────────┐
                       │   Principal    │
                       └───────┬────────┘
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│ Teaching Faculty │                      │ Administrative Staff │
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        │Student Council │  └────┬─────┘    └────┬───────┘   └────┬─────┘
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        │ Tour & Sports  │  └──────────┘    └──────────┘    └──────────┘
        │ Committee      │
        └────────────────┘
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        │Cultural Committee│
        └────────────────┘
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        │Prayer Ass. Committee│
        └──────────────────┘
        ┌────────────────┐
        │Debate Committee│
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        │Bulletin Committee│
        └────────────────┘
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## 4. How does the management and head of the institution ensure that responsibilities are defined and communicated to the staff of institution?

The management has entrusted the principal with task of leading the B.Ed. college to greater heights. Freedom is given to the principal to take decisions regarding the conduction of various program however the management is kept informed about the progress and programs of the institute by the principal.

The institute ensures that responsibilities are properly defined, as we meet regularly in various staff meetings where each person's duties and responsibilities are discussed. Planning for the next academic year is done through staff meetings.

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

The management and the head of the institution encourage continues feedback system and thereby using this critical information in a constructive way to improve upon the practices of the institution. The feedback obtained from the students regarding the course and the members of faculty is discussed in the review and planning meetings. This ensures that we have a functional organizational structure.

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

The principal with the constant support of the management and teacher educators endeavour to identify the barriers and facilitate them to reduce it to the minimum and increase the efficiency to achieve the mission and vision of the institution. Though we have students from various disciplines and different strata of the society, because of heterogeneous group, in the beginning we find some difficulties in making them aware about the activities to be carried out throughout the year. We overcome this barrier through a week long orientation about the syllabus, tasks and activities.

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

No organization can work smoothly without the support and co-operation of the people working in the organization. The management encourages the staff for the improvement of the effectiveness and efficiency of the institutional process. The management of the institute adopts a participatory approach in the sense that the staff is allowed to offer suggestions and is invited to come forward with willing shouldering of responsibilities. The strategic plan developed by such participatory approach is implemented effectively with minimum intervention. The management provides adequate financial support for each initiative, either from societal funding or by obtaining grants from various agencies. The management encourages the teacher educators to study further and also to complete their doctoral degrees. The management also acknowledges the work and support given by every individual member of the staff.
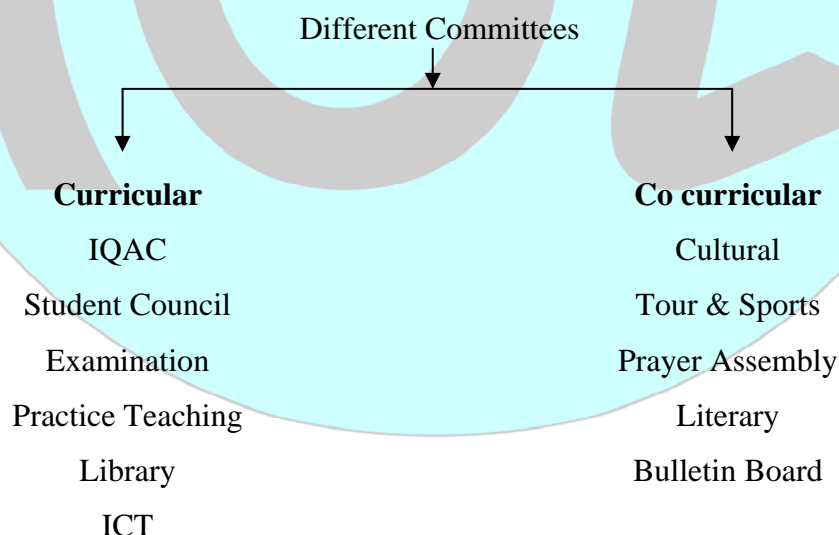
**8. Describe the leadership role of the head of the institution in governance and management of the curriculum, administration, allocation and utilization of resources for the preparation of students.**

The success of an organization depends on how effectively the head of the organization has lead and guided the organization. The principal has constantly sought support and encouragement from the management Board. In curricular planning and implementation, the principal is the key figure, who supervises the process in the course design and ensures their passage in the university boards and academic council. As a member of board of governance, he interacts with the policy making body to ensure appropriate allocation and utilization of resources for the preparation of students.

