

CHAUDHARI COLLEGE OF EDUCATION (M.ED)

OPPOSITE S.T. DEPOT, SECTOR 7

GANDHINAGAR, GUJARAT

SELF APPRAISAL REPORT



TRACK ID:-GJCOTE22677

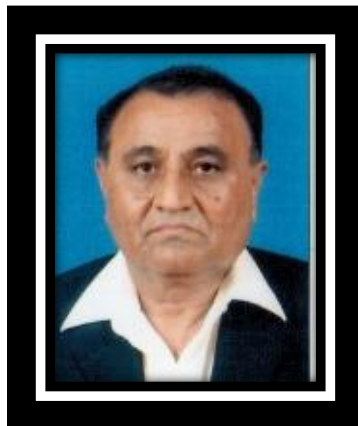
NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL (NAAC)

P. O. Box No. 1075, NAGARBHAVI

BANGALORE -560072, KARNATAKA

INDIA

PRESIDENT PREFACE



I take this opportunity to express my pleasure to submit the Self Study Report (SSR-2014) of Chaudhari College of Education (M.Ed.), for the first cycle of accreditation. The preparation of this Self Study Report provided an opportunity to realize the strengths and weaknesses. It was an opportunity for the staff to introspect. This effort made the institution to move ahead few steps in quality enhancement process. I would like to thank the members Akhil Anjana Kelavani Mandal, for their inspiring and tireless guidance and constant encouragement, throughout the period of present work. I am also grateful to all the teaching and non-teaching members of the college who spent countless hours in collecting and analyzing the data, compiling it, typing and refining the answers. Their dedicated efforts have led to the creation of this report.

Shree M.K. Chaudhari,



President

Message from principal



It gives me immense pleasure and privilege to submit the Self Study Report (SSR) of Chaudhari College of Education (M.Ed.) for the first cycle of accreditation by the National Assessment & Accreditation Council (NAAC). This report has been prepared following the guidelines of NAAC. The report is a reflection of the academic and administrative functions and activities happening during the past years in the College focusing on curricular aspects, teaching-learning and evaluation, research, consultancy and extension, infrastructure and learning resources, student support and progression, governance, leadership and management, innovations and best practices and departmental exercises of Chaudhari College of Education (M.Ed.). sincere thanks to all my staff members for the team work .

Principal

A handwritten signature in blue ink, appearing to read 'Bhavna S. Patel', on a light blue background.

Dr. Bhavna S. Patel
Principal

DIRECTOR PREFACE



It gives me immense pleasure to submit the Self Study Report (SSR) of Chaudhari College of Education (M.Ed.) to the National Assessment & Accreditation Council (NAAC) for accreditation in compliance of our LOI requirements for further quality sustenance and enhancement of the college. This exercise has provided us with an opportunity to review and analyze the institutional progress for the first accreditation and further strengthen ourselves in our quest for Quality in the times to come.

This report is the outcome of the collective efforts of the entire college Community. I highly appreciate the deep involvement and sincerity as well as collaborative efforts of the entire team. As a premier and responsible educational institution of Akhil Anjana Kelavani Mandal, the college has created a niche for itself so far as the Women Education of the region is concerned along with its efforts that stamp its mark by adopting innovative initiatives, acquiring new skills and employing new techniques. Hope we shall have the pleasure of hearing soon from you about your decision on Peer Team Visit for the Inspection.

Director,

A handwritten signature in blue ink, appearing to read 'B. Chaudhari', written over a light pink rectangular background.

Shree Baladevbhai Chaudhari

Shree Akhil Anjana Kelavani Mandal, Gandhinagar.

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A. Profile of the Institution

1. Name and address of the institution: Chaudhari college of Education(M.Ed)

2. Website URL www.chaudharimed.org

3. For communication:

Office

NAME	TELEPHONE NO WITH STD CODE	FAX NUMBER	E-MAIL ADDRESS
BHAVNA S. PATEL PRINCIPAL	079-23244320 079-23244540	079-23229833	<i>chcoed@gmail.com</i>
VICE PRINCIPAL			
SELF APPRAISAL CO-ORDINATOR PRASANT BHAI VAGHELA	07874425011		

Residence

NAME	TELEPHONE NUMBER WITH STD CODE	MOBILE NUMBER
HEAD/PRINCIPAL BHAVNA S. PATEL	079-27558168	9426572720
VICE PRINCIPAL		
SELF APPRAISAL CO-ORDINATOR PRASANT BHAI VAGHELA		07874425011

4. Location of the Institution:

Urban ☒ Semi-urban ☐ Rural ☐ Tribal ☐

Any other (specify and indicate) ☐

5. Campus area in acres:

6. Is it a recognized minority institution?

Yes

☐

4.5 acres

No

☒

7. Date of establishment of the institution:

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Month & Year

MM	YYYY
07	2007

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

Gujarat University,ahmedabad

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

Month & Year

MM	YYYY
2f	X

Month & Year

MM	YYYY
12B	X

10. Type of Institution

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

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

Yes ☐ No ☒

If yes, has the institution applied for autonomy?

Yes ☐ No ☒

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12. Details of Teacher Education programmes offered by the institution:

Sl. No.	Level	Programme / Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
i)	Pre-primary			Certificate		
				Diploma		
				Degree		
ii)	Primary/ Elementary			Certificate		
				Diploma		
				Degree		
iii)	Secondary/ Sr. secondary	B.Ed.	Graduation	Certificate	1 Year	Gujarati
				Diploma		
				Degree		
iv.	Post Graduate	M.Ed	B.Ed	Diploma		
				Degree	1 Year	Gujarati
v.	Other (specify)			Certificate		
				Diploma		
				Degree		

(Additional rows may be inserted as per requirement)

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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/5-6/99th/ 2007/c-203/B 26/07/2007	Till Date	100
Post Graduate	M.Ed.	WRC/5-6/119th /2009/56452 10/06/2009	Till date	35
Other (specify)	X	X	Note: According to Letter no./WRC/APW06844 /325106/323272/140/2010/71405. Intake was Increased up to 35 students from 25	

(Additional rows may be inserted as per requirement)

B) Criterion-wise inputs

Criterion I: Curricular Aspects

1. Does the Institution have a stated Vision

Yes	✓	No	
-----	---	----	--

Mission

Yes	✓	No	
-----	---	----	--

Values

Yes	✓	No	
-----	---	----	--

Objectives

Yes	✓	No	
-----	---	----	--

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

Yes	✓	No	
-----	---	----	--

If yes,

a) How many programmes?

02

b) Fee charged per programme

B.Ed.- 30000, M.Ed.- 45000

3. Are there programmes with semester system

yes

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

Yes		No	✓
-----	--	----	---

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

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

D.Ed.	<input type="text"/>
B.Ed.	09/01
M.Ed. (Full Time)	00/02
M.Ed. (Part Time)	<input type="text"/>
Any other (specify and indicate)	<input type="text"/>

6. Are there Programmes offered in modular form

Yes		No	✓
-----	--	----	---

Number	<input type="text"/>
--------	----------------------

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

Yes	✓	No	
-----	---	----	--

Number	1
--------	---

8. Are there Programmes with faculty exchange/visiting faculty

Yes		No	✓
-----	--	----	---

Number	<input type="text"/>
--------	----------------------

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

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

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

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

2years

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

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

Number	<input type="text"/>
--------	----------------------

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

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

Number	<input type="text"/>
--------	----------------------

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

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

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

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

Criterion II: Teaching-Learning and Evaluation

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

- a) Through an entrance test developed by the institution ☐
- b) Common entrance test conducted by the University/Government ☐
- c) Through an interview ☐
- d) Entrance test and interview ☐
- e) Merit at the qualifying examination ☒
- f) Any other (specify and indicate) ☐

(If more than one method is followed, kindly specify the weightages) ☐

2. Furnish the following information (for the previous academic year):

- a) Date of start of the academic year 15/06/2013
- b) Date of last admission 12/08/2013
- c) Date of closing of the academic year 26/04/2014
- d) Total teaching days 191
- e) Total working days 231

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.		100	100		65	65		35	35
M.Ed. (Full Time)		35	35		13	13		22	22
M.Ed. (Part Time)									

4. Are there any overseas students?

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

If yes, how many?

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

- a) Unit cost excluding salary component 44933.0
- b) Unit cost including salary component 14768.0

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*(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.	83.52	51.9	73.61	48.00
M.Ed. (Full Time)	84.40	63.57	83.21	53.33
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.			
B.Ed.	60	25	15
M.Ed. (Full Time)	50	-	50
M.Ed. (Part Time)			

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

11. Practice Teaching at School

- a) Number of schools identified for practice teaching
- b) Total number of practice teaching days
- c) Minimum number of practice teaching lessons given by each student

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

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

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

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Programmes	Internal	External
D.Ed.		
B.Ed.	30	70
M.Ed. (Full Time)	30	70
M.Ed. (Part Time)		

16. Examinations

a) Number of sessional tests held for each paper

b) Number of assignments for each paper

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)		

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

Yes ☒ No ☐

Number

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19. Does the institution offer computer science as a subject?

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

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

Compulsory ☐ Optional ☒

Criterion III: Research, Consultancy and Extension

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

04
37%

2. Does the Institution have ongoing research projects?

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

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

Funding agency	Amount (Rs)	Duration (years)	Collaboration, if any

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

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

—

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

<input type="radio"/> Teachers are given study leave	<input checked="" type="checkbox"/>
<input type="radio"/> Teachers are provided with seed money	<input checked="" type="checkbox"/>
<input type="radio"/> Adjustment in teaching schedule	<input checked="" type="checkbox"/>
<input type="radio"/> Providing secretarial support and other facilities	<input checked="" type="checkbox"/>
<input type="radio"/> Any other specify and indicate	<input type="checkbox"/>

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.

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b. M.Phil. 02

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	✓		03
National journals – referred papers			
Non referred papers	✓		02
Academic articles in reputed magazines/news papers	✓		100
Books	✓		05
Any other (specify and indicate)			

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

Yes ✓ No

Number 01

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

	faculty	student
National seminars	04	
International seminars	03	
Any other academic forum		

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

Self-instructional materials	<input checked="" type="checkbox"/>	
Print materials	<input checked="" type="checkbox"/>	
Non-print materials (e.g. Teaching Aids/audio-visual, multimedia, etc.)	<input checked="" type="checkbox"/>	
Digitalized (Computer aided instructional materials)	<input checked="" type="checkbox"/>	
Question bank	<input checked="" type="checkbox"/>	
Any other (specify and indicate)	<input type="checkbox"/>	

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

Yes

☒

No

☐

If yes, indicate the nature of the post.

Full-time

☐

Part-time

☒

Additional charge

☐

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

Yes

☐

No

☒

14. Are there any other outreach programmes provided by the institution?

Yes

☐

No

☒

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

16. Does the institution provide consultancy services?

Yes

☒

No

☐

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

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

Local level	✓
State level	
National level	
International level	

Criterion IV: Infrastructure and Learning Resources

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

18000 sq.mts.

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

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

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

78

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

11100

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

11100

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

—

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

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nil

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

Yes

☐

No



9. Total number of posts sanctioned

Open

Reserved

Teaching

Non-teaching

M	F	M	F
3	7	0	1
		4	4

10. Total number of posts vacant

Open

Reserved

Teaching

Non-teaching

M	F	M	F

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

Open Reserved

(Gender-

Lecturers

Readers

Professors

M	F	M	F
2	7	0	1
M	F	M	F
M	F	M	F

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

	Open		Reserved	
	M	F	M	F
Lecturers	2			
Readers				
Professors				

c. Number of teachers from

Same state

10

Other states

1

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
D.Ed.	
B.Ed.	1:14
M.Ed. (Full Time)	1:9
M.Ed. (Part Time)	

13. a. Non-teaching staff

	Open		Reserved	
	M	F	M	F
Permanent			3	4
Temporary				
	M	F	M	F
b. Technical Assistants				
Permanent	M	F	M	F
			1	
Temporary	M	F	M	F

14. Ratio of Teaching – non-teaching staff

1:0.76

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

50.13

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16. Is there an advisory committee for the library?

Yes

☒

No

☐

17. Working hours of the Library

On working days

10.00 TO 4.00

On holidays

closed

During examinations

10.00 TO 4.00

18. Does the library have an Open access facility

Yes



No

☐

19. Total collection of the following in the library

a. Books

8493

- Textbooks

3716

- Reference books

4777

b. Magazines

25

e. Journals subscribed

7

- Indian journals

0

- Foreign journals

0

f. Peer reviewed journals

g. Back volumes of journals

h. E-information resources

- Online journals/e-journals

75

- CDs/ DVDs

- Databases

- Video Cassettes

- Audio Cassettes

20. Mention the

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

190.83

Seating capacity of the Reading room

123

21. Status of automation of Library

- Yet to intimate ☐
- Partially automated ☒
- Fully automated ☐

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

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

23. Are students allowed to retain books for examinations?

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

24. Furnish information on the following

Average number of books issued/returned per day

Maximum number of days books are permitted to be retained

by students

by faculty

Maximum number of books permitted for issue

for students

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for faculty	10
Average number of users who visited/consulted per month	500
Ratio of library books (excluding textbooks and book bank facility) to the number of students enrolled	35:1

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

.0000233

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

	I		II		III	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books	31	4613	34	4200	10	862
Other books						
Journals/ Periodicals	29	6900	27	8270	31	9240
Any others specify and indicate						
(Additional rows/columns may be inserted as per requirement)						

Criterion V: Student Support and Progression

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

Programmes	Year 1	Year 2	Year 3
D.Ed.			
B.Ed.	1	1	1
M.Ed. (Full Time)	0	0	1
M.Ed. (Part Time)			

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2. Does the Institution have the tutor-ward/or any similar mentoring system?

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

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

--

3. Does the institution offer Remedial instruction?

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

4. Does the institution offer Bridge courses?

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

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

	UG			PG			M. Phil		
	I 11-12	II 12-13	III 13-14	I 11-12	II 12-13	III 13-14	I	II	III
Pass percentage	??	????????	????????	????????	????????	????????	??		
Number of first classes	28	36	44	11	1	5			
Number of distinctions	67	58	46	18	34	29			
Exemplary performances (Gold Medal and university ranks)									

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

	I	II	III
NET			
SLET/SET			
Any other (specify and indicate)			

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

Financial Aid	I	II	III
Merit Scholarship			

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Merit-cum-means scholarship			
Fee concession			
Loan facilities			
Any other specify and indicate			

(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	
-----	---	----	--

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10. Does the institution provide Hostel facility for its students?

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

If yes, number of students residing in hostels

Men

Women

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

Sports fields	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indoor sports facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gymnasium	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

12. Availability of rest rooms for Women

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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13. Availability of rest rooms for men

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
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14. Is there transport facility available?

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
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15. Does the Institution obtain feedback from students on their campus experience?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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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		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	
Inter-university		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	
National		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	
Any other (specify and indicate)						

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

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

18. Does the institution have an active Alumni Association?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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If yes, give the year of establishment

2014

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

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
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20. Does the institution regularly publish a college magazine?

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

21. Does the institution publish its updated prospectus annually?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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22. Give the details on the progression of the students to employment/further study (Give percentage) for last three years

	Year 1 (%)	Year 2 (%)	Year 3 (%)
Higher studies	17	25	25
Employment (Total)	16	12	20
Teaching	12	11	18
Non teaching	3	.7	2

23. Is there a placement cell in the institution?

Yes

☐

No

☒

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

1	2	3
X	X	X

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

Yes No

- Academic guidance and Counseling ☒ ☐
- Personal Counseling ☒ ☐
- Career Counseling ☒ ☐

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	5
Staff council	10
IQAC/or any other similar body/committee	
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	

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

Loan facility

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
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Medical assistance

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

Insurance

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
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Other (specify and indicate)

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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4. Number of career development programmes made available for non-teaching staff during the last three years

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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

—	—	—
---	---	---

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

National

—	—	—
---	---	---

International

—	—	—
---	---	---

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

—	—	—
---	---	---

d. Number of Seminars/ workshops/symposia on Curricular development,

Teaching- learning, Assessment, etc. organised by the institution

—	—	—
---	---	---

e. Research development programmes attended by the faculty

—	—	—
---	---	---

f. Invited/endowment lectures at the institution

1	1	1
---	---	---

Any other area (specify the programme and indicate)

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

a. Self-appraisal

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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b. Student assessment of faculty performance

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

c. Expert assessment of faculty performance

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

d. Combination of one or more of the above

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

e. Any other (specify and indicate)

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

7. Are the faculty assigned additional administrative work?

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
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If yes, give the number of hours spent by the faculty per week

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

Grant-in-aid	<input type="text" value="X"/>
Fees	<input type="text" value="45,37,500"/>
Donation	<input type="text" value="X"/>
Self-funded courses	<input type="text" value="X"/>
Any other (specify and indicate)	<input type="text" value="X"/>

9. Expenditure statement (for last two years)

	Year 1	Year2
Total sanctioned Budget		
% spent on the salary of faculty	47.07	50.10
% spent on the salary of non-teaching employees	15.16	17.04
% spent on books and journals	0.18	0.21
% spent on developmental activities (expansion of building)	1.46	1.79
% spent on telephone, electricity and water	12.75	15.66
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	0.11	0.23

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% spent on maintenance of equipment, teaching aids, contingency etc.		
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)		
% spent on travel		
Any other (specify and indicate)	1,55,085	9,07,564
Total expenditure incurred	66,60,038	60,66,007

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.
<input type="text"/>	<input type="text" value="2175829.54"/>
<input type="text"/>	<input type="text" value="2096310.91"/>
<input type="text"/>	<input type="text" value="1518148"/>

11. Is there an internal financial audit mechanism?

Yes ☒ No ☐

12. Is there an external financial audit mechanism?

Yes ☒ No ☐

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

Administration	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Finance	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Student Records	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Career Counselling	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Aptitude Testing	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Examinations/Evaluation/	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Assessment	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

Any other (specify and indicate)

14. Does the institution have an efficient internal co-ordinating and monitoring mechanism?
- Yes ☒ No ☐
15. Does the institution have an inbuilt mechanism to check the work efficiency of the non-teaching staff?
- Yes ☒ No ☐
16. Are all the decisions taken by the institution during the last three years approved by a competent authority?
- Yes ☒ No ☐
17. Does the institution have the freedom and the resources to appoint and pay temporary/ ad hoc / guest teaching staff?
- Yes ☒ No ☐
18. Is a grievance redressal mechanism in vogue in the institution?
- a) for teachers ☒
- b) for students ☒
- c) for non - teaching staff ☒
19. Are there any ongoing legal disputes pertaining to the institution?
- Yes ☐ No ☒
20. Has the institution adopted any mechanism/process for internal academic audit/quality checks?
- Yes ☒ No ☐
21. Is the institution sensitised to modern managerial concepts such as strategic planning, teamwork, decision-making, computerisation and TQM?

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Yes

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No

☐

Criterion VII: Innovative Practices

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

Yes

☐

No

☒

2. Do students participate in the Quality Enhancement of the Institution?

Yes

☒

No

☐

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

	Category	Men	%	Women	%
a	SC			24	17.78%
b	ST			16	11.85
c	OBC			40	29.63
d	Physically challenged				
e	General Category			55	40.74
f	Rural			44	32.60
g	Urban			91	67.40
h	Any other (specify)				

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

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	1	9	1	13
b	ST				
c	OBC	1	9	7	87
d	Women	7	64		
e	Physically challenged				
f	General Category	2	18		
g	Any other (specify)				

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

Category	At Admission		On completion of the course	
	Batch I	Batch II	Batch I	Batch II
SC	27	24	27	22
ST	20	16	20	16
OBC	30	40	30	38
Physically challenged				
General Category	58	55	57	55
Rural	80	44	80	43
Urban	54	91	54	89
Any other (specify)				

Executive Summary

Chaudhari College of Education, Gandhinagar was established in the year 2007. The institute has a well-defined motive to serve the society by making humble contribution to education with special focus on Teacher's education.

The Institute offers B.Ed & M.Ed Courses in Teacher Education approved by National Council of Teacher Education (NCTE) and Affiliated to Gujarat University. The institute is Co-Educational and its present intake capacity is of 100 and 35 students. Chaudhari College of Education follows all the established norms and decisions issued by regulatory bodies such as NCTE, State Government and University of Gujarat in regard of Infrastructure requirements, facilities, fee schedules and curriculum. The College campus is clean and pristine situated in green belt in residential area, providing homely environment to the students. The open and well ventilated with spacious Classrooms, stacked automated Library, Multipurpose hall, Modernized laboratories, Comfortable Staff room, common room for girls, Indoor and Outdoor games facility, Canteen, drinking water, Health Center, Uninterrupted Power supply, Internet, Fax, Photocopier, Phones etc. facilities. The prime ambition of the institute is to get acknowledge as a premier institution with a difference in the area. The institute stands out on being a creator of conducive environment to teaching, learning, research and innovation, liberty to teachers and student-teachers for actualization of their maximum potential with novelty and best of the value practices. The board of Governors, academic and administrative bodies, various committees of the institution and the student work whole-heartedly to realize the ambition. The focus of the institution is at creating and sustaining the environment, where prospective teacher will develop an aptitude for teaching, scientific and humanistic attitude, spirit of service to the society and all the essentials of teaching learning skills. The faculty members are well equipped with use of technology in education and use ICT in classrooms or otherwise to profess their subjects.

This type of value oriented practices in teacher education enables the student teachers and teachers to be harmonious and adjustable in different section of society. The institute swiftly acquaint with the changes introduced in teacher's education domestic or global. Finally, the student teacher should be able to carving out and drawing out the best in humans who would contribute in shaping the future of the generations to come.

Criterion I: Curricular Aspects

Criterion I: Curricular Aspects**I.I Curricular Design and Development**

I.I.I 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.)

Purpose

To spread higher education in the youth of the state to help them seeking jobs and self employment occupation so that they become ideal citizens of our nations.

Vision

To spread the light of knowledge in society by providing quality teacher education.

Mission

1. To provide conducive environment for teaching learning with the use of modern methods & technology.
2. To inspire the students to develop their personality as innovative & creative teachers with a scientific flair through various academic, co- curricular and extension activities.
3. To train the students as socially sensitive, responsible & professionally skilled Teachers.

Values

College believes in the power of education to make a difference to peoples' lives and to the achievement of their potential. To achieve this, students come first in everything we do.

Goals and objectives

1. To provide the students with basic skills which contribute to success in their Careers and in their private lives.
2. To lead the students in the self discovery process of clarifying and raising the individual's goals and achievements commensurate with the student's potential.

3. To provide a framework and atmosphere of learning which will enhance the student's capability to demonstrate ethical and moral values in professional ,personal , and business situations.
4. To strive for and maintain excellence by systematically reviewing classroom facilities, equipment, curricula, facility, and staff.
5. To make valubles to our students activities and experience which foster personal growth.
6. To maintain a process of communication with the community.
7. To provide equality of opportunities and challenge to all to reach their potential.
8. To provide opportunities to develop strong leadership qualities.
9. To engage students and teachers in reflective thinking, enterprise, innovation and placing emphasis on originally and self-expression.

I.1.2. 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).