## 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.**
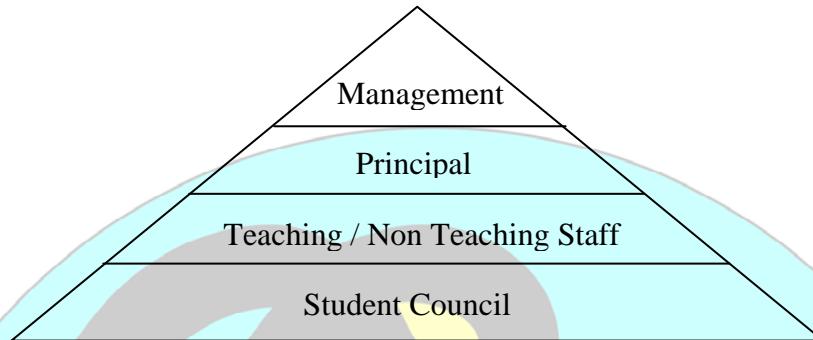
Organizational Arrangements made by different curricular and co-curricular committees is given as under.

Different Committees

| Curricular | Co curricular |
|------------|---------------|
| IQAC | Cultural |
| Student Council | Tour & Sports |
| Examination | Prayer Assembly |
| Practice Teaching | Literary |
| Library | Bulletin Board |
| ICT | |

So far as infrastructure and linkages are concerned, the matters are discussed at Board of Governance meeting and decision are taken accordingly.

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

The institute is affiliated to the Sardar Patel University. The syndicates, the senate, the academic council, the faculty of education, the Board of studies in Education are all relevant in our context. The institute is appropriately represented on each of these bodies for in house academic management we have an organizational hierarchy.

```
                    /\
                   /  \
                  / Management \
                 /------------\
                /   Principal   \
               /----------------\
              / Teaching / Non Teaching Staff \
             /--------------------------------\
            /         Student Council           \
           /------------------------------------\
```

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

The administration of the institute is decentralized. Decision making is done in a participatory manner. The correspondence and other record-keeping tasks are distributed among the teacher in-charge of different committees.

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

The B.Ed. institution has to work in co-ordination and co-operation with several other institutions.

The institute collaborates with a number of departments and agencies in its functioning. The institute is constantly in touch with Sardar Patel University for being an affiliated college under them. There is a constant interaction with the teachers and learners of colleges of Education. We also collaborate with a number of schools for practice teaching. This live contact with other educational bodies helps us to improve our own functioning on and or going basis.

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

The institution collects the feedback from students, alumni, teacher educator for finding its strengths and drawbacks of the institution. The information obtained from feedback is used in decision making. It is also used in future planning.

## 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 success of any institution depends on how well activities were done in co-operation and co-ordination with each other. Our institution is known for its quality education and this cannot be achieved unless all the teacher educators works in co-ordination with each other.

The faculty works in close co-ordination as members are represented on various committees referred to above. This constant collaboration leads to an environment of sharing and caring and creates homey feeling among the members. This in turn prepares the ground for innovation and empowerment.

## 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?

The institution has not a formal structure of MIS (Management Information System) but the functions of MIS are carried out manually. From last three years we have updated our website through which the information about the institution, its vision & mission, the syllabus, the resume of staff and information's about management are mentioned.

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

Our institute is an aided institute getting grants under Grant- in Aid from the state Government. But the amount which we get is not sufficient. So we receive financial support from the management. The resources are allocated in line with the accepted norms that have in the first place been kept in mind, while planning any change or introducing any innovation.

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

Our human and financial resources are provided by the state government. We are comparatively small organization but due to the state government policy we are in shortage of human resources. To met this deficit we have a temporary appointment system on ad-hoc basis however, when we have to decide 'who will do what' we give priority to the role perception of the individual and the aptitude for that work

### Allocation of Financial Resources :

This is done the basis of the Grant-In-Aid rules and Sardar Patel Education Trust norms. It means that there is a transparent system of allocation of funds.

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

Academic calendar of the institution is prepared with all the teacher educators during the staff meetings. This exercise is taken up in yearend meetings of the pervious academic year and the process goes on at various stages.

The annual review and planning of our institute provides a good example of participatory management.

In consultation with the practice teaching school teachers and teacher educators practice teaching, block teaching, internship program etc. are organized we keep in mind the school calendar while discussing about our planning.

Thus, our academic plan is prepared with active involvement of the faculty, student-teachers as well as school teachers.

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

When the institutional plan is prepared, this is done with a discussion of the objectives of each activity. As a policy, our institute provided quality assurance by ensuring each individual employees contribution.

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

The vision, mission, and implementation plan are regularly monitored at different levels. They are discussed in the annual review and planning meetings. The Board of Governance of the institute meets once in a month and they plan and monitor the various activities of the institute. Monitoring is also done at student council level.

## 6.4 HUMAN RESOURCES MANAGEMENT

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

The faculty development needs are identified in line with the perception and evaluation arrived at on the basis of students' feedback and the self appraisal report submitted by the member concerns. The parent body Sardar Patel Education Trust has adopted the policy of getting feedback from the Principal regarding the performance, professional development and needs of the faculty.
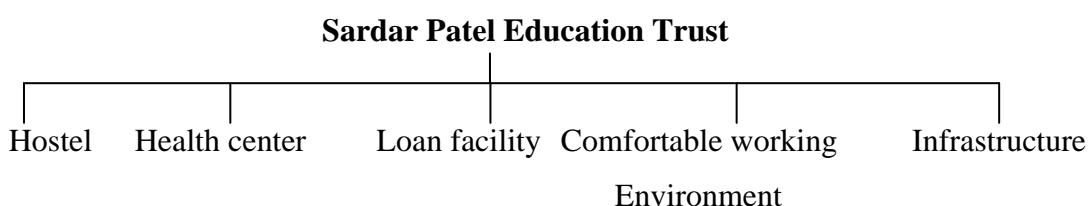
**2. What are the mechanisms in place for performance assessment (teaching, research, service) of faculty and staff? (Self–appraisal method, comprehensive evaluations by students and peers). Does the institution use the evaluations to improve teaching, research and service of the faculty and other staff?**

We have adopted the academic performance Index (API) system developed by the UGC for the faculty in higher education.

We have a formal mechanism of students' feedback to assess the quality of performance in terms of teaching, research and other aspects of service.

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

No, organization can flourish without winning the trust and confidence of the people working in the organization. The following welfare measures are available for the staff and faculty.

**Sardar Patel Education Trust**

Hostel   Health center   Loan facility   Comfortable working   Infrastructure
Environment

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

The institution conducts staff development program for skills up-gradation and training of teaching and non-teaching staff in the following ways.

- Intel workshop in the area of ICT
- Three national seminars
- Local workshop in different skill up gradation

The non-teaching staff also attends skill up-gradation work shop like use 'tally' software and in the area of digitalization of library services.

**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. )?**

The recruitment at the institute follows the norms prescribed by the NCTE, the Sardar Patel University, UGC, the commissioner of Higher Education and the State Government accordingly.

**6. What are the criteria for employing part-time/Ad-hoc faculty? How are the part time/ Ad-hoc faculty different from the regular faculty? (E.g. salary structure, workload, specializations).**

We do not have any ad-hoc faculty.

**7. What are the policies, resources and practices of the institution that support and ensure the professional development of the faculty? (E.g. budget allocation for staff development, sponsoring for advanced study, research, participation in seminars, conferences, workshops, etc. and supporting membership and active involvement in local, state, national and international professional associations).**

The institute encourages the faculty to attend seminars, conference and workshops. It also encourages the faculty to join professional body / association. Most of our teacher

educators are the members of research forum like AIAER and CTE. In addition we also encourage them to apply for support in the form of Minor Research projects. Because of this encouragement three faculty members got minor research projects from UGC.