It is worth mentioning that any college affiliated to Gujarat University has no autonomy to frame, finalize or revise the curricular aspects for syllabi decided by the University to which it is affiliated. Advisory Committee of the college conducts meetings on these issues and send the suggestions to the University.

I.1.3. How are the global trends in teacher education reflected in the curriculum and existing courses modified to meet the emerging needs?

The recent global trends are always incorporated in the teacher education programme and the course has been modified to meet the emerging global needs. The various Boards of Studies under the Gujarat University incorporate modern trends in Teacher Education in the curriculum and change it wherever and whenever necessary. These include aspects relating to environmental education, moral and ethical aspects, basic pedagogy, educational technology records, computer education and book review.

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

The curriculum is framed by the University. Sufficient thrust is placed on National issues like environmental education, value education, Information and Communication Technology. Value education is promoted by providing courses on yoga, meditation, lectures on ethics and self – development programmes. Environmental education and human rights education are the elective subjects in the college. Apart from this, the college celebrates various important national days like Independence Day, Republic Day and Human Rights Day. Educational Technology and internet facilities are provided to B.Ed., students. LCD presentation helps the students to conduct seminars. Training to students in contemporary social responsibilities and values and community services are given through extension activities.

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

Yes, the college uses the ICT in the planning of curriculum. CDs are prepared by the faculty members and the students and are being used it as teaching aids in the class room. Power point presentations are made use of in classroom teaching. Students are encouraged to conduct the classes by using power point Presentation during teaching practice in schools.

I.2 Academic Flexibility**I.2.1. How does the institution attempt to provide experiences to the students so that teaching becomes a reflective practice?**

The teaching becomes a reflective practice in the following ways. The student teachers are given pre-practice teaching, microteaching, demonstration classes and model teaching classes. Invited lectures, workshops, classroom seminars and team teaching are arranged for the benefit of the students.

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

The institution provides various experiences for the students as per Gujarat University curriculum like Microteaching, teaching practice, internal assessment, field trip, camp activities, art and work experience, educational technology, action research and case study, assignments, self learning, group learning and teaching theory subjects.

1.2.3. What value added courses have been introduced by the institution during the last three years which would for example: Develop communication skills (verbal and written), ICT skills, Life skills, Community orientation, Social responsibility etc.

Yes, value added courses have been introduced. The college has introduced the following value added courses:

- Communication English development programmes
- Computer Applications
- Yoga & Health Education
- Health and AIDS Awareness Programmes
- Information and Communication Technology–utilization programs.
- Extension activities

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

(i) Interdisciplinary/Multidisciplinary

(ii) Multi-skill development

(iii) Inclusive education

(iv) Practice teaching

(v) School experience/internship

(vi) Work experience/SUPW

(vii) Any other (Specify and give details)

(Also list out the programme/courses where the above aspects have been incorporated)

Inclusion of the above is managed as under:

A: Interdisciplinary/Multidisciplinary:

The curriculum of B.Ed follows both approaches interdisciplinary and Multidisciplinary. Various methods of teaching are being taught here and all the General papers have common points which make our designed curriculum interdisciplinary and multidisciplinary.

B: Multi-skill development:

The curriculum is designed to develop multi skills of the students. The skills are learnt both from practical as well as theory paper. Multi skills are developed through curricular and co-curricular activities likes teaching skills, lesson planning, field studies and cultural activities organized in the college etc. Apart from above-mentioned skills there are certain other skills which are dealt:

i) Creativity Enhancement:

The students are required to do wall magazine decoration, classroom decoration and displaying their talent on display board to be maintained for every activity & campus Beautification.

ii) Group activities:

The students are divided into Houses; each house is given different names. Various competitions are held within the Houses. The houses are given over all positions to inculcate team spirit among the students. Educational visits are also carried out in groups.

iii) Leadership Qualities:

Each House has a captain as leader and a Vice Captain to assist him.

iv) Motivation:

They are encouraged to present their thoughts in the morning assembly. They are encouraged to recite poems and sing on patriotic and religious songs on various occasions.

v) Regular Assembly and Co-curricular activities are organized.

C: Inclusive Education:

Physically handicapped, Learning disabled students are given due attention along with normal students.

D: Practice Teaching:

Practice teaching is an integral part of our curriculum. Under this, the students are required to prepare lesson plans both micro and simulated composite with full use of audio-visual aids including models in practice teaching. In order to get the students acquainted with the practice teaching, the teachers are invited for model teaching. Schedule of micro teaching followed by simulated teaching and composite teaching. The trainees are divided into groups and the teacher educator supervises each group. The student's feedback is taken from the class that they teach.

E: School experiences/ internship

Our trainees get sufficient school experience in internship programme; all lessons are supervised by the concerned subject teachers. Comments are entered in the notebooks and feedback is given to the students.

F: Work Experience/ SUPW

Work experience programme is an integral part of the curriculum prescribed by the Gujarat University.

G: Any Others:

Survey report: It is a report on various aspects like population and literacy survey, Organization of Guidance Program in a secondary school etc.

I.3 Feedback on Curriculum

I.3.I. How does the institution encourage feedback and communication from the Students, Alumni, and Employers, Community, Academic peers and other stakeholders with reference to the curriculum?

The institution has provision to get feedback from the students regularly. For this purpose suggestion box is kept and feedback Performa's is filled by the students to obtain valuable suggestions. The alumni feedback is also taken by holding regular alumni meets and practical suggestions of alumni are implemented.

I.3. 2. Is there a mechanism for analysis and use of the outcome from the feedback to review and identify areas for improvement and the changes to be brought in the curriculum? If yes give details on the same.

The feedback forms filled by the students are analyzed and report is prepared. On the basis of the analysis suggestions pertaining to the curriculum are given rational thinking and if the suggestions could be implemented at the college level the same is done without delay. If any suggestion is to be passed on to the university, it is done without further delay.

I.3.3. What are the contributions of the institution to curriculum development? (Member of BoS/ sending timely suggestions, feedback, etc.)

After careful analysis of feedbacks obtained from various sources, the college decides at the areas for improvement and sends to the suggestions the University for Appropriate Action.

I.4 Curriculum Update

I.4.1. 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).

There is no course of B.Ed., which have undergone a major curriculum revision during the last five years.

I.4.2. What are the strategies adopted by the institution for curriculum revision and update? (Need assessment, student input, feedback from practicing schools etc.)

The curriculum for the various programmes run by the college are prepared by the university, since the college is an affiliated one. The suggestions given to university on the basis of a feedback from stake holders are considered when the university designs the syllabi and the curriculum.

I.5 Best Practices in curricular Aspects

I.5.1. What is the quality sustenance and quality enhancement measure undertaken by the institution during the last five years in curricular aspects?

The faculty members are sent to various national and international seminars to sustain the quality enhancement. Seminars are conducted periodically. Both the faculty and the students' teachers develop communication skills through seminars and debates. The faculty members are allowed to participate in national and international seminars. Expert lectures are arranged for core papers.

I.5.2. What innovations/ best practices in 'Curricular Aspects' have been planned/implemented by the institution?

The college is to see that some of the lectures are delivered by Power Point Technology. The students are also encouraged to take their teaching using different types of teaching materials, PPT and ICT. The college has started to make this practice operative for all the students, therefore students are motivated to join the primary courses of computers run in the same campus under the guidance of experts resource persons invited from the University Department or from other centers. Teacher educators use information published in educational journals and it is introduced well to the students. Students are also motivated for further reading in their own subject in methods as well as general theoretical aspects of the courses of study.

The curricular aspect thus goes with the innovative practices, which are easily manageable and effectively implemented.

**Criterion II:
Teaching – Learning and Evaluation**

Criterion II: Teaching – Learning and Evaluation

2.I Admission process and student profile

2.I.I. 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?

Admission of students is based on their merit at the qualifying examination and the norms framed by Gujarat University. For B.Ed. programme, UG degree qualification is considered for admission. Students are selected through a systematic procedure based on community and on merit. For reserved Categories, there is a relaxation in the qualifying marks.

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

The admission programmes for B.Ed. are advertised in the leading newspapers by the concerned university. The prospective students are provided admission form along with the prospectus containing detailed information about admission procedure. The information provided to prospective students about the programmes through prospectus is the fee structure, the duration of the course, the university to which the course affiliated, general rules and regulations of the college and syllabus of the course.

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

As the admissions are decided by the designated university through common entrance test and merit thereafter the college does not have much say. However the college Admission committee coordinates with designated university keeping in mind the seats available in different streams of the concerned college namely Arts/Science/Commerce. When a candidate approaches the college with the admission letter, all the documents of eligibility criteria, rank, and category documents are verified by the college admission committee and the candidate

seeking admission is allowed provisional admission in the college. The whole admission process is transparent as the technology advancement is made use in admission process. Once a candidate has been allotted a college then the option to change the study centre is not allowed.

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

The students are allotted by Gujarat University, Ahemdabad. When the students are admitted to the institution, the Institution provides best facilities to the diverse students' population e.g. individuals of diverse, economic, cultural, religious, gender, linguistic backgrounds and physically challenged.

- Managing Committee of the Institution is liberal in providing fee concessions to economically weak students.
- Students have option to attempt examination according to their preferred language i.e. Hindi or English.
- Teachers of the Institution use bilingual method of teaching keeping in view the language limitations of the students.
- Women Empowerment Cell has been established to take care of problems of girl students.

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

Yes, the student's introduction class gives the requisite information about the level of orientation required by the students. The institution has designed a methodology of making observations on the basis of a academic record and personal integration on the introductory classes to identify expected advance learners and slow learners. The expected advance learners are given more challenging tasks to further nurture them and to satisfy their thirst and the slow learners require remedial teaching and personal attention.

2.2 Catering to Diverse Needs

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

As educational institutions are temples of learning, the institution provides conducive environment for learning and development of students and accordingly provides library facility, computer laboratory, science lab, Psychology lab and Education technology lab. It also has common assembly hall, separate common room for boys and girls and sick room. The faculty members extend warm and healthy cooperation to the students. The students feel free to approach their teachers with regards to their personal and academic problems. Healthy collaborative activities and group works are also planned for the development of the students. Provision of grievance redressal cell, Academic and Counseling Cell and suggestion box is also provided to the students.

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

In order to provide remedial teaching tests are taken from time to time to identify the weaker areas of students and additional lectures are conducted for them and special assignments are given to them. Advance learners are also motivated by providing them challenging task and giving them more opportunities to grow. They are encouraged to make and use power point presentation during practice teaching.

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

Activities envisioned in the curriculum for Student teachers to understand the role of diversity and equity in teaching learning process includes:

As teaching is a noble profession focused to bring desirable changes in different types of learners. The student teachers are prepared to manage the diverse learning needs of the students in schools under the subject “Education Psychology and Guidance/Understanding the Learner and Learning Process.” The student teachers become aware of child psychology, their needs, difficulties

and individual difference etc. In regular classes the students teachers are made aware of different methods of teaching, magazines and principles to handle the diverse needs of the students. Syllabus includes different methods and techniques of teaching to make the trainees understand the role of diversity and equity in teaching learning process.

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

- Regular briefing of teacher educators is done to ensure that they are fully sensitive to the diverse learning needs. For this purpose an interactive and brain storming session is held once a month wherein faculty members discuss diverse student-specific needs.
- The faculties participate in seminars, workshops, etc. organized in the College and at different places.
- All the teachers are watched through report about the activities under their charge and discussions on day to day problems during the faculty meeting for better implementation of components of training programme.
- Regular briefing of teacher educators is done to ensure that they are fully sensitive to the diverse learning needs. For this purpose an interactive and brain storming session is held once a month wherein faculty members discuss diverse student-specific needs.
- Teacher Educators' sensitivity gets sustenance through their ability to organizing cultural and literary activities of multiple natures. They organize paper presentation on different themes in workshops & seminars organized during Inter-House or inter-college competitions.