**8. What are the physical facilities provided to faculty? (Well-maintained and functional office, instructional and other space to carry out their work effectively)**
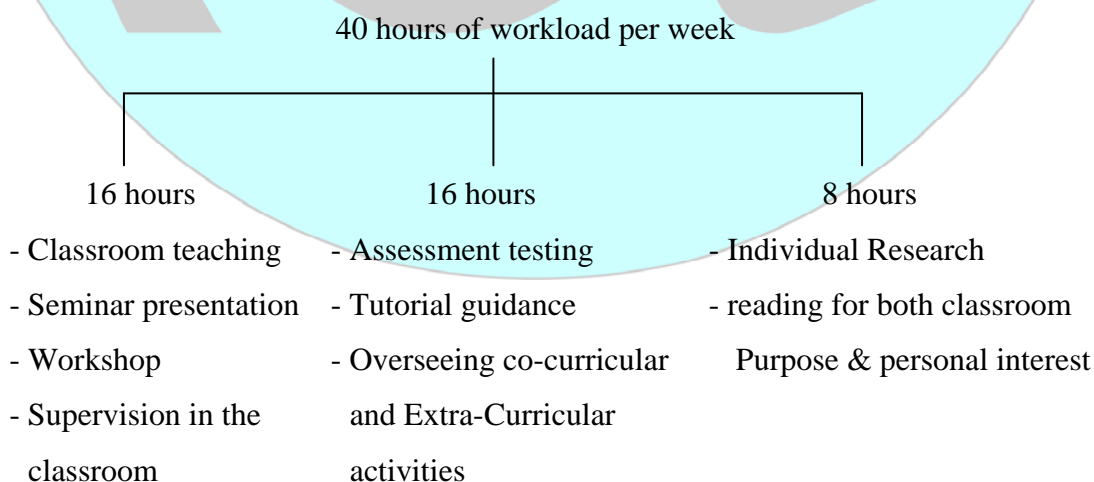
The faculty is provided a well equipped staff room. A separate computer is provided to the faculty in common with free internet access and printer.

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

Faculty members can report to the Staff Secretary or directly to the Principal for minor requirements. They are members of SPUTA ( Sardar Patel University Area Teacher's Association) which takes up Grievances at the level of management, University and Government.

**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.**

The workload of the faculty is regulated on the basis of the UGC norms. Each teacher is allotted 40 hours of workload per week in accordance with UGC & S.P. Uni. Norms.

40 hours of workload per week

| 16 hours | 16 hours | 8 hours |
|---|---|---|
| - Classroom teaching | - Assessment testing | - Individual Research |
| - Seminar presentation | - Tutorial guidance | - reading for both classroom |
| - Workshop | - Overseeing co-curricular | Purpose & personal interest |
| - Supervision in the | and Extra-Curricular | |
| classroom | activities | |

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

Motivation provided by the Principal and the management plays a vital role. The institute motivates the staff in the following ways

* The principal at the institutional level appreciate good work done by the teacher educators in the staff meeting.
* By giving press note in newspapers
* By giving certificate of appreciation
* Appreciate faculty achievement in Annual day function

# 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 .

Yes, our institute is a grant-in –aid institute. It receives state government grant Rs.300 per student, per annum for all the other expenses we get maintenance grant and salary grants from the State Government. Since the college is recognized under 2(f) and 12(b) UGC act, we also get grants under various scheme of UGC.

Following details of grants received during last three years

| | State Govt. Grant | | UGC Grants Under 11th Plan | | |
|---|---|---|---|---|---|
| Year | Maintenance grant | Salary Grant | Equipment | Books | Study Tour |
| 2009-10 | 30,000 | 35,50,250 | 2,00,000 | 2,00,000 | 60,000 |
| 2010-11 | 30,000 | 71,02,854 | | | |
| 2011-12 | 30,000 | 82,35,180 | | | |
| 2012-13 | 30,000 | 90,91,691 | | | |

## 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 Sardar Patel Education Trust.

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

No, the day to day expenses have to be met with the help of parenting body Sardar Patel Education Trust.

## 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 resources are inadequate. As a result of this for all the past five years, the institute had a deficit budget.

However, the parent organization body Sardar Patel Education Trust has always come forward to support all good activities and also appointed ad-hoc non teaching staff wherever the state government has not filled the vacancy.

## 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).**

The institute accounts are regularly audited at the following level :

* Sardar Patel Education Trust Audit
* Charted Account's Audit
* State Government Audit
* Accountant General (AG) office Audit

There are no major pending audit paras or objections, simply because all running expenses are provided by the Trust.

## 6. Has the institution computerized its finance management systems? If yes, give details.

Yes, we have computerized our finance management system. We are preparing all of the bills and maintained all account details in computer. Even the salary payment is also functioning online.

## 6.6 BEST PRACTICES IN GOVERNANCE AND LEADERSHIP

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

Next year we plan to have M.Ed. (Self-Finance) course. All the necessary requirement are fulfilled by the institution.

## Additional Information to be provided by Institutions opting for Reaccreditation

**1. What were the evaluative observations made under Governance and Leadership in the previous assessment report and how have they been acted upon?**

The suggestion given by peer team is no perspective plan for future development is evidenced. After the first accreditation, there are no such add-on courses or career oriented courses for education faculty in UGC scheme. Even though we plan to have M.Ed. (Self-Finance) course from next Academic Session i.e. from 2014-15.

**2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Governance and Leadership ?**

Since the previous assessment and accreditation we realized to use ICT in teaching and learning activities with the collaboration of DELL. We established multipurpose computer lab.

# Re-accreditation Report

for

## National Assessment and Accreditation Council

# Part-II
# Criterion wise Analysis

## CRITERION VII: INNOVATIVE

## PRACTICES

### October- 2013



# N. H. Patel College of Education, Anand

## Managed by

# Sardar Patel Education Trust

### Bhalej Road, Anand-388001

### Gujarat

# CRITERION VII:
# INNOVATIVE PRACTICES



**"I believe in innovation and that the way you get innovation is you fund research and you learn the basic facts."**

**- Bill Gates**

# 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, we have established an IQAC after the first accreditation in year 2008. The IQAC has the following members.

| | | |
|---|---|---|
| 1. Chair Person | : | Dr. D.U. Patel |
| 2. Administrative officer | : | Shri R.M. Joshi |
| 3. Members | : | (1) Dr. P.C. Amin |
| | | (2) Shri L.S. Balat |
| | | (3) Shri J.S. Mecwan |
| | | (4) Dr. J.J. Dixit |
| | | (5) Shri S.V. Makwana |
| 4. Computer Instructor | : | Shri N.B. Parmar |
| 5. Member of the Management | : | (1) Shri B.N. Patel |
| | | (2) Shri G.B. Shah |
| 6. Local Society | : | (1) Dr. C.S. Patel |
| | | (2) Dr. S.K. Patel |
| 7. Co-ordinator | : | Dr. J.J. Rana |
| Assi. Co-ordinator | : | Dr. U.S. Sharada |

The IQAC meets at the beginning and the end of each semester. In addition the IQAC may meet as required, at the invitation of the co-ordinator.

The IQAC considers the plan prepared by the faculty, especially any change proposed in the previous semester plan.

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

The B.Ed. being a very comprehensive course with multi farious activities. The institute used the mechanism of in charge faculty at the middle level management and its Board of Governance at the top level for this purpose. The program in-charge constantly

monitors the curricular and co-curricular activities round the year. This is further examined by the IQAC as well as the Board of Governance.

## 3. How does the institution ensure the quality of its academic programmes?

The principal of the institute evaluates the quality of curricular transaction by obtaining feedback from the students at the end of each semester. The principal also gives responsibility to the program in-charge teacher for different program. The Board of Governance takes of policy decisions and administrations at the highest level.

In addition student council is formed to monitor co-curricular activities under the guidance of teacher in-charge.

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

The administration processes are constantly monitored by the principal himself and also by SPET.