2.2.5. What are the various practices that help student teachers develop?

Knowledge and skills related to diversity and inclusion and apply them effectively in classroom situations?

The student's teachers are taught about diversity and inclusion in paper 'Educational Guidance/Understanding the learner and learning process' and Paper III 'Emerging trends in Indian Education/Contemporary Issues and

Concerns in Secondary Education`. They are taught about child Psychology, Individual differences, Exceptional Children, their identification and educational programme, Provisions in the constitution etc. For practical knowledge they are taken to schools for exceptional children. In Community Service, they are provided opportunities to develop knowledge and skills related to diversity and inclusion so that they can apply them effectively in real class room situations

2.3 Teaching- Learning Process:

2.3.1. How does the institution engage students in “active learning”? (Use of learning resources such as library, website, focus group, individual projects, simulation, peer teaching, role-playing, internship, practicum, etc.)

For active learning of the students, self learning activities and creative innovative Methods are given priority to conventional methods. This includes group discussion, team teaching, symposium, debate, team work, seminar, field work, survey and research and so on. As library is resource room for learning material, with almost 8493 books for B.Ed. It also has journals for students to become active learners. Our technology lab has educational CD`s. Students are given assignments, which require different resources. Topics based on the prescribed curriculum are allotted to the students for seminars. Internet facility is provided to the students by the college for enriching their knowledge.

In micro-teaching various skills like introduction, explanation, questioning, stimulus variation, use of Black-board and use of different techniques of teaching like role playing and storytelling etc. are practiced by the students. Healthy discussions followed by feedback are given to the students.

Group activities are organized to make students fully participate in group learning. Students committees organize activities like maintaining display boards, maintaining discipline cleanliness and organizing cultural activities etc.

The students are also made aware of the administrative work of the schools during internship programme with their physical and practical involvement.

2.3.2. How ‘learning’ is made student-centered? Give a list of the participatory learning activities adopted by the Institution and those, which contributed to self-management of knowledge, and skill development by the students?

Learning is student centered in the college. The learning activities adopted by the institution are such as pupil-pupil interaction and teacher-pupil interaction. There is healthy discussion on different topics among the students with the teacher acting as an observer. This approach enriches their knowledge, confidence, initiative and power of convincing.

- The class room seminars are held at regular intervals and notes are circulated in the class.
- Micro teaching, preparing assignment, organization of co-curricular activities, working with NGO's and local bodies also help in making learning student centered.

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

Concepts are made clear with help of various teaching models and using examples. The students are aware of the latest instructional approaches like making transparencies, creating slides in MS-PowerPoint, power point presentation through CD's for practice teaching, composite discussion lessons and seminars. Most of the students present their lesson with the help of multimedia.

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

Yes, the institutions have a provision for additional training in models of teaching in paper IV i.e Education Technology/Learner Resources and Assessment of Learning. Concept Attainment Model, Glazer Basic Training Model, Role Play are taught and each student gives two lessons.

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

Student teachers use the Micro-teaching technique for developing teaching skills. Five micro teaching skills are practiced as per the curriculum. The skills

are skill of introducing the lesson, Skill of questioning, Skills of black board writing, skill of explanation and skill of stimulus variation. For every skill students give two lessons one in each teaching methodology. Therefore in total 10 lessons are given by each student followed by one discussion lesson in each teaching methodology. The students are asked to re-plan and re-teach till they attain mastery over these micro skills.

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

Students are prepared to face classroom with real environment. The use of micro teaching, simulated teaching and model lesson by teachers educator. The students are given the details of teaching practice before hand. This involves the objectives and procedures of the lesson plan. Knowledge and guidance for preparation of the lesson plan by using teaching aids, techniques, methods of evaluation and assignment are given to the students by the respective subject teachers. The students are required to practice 25 lessons plans in the teaching practice. All the skills are applied in the real school environment. Students use the different methods, techniques, teaching skills and class room management skills. For this purpose the timetable is collected in advance from the respective school. The unit to be taught is told to the students by the respective teachers of the school. Each student has to deliver at least two lessons per day.

- The teacher educator observes the teaching of the trainees and gives the feedback with his/her signature.
- The peer school teachers also observe the lesson and endorse their observations.
- Every student is required to observe 20 lesson plans of his fellow students. They also write down the observations which serve as their record. At the end of the day, the teacher educator motivates the students for further improvement. All the strengths and weaknesses are discussed with the students verbally.

2.3.7. Describe the process of Block teaching/ Internship of students in vogue. Internship to students is in vogue as per the curriculum designed by the University.

A) Block Teaching Practice

After the model lesson, students are divided into groups and sent to different schools for learning the art of teaching in actual class-room and school Environment; However, the allotment of schools depends upon the requirement of the schools for taking student of particular subjects. During this block teaching practice, the students are directly under the charge of the principal of the school and discharge all duties assigned by him/her. Two teachers of the college is associated with each school for guidance to the students.

B) Internship

From the mid of session, the students go to the different schools as allotted for block teaching practice. This practice is continued till the final skill in teaching examination is held. The students regularly maintain the record of delivered lessons during this practice and get the notebooks signed by the teacher in charge and get a completion certificate from the head of the institution.

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

As teaching practice is a routine phenomenon so cordial relationships are maintained with practicing schools. Yes, the practice teaching plan are developed in partnership and cooperatively involving the school staff. The college has healthy relation with sister institutions and different schools located around the campus. The teacher educators personally collect all the details regarding practice teaching sessions. This is done by involving the school staff and mentor teachers. The time table and the units to be taught by the students are collected from the school subject teachers.

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

The student teachers are instructed to follow the given aspects in the practice teaching sessions.

- To keep the classes in learner centered mode

- To follow the school rules and regulations
- To maintain the classes in activity based learning
- To deal with the students psychology
- To Motivate the students by asking relevant questions
- To make learning effective through active learning
- To follow the utilization of as many teaching learning aids
- as possible
- To deal with the exceptional children using a special methods.
- To conduct special classes for slow learners after school hours if necessary. The trainees are trained to conduct slip tests for students during breaks.

2.3.10. What are the major initiatives for encouraging student teachers to Use/adopt technology in practice teaching?

- Students get exposed to computers, LCD projectors and OHPs during their stay at the learning place and tend to use the same during their practice training at schools.
- Student teacher prepares minimum five slides and OHPsheet and power point presentation for each subject.
- At the same time effective black board usage is also judiciously practiced.

2.4 Teacher Quality:

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

Yes, Practice Teaching plans developed in partnership involving the school staff and mentor teachers. Mentor Teachers develop rapport with principal, school staff and develop a strategy to work in collaboration during teaching practice days. Topics are discussed with school staff and necessary directions about topics, teaching methods to be used, techniques to be employed and level of students to be taught are made clear to student teachers. Lessons plans are developed based on these tips which are observed by school staff and mentor teachers. Feedback is given for better performance of pupil teachers.

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

The ratio of student teachers to the identified practice teaching schools is 1:10

- i) According to Subject combination.
- ii) According to the location of school.
- iii) According to the school standards.
- iv) According to requirement of schools.

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

- The teacher educator as well as the peer group provides feedback to the student teachers
- Verbal suggestions are given then and there after the class Hours
- Observation is shared with the students and they are made aware of the corrections to be made for further improvement
- The teacher educators emphasize the necessity of incorporating useful corrections with a very optimistic attitude and sanguine approach

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

The student teachers updated on the policy directions and educational needs of the schools. The teacher educator refers magazines and journals and discuss them with students. Magazines and journals are made available to the students in the library. After each practice teaching session, we seek feedback from the schools to update the trainees on the educational needs of the schools.

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

The faculty members study the educational journals and reference books in school subjects for the knowledge of updates in content and methodologies. The recent development" in school education like grading system, concept of smart class and common entrance test for engineering, medical etc. have been discussed with student through wall magazine, morning assembly and discussion. The members of the faculty are in direct contact with the teachers of

different practice teaching school to get acquainted with the change in school education system through meetings and personal interaction.

The faculty members are given opportunities to attend and participate in seminar, conferences, workshop and extension lecturer to keep pace with the recent developments in the school subjects and teaching methodology. They develop their own teaching methods module for teaching, teaching aids and make use relevant tools and techniques. Before starting actual practice teaching curriculum of concerned education board is provided to the entire student teachers as well as teacher educator. The Institution subscribed various journals, magazines, paper of education fields. All these materials are provided all of them so that they keep pace with recent development in the school subjects and teaching methodologies.

2.4.6. 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.)

Teaching faculties are encouraged to go for higher studies like M.Phil, PhD etc. Study leave may also be granted on fulfilling the conditions of putting in three years of continuous service in the college and committing themselves to serve for twice the period of sanctioned leave, after availing of the study leave.

They are also encouraged to take national level examinations like UGC-NET, SLET/SET, etc. Faculty members are encouraged to present their papers in the seminars organized by various educational institutions. They are sponsored to participate in such events. There is a provision for granting special casual leave [duty leave] with full pay and allowance to staff, if they want to attend any conference. The management has made a standing provision relating to that effect.

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

Yes, the staff members are motivated and rewarded for good performance. The

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Sr. No	Activity of a trainee	<u>Semester-I</u>		<u>Semester-II</u>	
		<i>Criteria</i>	<i>Mark</i>	<i>Criteria</i>	<i>Mark</i>
1	Micro teaching (10 for each lesson)		50		
2	Simulation (10 for each lesson)		50		
3	Stray lesson (05 for each lesson)		50	Stray lesson (05 for each lesson)	50
4	Social work	The Teacher Educators assess student teachers' responsibility and accountability for community, society and nation.			

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5	Yoga	The teacher educators assess student teachers' cultivation of self regulation in their life			
6	Internship				2 5
7	Unit planning				100
8	Blue print				2 5
9	Book review		25		
10	Psychology test & Experiment		50		100
11	Co-curricular activities			The teacher educators assess student teachers planning, Implementation and participation in Co-curricular activities during different occasions in college and practice teaching (Block	

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				teaching; of campus and internship etc.)in schools.	
I2	Internal Marks For I to V papers. (For each Paper 30 marks) Foundatio n paper	Basic Computer Application	150 100	Environment Education	100
I3	Attendanc e		5		5
I4	Use of education al aids/Crea tivity	e Teacher educators assess student teachers creativity by the letting them prepare and use the respective teaching aids while teaching.	25		

15	. External marks for I to VI papers (for each papers are -70Marks		420		420
16	Annual practical lessons	-		50 marks for each method	100
17	Viva voce	-			2 5

Management and the principal motivate the staff members from time to time and appreciate their performance verbally and openly.

2.5 Evaluation Process and Reforms:

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

The environment of the college is conducive. The barriers to students learning identified by formal and informal evaluation. The classrooms are well maintained with proper sitting arrangement ventilated and well lighted, equipped with smart board and LCD Projectors to make teaching in learning interactive. The students are free to approach the faculty members and principal with regards to the problems faced by them. The teaching learning material, OHP, multimedia, various teaching aids, internet facilities and other

requirements are easily available to students. The college has Grievance Redresser cell to solve the major problems of the students. It also has a feedback mechanism. The counselors and guest lecturers are invited from time to time for the benefits of students. To inculcate scientific temper and rational thinking students are free to perform experiments in well equipped psychological lab, science lab, language lab and educational technology lab. College appoints well qualified staff as per NCTE and Gujarat University norms.

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

ASSESSMENT FOR MASTER OF EDUCATION

Sr. No	Activity of a trainee	<u>Semester-I</u>		<u>Semester-II</u>	
		<i>Criteria</i>	<i>Mark</i>	<i>Criteria</i>	<i>Mark</i>
1	Internship program		10		10
2	Symposium	(on Title of Dissertation)	10		10
3	Seminar	(on any one foundation paper and Research tool)	10		10
4	Work shop	Preparation of proposal	10	On any one foundation paper And Research tool	10
5	Communication Skill		05		05
6	Attendance		05		05
7	Internal Marks For I to V papers.		150		150

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	(For each Paper 30 marks) - Foundation paper	Introduction of Computer Education	100	Application of Computer in Education	100
8	External Marks for I to V Papers (for each Paper 70 marks)		350		350
9	Co-curricular activities			The teacher educators assess student teachers' planning, implementation and participation in Co-curricular activities during different occasions' in college and practice teaching (Block teaching; of campus and internship etc.)in schools.	

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

The assessment and evaluation is communicated to the students. It is used to improve the performance of the students and curriculum transaction. The result of the weekly and two house tests are displayed on the notice board and students are also given opportunity to go through the feedback based on their evaluation. Weak students are given remedial teaching and meritorious students are given special guidance and motivation for improvement. Regular staff meetings are held and necessary changes are made in the curriculum transaction.

2.5.4. How is ICT used in assessment and evaluation processes?

ICT is used in assessment and evaluation process in the following manner:

- Records of practical and theory marks obtained by students are maintained.
- The merit list is maintained on computer.
- All the details with regard to the results is maintained like number of students failed and passed, percentage , paper wise classification of result. Result of B.Ed. declared by the university is also available on the internet College makes use of ICT for downloading the B.Ed. result.

2.6 Best Practices in Teaching- Learning and Evaluation Process:

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

- Students are assigned projects; they are encouraged to take part in group discussions.
- Self evaluation, class evaluation and teacher evaluation are followed.
- Students are encouraged to take part in various competitions. Charts, models, CDs are used to help teaching and learning.

- Role-play and dramatization skills are used in Teaching.
- The records are evaluated by parallel staff as well as by the Principal. Hence, records undergo double valuation scheme.
- Feedback obtained from students
- The teachers and students use ICT for developing teaching and learning strategies.
- Remedial classes for weak students
- Group and self learning through assignments, seminars, practical session etc.
- Bridge courses on communication skills, management studies
- Visit to important places in and around our district

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

- Classroom teaching with LCD is utilized.
- Classroom preparation using Internet
- E-journals, e-library, periodicals and reference books
- are utilized
- Power point presentations in classroom teaching
- Faculty Development Programmes are organized
- regarding models of teachings
- Tutorial system is implemented seriously
- Faculty members are trained to teach ICT.

CriterionIII:
Research, Consultancy and Extension

Criterion III: Research, Consultancy and Extension

3.I Promotion of Research

3.I.I. How does the institution motivate its teachers to take up research in education?

- Teachers are given study leave for pursuing their research degrees.
- The management regularly organizes special lectures/ training for faculty members to take up research projects.
- Adjustment in teaching schedule for their research activities.
- Providing secretarial support and other facilities to those who have registered for Ph.D.
- Teachers without Ph.D., degrees have been encouraged to register for Ph.D., programme.
- The Teachers who complete the research degree are given lucrative increment.
- The Faculty members are freely allowed to use internet facilities at any time.
- Usage of library is encouraged.
- Thus, Teachers are encouraged to participate in research related seminars/conferences/workshops.

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

Research on all aspects of education is encouraged. It depends on the researcher's own interest like Psychology, Technology, Attitude, Aptitude, Achievements etc., As part of our curriculum, the student teachers conduct case studies and action research. The action research is directly related to the problem faced by the school students and in the administration of the schools. The teacher trainees take steps and give suggestions to solve the problem.

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

Yes, the institution encourages all the teachers educators to take up action research in relation to teaching – learning problems that they come across in their teaching. The teacher educators make use of their findings in improving their quality of teaching and guiding. Students are motivated to take up simple action research during their teaching practice in schools.

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

<i>Name of faculty member</i>	<i>State Level seminar</i>	<i>National level seminar</i>	<i>International level seminar</i>	<i>Conference/Workshop/Webinar</i>
Urvi P.Bhatt	02	03	01	02
Kalyan S. Dabhi	03	01	02	03
Shilpa P. Patel	04	-	-	01
Shilpa K.Patel	03	02	-	01
Archana S.Bhatt	02	-	01	01
Manishaben R.Chaudhari	01	-	-	04
Bhav naben	-	01	-	-

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S.Patel				
Zeenat A.Khan	-	02	-	-
Mrunali C.Chauhan	-	-	-	-

3.2 Research and Publication Output:

3.2.1. 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.

Our faculty members have developed course materials for core paper, elective and optional papers. They also prepared self instruction materials, print materials, non print materials and question bank for the instructional purpose. In addition, they have developed Power Point, OHP sheets, charts, Flash cards on various topics as resource materials. Modules and course outline were also prepared for enhancing the quality of teaching.

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

The College has rich library, including reference books, Encyclopedia, Reports, Journals, Dictionaries and subject books etc. The College provides transparencies, Permanent marker etc. for O.H.P. presentation. For LCD presentation, the college provides computers to prepare slides. Besides it teachers can get charts, models, specimen, graphs and other instructional materials for teaching.

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

Yes, the institution encourages both the faculty and the students to develop and use ICT/technology related instructional materials.

Computers : 78

LCD : 01

CDs : 75

Learning materials : PPT-22

Transperncies : 252

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

a. Organized by the institution

b. Attended by the staff

c. Training provided to the staff

Nil

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

1. Kcg journal of Educatin
2. Journal of Education and Psychology
3. Internal Journal of Education for Human Services.
4. Research and Evaluation
5. International Journal for Research in Education.
6. International Journal for Research in Humanities and Social Sciences

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

Dr.Bhavna S.Patel :- Late Shree lilakant Mishra medal for securing first rank as M.Phil.Exam at Gujarat Vidyapith Shikshan Mahavidyalaya in year 2003.

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

Some of the faculty members undertook minor research projects in Education.

3.3 Consultancy

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

Yes, we provide consultancy services to our sister concerns and other schools. Our faculty members have expertise in language skills (English & Punjabi), Micro- teaching, Fine Arts, Sports, Library Science, cultural Activities, Computer Application and Reasoning for competitive Exams etc.

The institution has provided the following consultancy services:

- 1) The faculty members give consultancy to the schools run by the same management for their smooth functioning and to make their system better.
- 2) Our faculty members have been giving academic consultancy for the past 2 years.

3.3.2. 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 staff members of our college are competent to undertake consultancy. The areas of competency of staff members are:

- Training in communicative skills
- Stress management for students
- Computer skill development for school students
- Coaching candidates for TET, SLET & NET examinations
- The available expertise is published in the college advertisements, College Hand Book and Magazine.

3.3.3. 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?

The consultancy service is done free of cost.

3.3.4. How does the institution use the revenue generated through consultancy?
Not applicable.

3.4 Extension Activities:

3.4.1. How has the local community benefited from the institution?
(Contribution of the institution through various extension activities, outreach programs, partnering with NGO's and GO's)

Educational Institutions are agencies of socialization so there is duty of institution to transmit culture and also to be agency of dynamic cultural and social change. As one of our institutions objectives is societal transformation, our institute always tries to accommodate in our day to day busy schedule various programs for the benefit of society. Some of them are as follows:

- Computer training programme for school students
- Road safety and traffic awareness programme
- Conducting science exhibition
- Conducting cultural programmes
- Tree plantation

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

The institution maintains a cordial relationship with the community. The college arranges the citizenship camp in nearby villages. The college receives high cooperation from the villagers during the camp schedule. The community helps the college through providing food materials to the student volunteers and also they take part in the community welfare measures along with our students.

- Science exhibition in the college is arranged for the benefit of the nearby schools.
- Blood donation camp conducted in the college.

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

In the future plans and major activities sphere, our institution will undertake students for community orientation. The thrust area being part of drive towards elimination of illiteracy, to disseminate information and guide the needy regarding the self employment schemes and programmes, to create awareness about population problems, consumer rights, health and hygiene, water conservation, pollution of all types, anti alcohol drive , anti drugs drive and Traffic rules etc.

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

Since B.Ed. is only one year programme and, to be precise, the students stay with the College only for nine month, no such project could be undertaken. Student teachers are provided with indirect exposure of Community.

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

The institution ensures in each and every stage that the Student Teachers responsibly develop social and citizenship values and skills. During field trip and the citizenship camp activities students are taught about causes for the drink and drug addiction, duties of the citizen and the necessity of voting in the election.

3.5 Collaborations:**3.5.1. 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.**

The College has established linkage with few organizations.

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

Nil

3.5.3. How did the linkages if any contribute to the following?

- Curriculum Development
 - Teaching
 - Training
 - Practice Teaching
 - Research
 - Consultancy
 - Extension
 - Publication
 - Student Placement
-
- The linkage with NGO results in development of human resources on academic as well as non-academic front.
 - The linkage with NGO helps in giving requisite exposure to the students. It also helps in seeking feedback about the strength and weaknesses of the students.
 - The faculty members often go to various institutions as externals being sent by university. It helps them in getting abreast with latest development of other institution.
 - Faculty members attend seminars, workshops and conferences, which helps them to acquire knowledge and skills in teaching learning technique.
 - The linkage with various schools for practice teaching helps in giving requisite exposure to the students. It also helps in seeking feedback about the strength and weaknesses of students.

3.5.4. What are the linkages of the institution with the schools sector?

(Institute-school-community networking)

The sister concern institutions give preference to our passed out students for placement. Almost all the faculty members are invited as judges in various school competitions every year. The faculty members are also invited to deliver lectures on the topics of their expertise subjects. Our institution participates in various rallies organized for community awareness on issues of social concern.

3.5.5. 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 members associate themselves with school teachers and involve in the design, development and evaluation of practice training modules of student teachers before the actual practice training / classroom delivery.

Positively it involves the combined process of school teachers, school management, prescribed curriculum activity and active involvement of guide teachers and college supervising faculty members.

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

The faculty members of this college have established collaboration with schools in providing classification of concepts with school teachers. At college and university level, the faculty members of this college invite resource persons to deliver special lectures on

- In sharing teaching techniques
- In curriculum designing
- In evaluation process
- In guidance and counseling
- Research and Guidance

3.6 Best Practices in Research, Consultancy and Extension:**3.6.I. What are the major measures adopted by the institution to enhance the Quality of Research, Consultancy and Extension activities during the last five years?**

The institution invites resource persons from various universities and colleges to share their research ideas with faculty members and student teachers.

The college has encouraged all the staff members to undertake action research and mini project to improve quality of teaching. Our staff members are permitted to attend research programmes in the colleges and universities.

The faculty members have undertaken eight mini projects. Of these four projects have been completed and four projects are ongoing with the support of

the Management. Staff members are encouraged to offer academic consultancy to the nearby B.Ed., colleges and universities free of cost. The institution motivates faculty members, to register for research degree by making adjustment in teaching schedule and providing secretarial support.

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

Nil

Criterion IV: Infrastructure and Learning Resources

Criterion IV: Infrastructure and Learning Resources**4.I Physical Facilities:**

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

The College has developed physical infrastructure as per the NCTE norms. The NCTE team carried out physical verification of the college building and campus along with other infrastructure. The NCTE was fully, satisfied with the physical infrastructure.

1. Method rooms, well equipped psychology lab, language lab
2. Educational and Technology lab, Science lab, Computer lab
3. Library with varied collection of books and spacious reading Hall.
4. Spacious multipurpose hall indoor games.
5. Staffroom.
6. Separate cabins for M.Ed. staff (especially for guidance)
7. Play ground for outdoor games.
8. Ladies room
9. Hostel facility for girls.