The financial management is streamlined by auditing at various levels. First it is monitored by the Board of Governance, the internal audit team of Sardar Patel Education Trust every month, the state audit team at the end of every year, and the AG office team at regular intervals.

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

The best practices are discussed at various platforms like the management meeting with the principals and faculty for various planning of management, where in brainstorming and deliberation happen. We have also developed the practice of frequent faculty meetings where the information is disseminated smoothly. The overall participatory approach ensures that there are few bottle necks in the flow of information.

## 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.

The paper on "Psychology of the Learners' gives an insight into the different disabilities and its implications. The emphasis is laid on the focus given to inclusive Education in the national policies and the school curriculum. As we have 53 % reservation

in the admission process. We have a fairly diverse group of students at the institute. The teachers are therefore aware of the issues of inclusion in terms of social disadvantage as well as physical disability.

## 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?

Academic curriculum of the B.Ed. program has topics on gender issues as well as inclusion and exceptionality, what is more important is that we make provision in the actual transaction process by ensuring that all the social groups, including gender groups learners who may be different able participate in all the processes. We emphasize the values of equity and equality, and the need for inclusion at all levels.

## 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.

At our institute we introduce 'SAPTDHARA' program in which we have a large number of curricular and co-curricular activities conducted by various 'DHARA'. These Dharas are not exclusive groups but rather broad based and inclusive bodies in which all sections are well represented.

The faculty encourages online interaction within and across various programs. So on and average our students and teachers have better interaction and active engagement in all process.

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

Student-teachers are made proficient with working with children from diverse background through:

- Practice teaching schools with special emphasis on the municipal schools
- Visit to institutions like 'Joylan' and 'Anupam Mission' working for the underprivileged
- Community work
- Extension activities

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

An elevator is in the process of installation to help the physically challenged. Loan and fee concession are given.

**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)?**

We have an active 'Women Development Cell' in our institute. Where in 3 members of faculty and Ladies Representation and Two Students' representative are active members. Every year, we invite eminent activists to give lectures about issues of women and also conduct workshops for our female students. We also organized competitions by 'Women Development Cell'. we also celebrate 'nutrition week ' for female students.

## 7. 3 STAKEHOLDER RELATIONSHIPS

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

The stakeholders are in a position to access information about are academic as well as administrative matters through…

- Website
- Brochures
- Administrative records
- Financial records
- API of teacher educators
- Performances of student-teachers at the University examination
- Annual parent meeting

**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?**

We always concerned about easy access to information, and the mechanisms cell and various 'DHARA' provide enough opportunities for sharing of data on these issues.

We make staff-meeting every month to analyze success and failures of various process.

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?**

We have a feedback mechanism from the student-teachers at the end of the year. We receive data from the practicing schools on a regular basis from the Mentor teacher. Parents Teachers Association and Alumni Association are organized one in an academic year. We get guidance and suggestions during this meeting.

This we have several ways to get feedback for quality improvement.

# Additional Information to be provided by Institutions opting for Reaccreditation

## 1. How are the core values of NAAC reflected in the various functions of the institution?

The core values of NAAC are reflected in the functioning of the IQAC and the constant striving for enhancement of quality in all our transactions.

* Function of 'SAPTDHARA' levels to encourage continuous professional development of faculty members and student- teachers.
* The world today needs moral and spiritual revolution this view is reflected in N. H. Patel College of Education daily assembly
* Our prayer is based on 'Sarva Dharma Sambhav'
* Prayer talk is based on moral, spiritual revolution
* Organization of seminar & workshop on Value education inculcate values like equality , justice and gender equity etc .

N. H. Patel College of Education
**( Managed by : Sardar Patel Education Trust, Anand)**
accredited Grade ' B ' By NAAC ( March-2008)
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E-mail : info@nhpateledu.org
Website : www.nhpateledu.org

# Declaration

I certify that the data included in this Self-Appraisal Report (SAR) are true to the best of my knowledge. This SAR is prepared by the institution after internal discussion, 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.

Signature of the Head

Place : Anand

Date :