This infrastructure is very conducive for effective curriculum transaction.

Land area -	4.5 acres
Buildup area -	18000.Sq.Mtr.
Class rooms -	6425.12 Sq.Ft.
Sc. Labs -	603.24 Sq.Ft
Seminar /conference hall –	673.56 Sq.Ft
Staff rooms –	3717.02 Sq.Ft
Ladies rooms –	339.00 Sq.Ft
Library-	1942.16 Sq.Ft
Reading Room-	-----

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

As per NCTE norms, the college admits 100 students of B.Ed & 35 students of M.Ed every year. The infrastructure available for 135 students is more than sufficient. The Management would expand the infrastructure in case of need and starting of additional intake and additional course in future. The building has a provision for expansion.

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

College has well equipped and modern infrastructure which caters to the need of the learners. The institution has the facilities of co-curricular activities, extracurricular activities games and sports. For co-curricular activities we have a Multipurpose Hall with mike system, stage and necessary furniture for seminars and conferences. We have seminars room with audio visual facilities. For games and sports we have indoor and outdoor games equipments and playgrounds. Health and physical education period is set in the time –table for providing theoretical knowledge to the students and in the second half of the time table different activities are taught to them like Badminton, kho-kho, Basket Ball, shot-put, Discus Throw and javelin Throw etc.

4.1.4. Give details on the physical infrastructure shared with other programs of the institution or other institutions of the parent society or university.

Complete infrastructural and instructional facilities are being used by B.Ed & M.Ed programme only.

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

There is a sick room in our building providing first aid facilities.

3) The teaching staff is given sick leave and medical allowance.

4) We have canteen facilities in college premises, which provide healthy and hygienic refreshments for students as well as teaching staff. Canteen Committee is formed to ensure the quality of food.

- 5) We have separate common rooms for girls and boys.
- 6) Blood donation camp is arranged every year.
- 7) Adequate wash room facility are provided separately for men and women On every floor.
- 8) Institute provides bus facility to the local students.
- 9) Water filter/Aquaguard on water cooler provided to faculty.
- 10) Separate wash rooms for students and staff.
- 11) Hygiene is insured by regular checking

4.1.6. 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.

Hostel Facility- Yes; there is hostel facility for students at present 22 students are staying in a hostel.

Sports and Games- The students are free to play games.

Health and Hygiene- There is a phone number of medical facility, Doctor pays a visit as and when required.

4.2 Maintenance of Infrastructure:

4.2.1. 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

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Particulars	2009		2010		2011		2012		2013	
	B.ED	M.ED	B.ED	M.ED	B.ED	M.ED	B.ED	M.ED	B.ED	M.ED
Building	-	-	-	-	-	-	-	-	-	-
Allocation	-	-	-	-	-	-	-	-	-	-
Utilization	-	-	-	-	-	-	-	-	-	-
Laboratories/Library	-	-	-	-	-	-	-	-	-	-
Allocation	-	398312	-	-	-	-	-	-	-	-
Utilization	63150	-	88945	31365	14779	47392	10620	4613	-	9700
Furniture	-	-	-	-	-	-	-	-	-	-
Allocation	-	952999	-	-	-	-	-	-	-	-
Utilization	52554	-	192730	76168	94948	97782	-	-	-	-
Equipments	-	-	-	-	-	-	-	-	-	-
Allocation	-	216540	-	-	-	-	-	-	-	-
Utilization	-	-	3825	12270	-	-	-	-	-	-
Computers	-	-	-	-	-	-	-	-	-	-
Allocation	-	783140	-	-	-	-	-	-	-	-
Utilization	161100	-	225000	64400	-	-	-	-	-	-
Allocation	-	-	-	-	-	-	-	-	-	-
Others	-	11590	-	-	-	-	20200	-	-	-
Utilization	-	-	-	-	35381	-	-	-	-	-
Total	276804	2362581	510500	184203	145008	145174	30820	4613	-	9700

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

The management ensured smooth and regular functioning of the college so the entire infrastructure of the college continued to remain in effective use. Above all, Maintenance Committee ensured that the budgetary allocations being need based should be used properly and optimally. The college also lent the following facilities for the benefit of the community/society:

- a. Some teaching practice schools utilise the ground of the college for organizing sports.
- b. Playground is regularly used for inter-college competition and for holding events by sister institutions/schools.

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

The college infrastructure provides bushy green atmosphere clean and good ventilation, privilege of enjoying free air, proper sanitation, fire protection, a strong and structurally stable building. The local Panchayat has issued a certificate in respect of sanitation and environmental fitness of the location of the college. The institution has been certified by the department of fire service. Fire extinguishers have been fitted in vantage points. The institution has further acquired stability certificate from competent authority.

4.3 Library as a Learning Resource

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

Yes, the institution has a qualified librarian and sufficient technical staff to support the library with good collection of books on education and related topics with journals, periodicals, weeklies and dailies.

4.3.2. 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.)

Library Resources –

- Total number of books 8493
- (Text books – 3716, Reference books-4777)
- Number of Titles 430
- National Journal 7
- International Journal/E-journals nil

- Encyclopedia 02
- Magazines 25
- Audio Visual teaching learning resources 75
- Software -
- Internet Access YES

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

There is a library with five members committee functioning efficiently and it is empowered with the following:

- Purchase of books
- Automation of the library
- Maintenance of the library
- Effectively running the book bank for economically backward and deserving students

Functions:

The Library Committee is responsible for the overall growth and development programme of the library. It holds at least two meeting every year and obtains feedback on the functioning from its members. The Library Committee:

- a) Seeks allocation of fund for the growth and development of the library.
- b) Selects titles and makes purchases of the book, from the lists of publishers.
- c) Checks the documents of library.
- d) Conducts annual verification of the stock of books.
- e) Monitors functioning of the library.
- f) Takes stock of obsolete titles
- g) Arranges library period in the time table.
- h) Procures Feedback on functioning of library.

4.3.4. Is your library computerized? If yes, give details.

The library is in the process of computerization. The feeding process of books is going on.

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

The college library has computer, internet and photocopy facilities.

Computer: The books loading process is going on.

Internet: Available

Photocopy Facility: Library provides photocopy facility to the students as well as faculty in minimum charges of library books.

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

The College does not make use of Inflibnet/Delnet or IUC facilities.

4.3.7. 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 in 261 working days last year. The library is open for six hours per day w.e.f. 10.00 clock to 4:00 clock in six days per week.

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

The staff and students come to know of the new arrivals through display board and display stand.

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

The library provides book bank facility.

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

To those who are not able to walk to the library, their friends are permitted to take books from the library (particularly, to the physically challenged persons).

At present there is no such user in our college.

4.4 ICT as learning Resource:

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

ICT facilities:-

- Computer – Yes
- Internet Access – YES
- Television – YES
- Tape Recorder – YES
- Radio – YES
- O.H.P. – YES
- Headphone – YES
- Digital Camera – YES
- Fax machine – YES
- Mike – YES
- Screen – YES
- Transparency – YES
- Slide Projector – YES
- C.D. Player – YES
- C.C.T.V. Camera – YES
- Sound Speaker – YES
- Amplifier – YES
- Automatic Slide Projector – YES
- LCD Projector – YES
- Educational C.D. – YES
- D.V.D. Player – YES
- Charts and model are also present.

These hardware and software aids are used in various academic activities,

conducting according to the time-table in the college like computer learning, Educational technology practical, Class seminar, Resource lecture, Extension lecture, Seminar, Workshop, co-curricular activities, Teaching by teacher educators and student-teachers.

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

- The computer skill training is given to both computer and non – computer science students through value added course, in which students are taught on the topic Ms office tools MS – word, MS – Excel and MS – Power Point
- In addition students are trained to:
Download text, images and web pages
Develop Communication skills
To send E-mail
Drawing skill using paint brush
Data manipulation skill using ms – excel

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

Staff members are given orientation for using ICT resources.

They handle classes by using OHP, LCD and the students are trained to operate the ICT resources and they are encouraged to take the class seminars with the support of ICT resources

4.4.4. 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)

Students are allowed to utilize the computer technologies for preparing teaching aids and test & measurements. Students are encouraged to prepare papers for seminars and conferences by using technologies with the help of staff members.

4.5 Other Facilities:

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

The College ensures that the instructional infrastructural facilities are optimally used. Various instructional facilities like O.H.P., L.C.D. projector, Auditorium etc. are shared with other departments as and when required on basis. The college encourages student teachers to become tech-savvy and for this purpose, they are motivated to communicate among themselves through email using internet facilities provided by the college. Student teachers are encouraged to make their email Ids and use it to communicate among themselves and with their friends and relatives.

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

The non print materials like television sets, tape recorders, computer systems, head phones, digital camera, handy camera, digitalized (computer aided instructional materials) like databases, online journals – CDs, DVDs, Video cassettes and Audio cassettes are available in the institutions. Before going for practice teaching, students are exposed to practice microteaching skills by using video lessons. Thus, they are encouraged to optimally use them for teaching learning process. A television, DD player and subject related video and audio cassettes are witnessed by the students in the educational technology laboratory.

4.5.3. 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?

There are various Labs (Resource centers), established in the college. These are:

- Psychological – I
- Multimedia – I
- Computer Learning – I
- Sports – I
- Work Experience – I
- Science Resource Centre – I
- Music Room - I

Lab technicians are appointed in labs. They look after the requirement and maintenance etc. for their /resource centers.

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

Facilities like multipurpose hall for conducting seminars, conferences, workshops and club activities. Workshop for preparing teaching learning materials and socially useful productive work, musical instruments and sports, etc. are available with the institution.

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

Sufficient class rooms, spacious and ventilated auditorium are available. The class room provisions for using modern teaching gadgets are available. The class room are equipped with computers, LCD's, OHP's. The computer is connected with internet facilities. Further plan is to implement smart boards.

4.6 Best Practices in Infrastructure and Learning Resources:

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

Faculties are encouraged to use innovative methods to enhance the teaching learning process. Classroom environment is made conducive through the use of teaching aids and activity based teaching incorporating technology. Faculties make use of facilities available in the Educational Technology lab, like computers, television, DVD player, OHP in pedagogy.

The faculty as well as pupil teachers adopt different methods of teaching and deploy different techniques for the sake of variety in teaching and meeting multiple tastes and liking of learners.

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

- The innovative practices related to ICT that contributed to the quality enhancement are
- Computer aided Lesson planning
- Lesson delivery through computer
- Preparation and use of slides
- Preparation and use of power point presentation
- Collecting information through Internet
- Increased and increasing use of LCD for seminars/workshops.

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

The college is located in a quiet and peaceful atmosphere. The college building is well furnished and provided with all amenities. The rooms are spacious and well furnished with proper ventilation. The library and laboratories are well equipped and are upgraded every year. Modern teaching – learning tools and methodologies are used. ICT equipment are used in every class.

Criterion V: Student Support and Progression

Criterion V: Student Support and Progression**5.I Student Progression:**

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

The College organizes 6 day orientation programme for student teachers in the beginning of the session. In which teacher-educators acquaint them with the B.Ed. programme. After that teachers assign them general educational topics to the student-teachers. The student-teachers present their views on those topics orally. On the basis of their activities, The College assesses their knowledge and preparedness for the programme.

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

The campus environment is inspiring and conducive for education. For recreation and information there are playground, seminar hall, computer lab and library on the campus. Students are motivated by the posters displayed on the notice board; the names of the achievers are displayed on the notice board.

5.I.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?

Programmes	Year 1	Year 2	Year 3
D.Ed.			
B.Ed.	1	1	1
M.Ed. (Full Time)	0	0	1
M.Ed. (Part Time)			

One student dropped each year.

5.1.4. 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?

As the B.Ed. programme runs in the college, has established guidance bureau, where the academic and career orientation programs are conducted. Besides educational, vocational guidance is also provided through discussion and interview.

5.1.5. What percentage of students on an average goes for further Studies /choose teaching as a career? Give details for the last three years?

	Year 1 (%)	Year 2 (%)	Year 3 (%)
Higher studies	17	25	25
Employment (Total)	16	12	20
Teaching	12	11	18
Non teaching	3	.7	2

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

The College provides training to operate following equipments:

- General information is provided to access the library.
- Computer- Basic knowledge
- Overhead Projector
- Slide Projector and Automatic Slide Projector
- C.D. Player
- LCD Projector.

5.1.7. 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.

No, the institution doesnot provide placement services.

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

There are few difficulties faced by placement cell. Most of the students are from out of city. If local schools offer job to them, they are unable to join.

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

The Institution has arrangement with practice teaching schools for placement of the student teacher. College has good relations with these schools. These schools have in the recent past picked up our product. In this regard we very lucky in that our students are absorbed in some of these schools on their own volition: performance of our students during practice teaching attracts the attention of those who matter in the practicing schools.

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

No, the institution doesnot provide placement services.

5.2 Student Support:

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

The institution follows the academic calendar sent by the university for the Session. In the month of June the institution develops an academic calendar on the pattern planned by the university. It includes both the activities curricular and co- curricular. Initially a meeting is organized by the principal and ideas and

suggestions are invited from the faculty members and desirable changes are brought about herein. The change made is included in the academic calendar. If required, changes are brought about in the calendar during the course of session.

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

There is no any curricular planning differently for physically challenged Students but, they are provided with maximum cooperation taking into consideration their physical conditions. College is providing writer to assist him in writing if, he cannot write.

5.2.3. Does the institution have mentoring arrangements? If yes, how is it organized?

Every teaching faculty in the institution is being involved in the tutorial system and is allotted a group of ten students to find out their strong and weak points which they do through informal contacts with the wards and provide necessary academic and personal counseling individually. The counseling varies from the individual requirements to high achievers and slow learners. The high achievers are given counseling for enhancing their talents by using the library and other resources. The talented students in sports are given special coaching for achievements. The slow learners are facilitated with special coaching from the faculty members and also to get the assistance from the high achievers.

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

The various provisions in the institution which support and enhance the effectiveness of the faculty in teaching and mentoring of students are as follows:

- i. Self appraisal of teachers.
- ii. Examining the results and suggestions made by the students.
- iii. Seminars and workshops.
- iv. Internet facility
- v. Availability of library resources.

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

The College website contains- Vision, Mission, Goals and objectives, Advisory and Management Board, Curriculum of B.Ed. and M.Ed. programme, Infrastructure facilities, Rules and Regulation, Faculty details, Academic Calendar, College Publications (Quarterly and Annual Magazines). It is updated time to time, whenever required.

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

The institution has a remedial programme for academically low achievers. The faculty members are always eager to help the student to overcome their shortcoming and maximum help is extended to them. They are providing with remedial teaching in their weaker area

5.2.7. What specific teaching strategies are adopted for teaching?**(a) Advanced Learners and (b) Slow Learners**

The special strategies adopted for teaching are:

- There are academic counseling programmes to help the slow learners to shed their inhibitions.
- The slow learners are guided to prepare for the examination by going through previous years question papers. Special attention is paid to them to get over their difficulties and when it is found not up to the mark, remedial measures are taken to improve their proficiency.
- Advanced learners are helped to enhance their knowledge through library reading and using multimedia facilities

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

- **Academic Counseling Service**

The low achievers are found out through Internal Assessment Test and Special care is given to them. Remedial coaching is conducted. Counseling with parents and respective teachers are also conducted.

- **Career guidance service**

Skill development classes, communication orientation classes and life skill classes are conducted. Employment opportunities are brought to the knowledge of the students.

- **Grievance and redressal cell**

Understand the problem of individual students through tutor mentor system and rectified the problem through principal and the management.

- **Personal counseling**

Personal Counselling is conducted with the help of Doctor, Lawyer and reputed persons.

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

College has its own grievance redressal mechanism for redressing grievances faced by the student teachers.

There is a Grievance Committee (Cell) in the college. The Grievance (redressal) Committee consists of two student representative (one from each section), one faculty member, Principal, and representative of the management.

Complaints/Grievances/Suggestion box is provided in the college building for communicating complaints and grievances by anyone in writing. Even oral complaints or grievances are made and entertained. Grievances are passed to the chairman of the Committee through the student representative to the Faculty in-Charge who passes the grievance to the Principal, and ultimately to the management representative. If the complaint is serious in nature or having wider implications, then the committee invites and includes other staff members, including the aggrieved one. The suggestions/decision/conclusion made by the committee is passed on to the principal for further action and/or implementation.

Major grievances expressed and redressed during the last two years are listed below

- The college working on holidays
- Frequent changes in Faculty
- Indifferent attitude of some teachers during practice teaching

- Sports grievances emanating from decision of judges and non-inclusion in the team
- Lesser time for file-making
- Expenses regarding computerized files.
- Problem/difficulty faced while on route to college.

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

The students of our college are continuously monitored throughout the academic year. The progress of the candidates at different stages of programs is properly monitored and appropriate advice given using the following approaches.

- Students are properly assessed during classroom teaching learning process. Students are assessed for their ability to answer the question passed by the teachers, ask questions from the teacher, ability to present any fact with or without examples.
- Students often face problems during teaching learning process. The problems faced by the students pose a hindrance in the progress of the candidates at different stages of programme. Problems faced by the students are solved with the help of students. Students are encouraged to solve their problems using cooperative learning technique.
- Summative evaluation technique is also used to monitor the progress of the students at different stages of programme. The students take the test of the content cum methodology subject. Then, they take unit tests in the B.Ed. course and their weakness are overcome by assessing their performance in the test. The better
- Performers are encouraged to perform all the better. Such students have to take lead in curricular activities. Any one lagging behind or under performance by any student is given effective follow up. They are also guided by practicing how to answer the question in order to secure better marks in theory paper examination.
- Performance of the students in the tests and examinations is monitored. Their performance in practice teaching is likewise monitored. At the school level, the teacher educator remains present to observe the

performance, make suggestions and rectify their mistakes there itself. The pupil teachers are equally encouraged (and sometimes, even compelled) to take part in co-curricular and extra-curricular activities. The pupil teachers lagging behind in these activities are provided with advice and guidance for improving their performance.

5.2.II. 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?

To ensure the student's competency before the commencement of teaching practice session, they are required to carry out micro teaching. Total 10 micro teaching lessons are practiced with all the five skills followed by one micro discussion lesson in each teaching methodology. Teacher educators provide guidance and feedback to the students. During teaching practice the supervisor gives his opinion and feedback.

5.3 Student Activities:

5.3.I. Does the institution have an Alumni Association? If yes,

- (i) List the current office bearers
- (ii) Give the year of the last election
- (iii) List Alumni Association activities of last two years.
- (iv) Give details of the top ten alumni occupying prominent position.
- (v) Give details on the contribution of alumni to the growth and development of the institution.

The college is in the process of forming an Alumni Cell.

- (ii) The Alumni Cell is in the process.
- (iii) Nil
- (iv) Alumni meet will be held in next session.
- (v) Nil

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

- Our college encourages students to participate in extracurricular activities including sports and games. Every year, our students take part in sports and cultural activities and have got good achievements
- The expenditure accrued is borne by the management
- The students are appreciated publicly in the college day function

Games

Every year our college celebrates sports day. Our students participate in different types of games such as volley ball, running race, shot put, discus throw and got good scores in it. The management takes care and appreciates them for participation and good performance. The college offers prizes and shields to the winning candidates.

5.3.3. How does the institution involve and encourage students to publish materials like catalogues, wall magazines, college magazine, and other materials. List the major publications/materials brought out by the students during the previous academic session.

The college encourages the students to exhibit their creative talents in the college magazine. The editorial board executes the plan as per the advice of the Library committee. Science materials are displayed in the science corner. Art and Craft materials are developed by the student teachers. Wall magazines are placed in the library.

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

The College does not have student council.

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

We form the student council for self-governance of the institution and leadership training. It has one General Secretary and Lady Representative. To conduct various activities there are six committees in the council. These are:

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No.	Committee	Incharge	Students
1.	Sport	Kalyansinh Dabhi Dr.Mrunaliben C.	Chaudhari Apexa Chaudhari Hinalben
			Mehata Vidhi Patel Kamini
2.	Welcome	Shilpaben P.Patel Dr.Bhavnaaben S. Patel	Chaudhari Ishani Chaudhari Jinalben
			Patel Priti Patel Rachan
3.	Prayer	Shilpaben P.Patel Dr.Mrunaliben C.	Chaudhari Kiran Chaudhari Nipaben
			Patel poonam Gajjar Meghana
4.	Cultural	Urviben P Bhatt Dr.Mrunaliben C.	Chaudhari Nikitaben Chaudhari Nilamben
			Patel Avni Patel Rujuta
5.	Tours/Excursion	Rajesbhai P.Raval Kalyanshin Dabhi	Chaudhari Swetaben Chaudhari Upasanaben
			Chaudhari Kinjal

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			Chaudhari Charmi
6.	Grievance	Dr.Shilpaben K.Patel	Chaudhari Apeksha k. Prajapati jayshree
		Dr.Zeennat Khan A.	Gajjar Meghna Chaudhari Anita
7.	Research	Dr.Zeennat Khan A.	Patel Avani Patel Vidhi
8.	Workshop/Seminar	Dr.Zeenat Khan A.	Sangada Mittal Bagavadiya Rupal
		Shilpaben K. Patel	Chaudhari Ishani J. Chaudhari Nilam N.
9.	Language	Urviben Bhatt	Chaudhari Jinal K. ChauDhari Sweta D
10.	Student Welfare	Archanaben Bhatt	Chaudhari Anita Patel Shitalben
		Dr.Mrunaliben Chauhan	Ninama Minal Bhagat Shital
11.	Women Development	Dr.Mrunaliben Chauhan	Patel Shital Gajjar Mittalben Patel Palak

		Patel Shilpaben P.Patel	Patel Priyanka
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5.3.6. 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?

Feedback from the graduates and employers are collected to improve the preparation of the programme and the growth and development of the college.

Graduates' suggestions:

- To conduct more internal examinations practice teaching may be arranged in nearby schools.
- In the Club activities the graduates' advice are taken into account.

Employer:

- Results improved
- Placement and consultancy services are conducted
- Extension and outreach programme are conducted

5.4 Best Practices in Student Support and Progression:

5.4.I. Give details of institutional best practices in Student Support and Progression.

The institution follows the following best practices in students support and progression.

- a) The teachers act as a guide and counselor whenever students require their help.
- b) Sister concern institutions appoint the students who have passed out from our institution on priority basis.
- c) It is made compulsory for the students to participate in seminars to remove stage fear from their mind.

Criterion VI:
Governance and Leadership

Criterion VI: Governance and Leadership

6.I Institutional Vision and Leadership:

6.I.I. What is the institution's stated purpose, vision, mission and values?

Purpose

To spread higher education in the youth of border area of the state to help them seeking jobs and self employment occupation so that they become ideal citizens of our nations.

VISION

To spread the light of knowledge in society by providing quality teacher education.

MISSION

1. To provide conducive environment for teaching learning with the use of modern methods & technology.
2. To inspire the students to develop their personality as innovative & creative Teachers with a scientific flair through various academic, co- curricular and extension activities.
3. To train the students as socially sensitive, responsible & professionally skilled teachers.

VALUES

College believes in the power of education to make a difference to peoples' lives and to the achievement of their potential. To achieve this, students come first in everything we do.

6.I.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?

The institution works on the following **goals and objectives** for achieving the mission

1. To provide the students with basic skills which contribute to success in their careers and in their private lives.
2. To lead the students in the self discovery process of clarifying and raising the individual's goals and achievements commensurate with the student's potential.
3. To provide a framework and atmosphere of learning which will enhance the student's capability to demonstrate ethical and moral values in professional , personal , and business situations.
4. To strive for and maintain excellence by systematically reviewing classroom facilities, equipment, curricula, facility, and staff.
5. To make valuables to our students activities and experience which foster personal growth?
6. To maintain a process of communication with the community.
7. To provide equality of opportunities and challenge to all to reach their potential.
8. To provide opportunities to develop strong leadership qualities.
9. To engage students and teachers in reflective thinking, enterprise, innovation and placing emphasis on originally and self-expression.

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

The Management has always been encouraging & is highly committed towards the development & growth of the institution. The Management gives free hand to the head of institution & encourages the new and innovative ideas & adopts if they are found practical. There is no financial restriction for the implementation of creative and innovative ideas.

6.I.4. How does the management and head of the institution ensure that Responsibilities are defined and communicated to the staff of the institution?

- In the governing body meeting governed by the management, the program for the year is planned after serious discussion and monitored effectively
- The responsibilities are clearly and precisely defined by the head of the institution

- Work load is equally distributed by the Head of the institution, through regular staff meetings.

6.I.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 gets feedback from outgoing students and Alumni
- Suggestion box is maintained to get the feedback
- The academic administrative committees informed its achievements to management
- Self appraisal by teachers and assessment by the Head of the institution, communicated to the Management
- The Management in the governing body meeting held in the beginning of every academic year. Closely reviews the functioning of the institution and suggests improvements and corrections are made whenever necessary.

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

Since the Management visits the college regularly, it keeps abreast of the academic transactions and finds out short-coming/barriers on their own in achieving the vision. Teachers and students are free to bring out the short comings to be rectified to the notice of the management, and management acts swiftly in alleviating them. Exit evaluation from the students gives a clear picture of things to be improved.

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

- The Management has established good working relationship with the staff which has enabled commendable involvement of them.

- Every year the staff is appreciated with gifts for their performance in the academic year through the evaluation.

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

The Head of the Institution act as a bridge between the management and the employees in maintaining the growth and harmony of the institution.

- To oversee effective implementation of teaching-learning process, overall discipline in the institution etc.
- Motivating the faculty, staff and students to give away their best in the discharge of their responsibilities.
- To maintain harmonious relations between university and college for smooth academic governance.
- To maintain good rapport with local academic and school managements.
- Finalization and allocation of budget for academic and developmental activities.
- To prepare action plan for future development of the institution.
- Providing leadership and guidance in the college activities.
- Convening committee / IQAC meetings to discuss academic matters.
- Ensuring democratic way of functioning of the college – all matters are discussed in the meetings and decisions are taken on common concerns
- Offering academic guidance by inviting external experts.

6.2 Organizational Arrangements:

6.2.1. 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.

Various committees were formed in the year 2014 – 2015 for managing the activities of the college:

Governing Body:

Over all meeting of the college was conducted

- Discussion and suggestion for B.Ed., admission for the academic year
- Student approval of B.Ed. in the university
- Proposal for NAAC Accreditation 2014 – 2015
- Approval of budget planning and recruitment of staff

Staff Council:

- Framing of various committees
- Preparation of time table and calendar for the academic year
- Allotment of subject
- Preparation of budget for the year

Academic Administration

- Interview for new section of staff
- Orientation for the new staff, about syllabus and the procedure for microteaching, teaching Practice, etc.
- Action plan for the academic year
- Committee formation and selection of committee members
- Committee meeting for organizing Field Trip
- Meeting for the organization of the citizenship camp programme

Internal Quality Assurance Cell

- Total quality management and the enhancement of quality.
- Performance appraisal of various departments

Examination Cell

- To look into all affairs related to examinations.
- Plan for examination dates
- Question paper preparation
- Syllabus coverage
- Preparation of University Internal and External

- Examination

Academic Council

- Admission procedure, course outline
- Bridge course, microteaching
- Assignment plan, observation, lesson plan particulars
- Permission from schools for teaching practice
- Preparation of students for writing various records

Grievance and Redressal Committee

- To look at the grievances of the students and to redress the same

Placement and Training Cell

- To give career counseling, academic counseling and conduct training programmes pertaining to job opportunities for students
- To intimate the students on the job opportunities advertised in the news paper

Alumni Association

- To motivate them for professional and personal excellence

Library Advisory Committee

- To take care of all activities related to effective functioning and using of the library

Research Committee

- To facilitate and monitor research activities

Cultural and Sports Committee

- To encourage extracurricular activities

Assembly Committee

- To instill faith in God and values.

Social Activity Committee

- To Create Social Awareness and to initiate social welfare activities..

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

The college has established advisory and management boards.

Organizational Structure

President & Managing Trusty: Chaudhari Manibhai K.

1. Chaudhari Jesingbhai V.
1. Chaudhari sedhabhai R.
2. Chaudhari Keshavlal V.
3. Patel Jitubhai
4. Mehabhai chaudhari
5. Chaudhari Amitbhai H.
6. Chaudhari Govindbhai K.

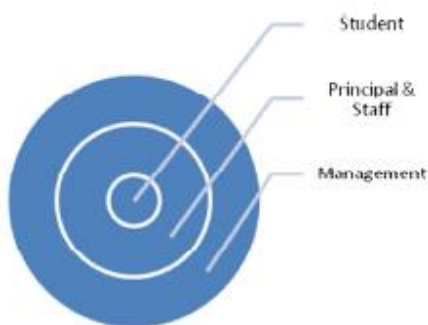
Secretary:

1. Chaudhari Kanjibhai B.
2. Chaudhari Dahyabhai G.

Members:

1. Patel Motibhai R.
2. Chaudhari Mnibhai B.
3. Chaudhari Ramabhai V.

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



- Implementation of all academic programmes is discussed with faculty.
- Budget allotments are made after getting proposals and discussion with faculty.
- Faculty in charge of the laboratories have freedom to choose priorities in procuring department needs.
- The academic programmes are organized in consultation with the faculty and concerned committees.
- The principal provides guidance and leadership.

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

To coordinate and monitor the collaboration with other sections and school personnel, the college has an effective mechanism with the sole aim of quality of education. Internal co-ordination is done by the purpose. The members of the faculty willingly and actively participate in all the activities of the school and other departments.

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

Yes, The institution obtain feedback from the students, faculty members, school personnel in the form of questionnaire. This is analyzed systematically by a team of teachers and identify the positive and negative aspects of its performance which certainly help the management of this institution to enhance the performance in a more dynamic way. The suggestions are analysed and implemented in the ensuing academic year.

6.2.6. 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)

This college has established a conducive rapport between departments by way of conducting periodical meetings, seminars, discussion, deliberations and encourages sharing of experiences freely among themselves. This system paved the way for identifying initiative channels in the process of teaching learning materials. Experts are invited to suggest measures for the improvement of the faculty.

6.3 Strategy Development and Deployment:

6.3.I. Has the institution and MIS in place, to select, collect align and integrate data and information on academic and administrative aspects of the institution?

Yes, the institute has a data center to collect information on

- Students profiles
- Student attendance
- Academic performance
- Result analysis
- Faculty and staff profiles
- The information related to the college is updated on our website so that parents and students can access it.

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

The action plan is executed by the principal and the staff members. Necessary help and resources are sought from the Management.

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

This institution has been strengthened with ample financial and human resource potentialities. A well trained, duty bound and dedicated faculty team collaborated with benevolent management to yield a best conducive situation and to achieve the mission and goals positively.

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

Academic Plans are developed by examining the requirements of curriculum prescribed by University. Program Advisory Committee approves the academic plan for the ensuing academic year. The academic plan is initially given shape, although in parts, by various committees. Each committee makes its observations and recommendations in the area of its operation. Different teacher-in-charges submit their own proposals along with justification. All these are put together for institutional planning. Practice-teaching schools' teachers are involved in the practice-teaching with reference to the subjects in which they have specialization. Input is sought from them. Their observations about the performance of pupil teachers as made during the preceding academic year are taken into consideration. The feedback is duly communicated through teaching-practice in-charge. Selection of the schools is made for the ongoing academic year is made in the light of feedback and experiences of the college and curricular needs. The detailed school based activity is planned in consultation with the concerned school staff/head. Likewise, administration headed by the principal presents its analysis and observations along with the accumulated proposals for their incorporation into the plan. In this, the principal is assisted by the in-charge of the office.

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

Objectives are communicated at all levels by conducting meetings regularly and closely monitoring the level of implementation after the meetings.

The involvement and contribution of the individual employee is assured through motivation, inspiration and by following a policy of presenting challenges and providing incentives. Some of the responsibilities are assigned on personal basis to individual staff member. It may be mentioned again that almost every employee is involved in the process of planning because of which they get identified themselves with the task and the working itself. Besides, the employees are continuously monitored and reminded as and when required. At the same time, concerned functionary remains under the obligation of submitting a written progress report.

6.3.6. How and with what frequency is the vision, mission and implementation plans monitored, evaluated and revised?

Details of activities aimed at realizing the vision, translating the mission into reality and implementation plans are monitored on day to day basis by the concerned supervisory/superintending functionary. They report the developments to their immediate superiors. Then, meetings of director with the principal, teacher-in-charges of activities and, if need be, with the coordinators of various committees are conducted quarterly. Revision is done on rolling basis seeing the delicacy and requirement of the situation.

6.3.7. How does the institution plan and deploy the new technology?

Management gives emphasis to the deployment of new technology. Facilities are provided to the staff and students for using Information Technology in the teaching learning process and official work alike. In this regard, the college consults experts for seeking guidance and quality inputs. The experts come with suggestion for the deployment of new trends or else changes in the use of the IT equipments.

6.4 Human Resource Management:

6.4.I. How do you identify the faculty development needs and career progression of the staff?

Self appraisal report of the individual staff members, students feedback report and experts feedback are studied carefully by the principal and the staff council which arrange faculty development programme for the benefit of staff members.

6.4.2. 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?

The College has mechanisms in place for performance assessment and using the evaluations to improve teaching, research and service of the faculty and other staff. The college analyses and appropriately uses the assessment and evaluation and the annual appraisal outcome of both teaching and non-teaching staff.

- (i) The college has suggestion box for volunteering suggestions on the performance of the faculty from any stakeholder.
- (ii) Students' feedback is a regular practice and they are free to communicate to the principal and the management.
- (iii) Students are given opportunity to express their views about different academic and co curricular programs organized by the college, during the academic session.
- (iv) Comprehensive evaluation by students and peers are also incorporated in the assessment. The college procures written feedback from the students at the end of the academic year. The feedback form has columns dealing with the performance of the faculty and other staff.
- (v) The faculty is required to submit self-appraisal report as well.
- (vi) Then, the relevant committees, Teacher-in-charges, event managers and the principal present their overall assessment.

(vii) All the suggestions and feedback are analyzed and a report is prepared and placed before the Manager, who decides on the action to be taken by the executives.

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

Staff is constantly motivated and given full freedom to teach and work in their zone of comfort. There is no interference from any quarter. They are provided with all kind of cooperation and faculties required from time to time. Whenever faculty faces any personal problem, College stands by them morally as well as financially. Their ideas are always welcomed and implemented. The institution provides, internet facilities, paid maternity leave to all staff members. The Non teaching staff is also given bonus every year. Computer orientation for using power point presentation is given in frequent intervals of months by computer department. The faculty members are motivated to participate in seminars and conferences and the delegation fee is paid by the institution.

6.4.4. Has the institution conducted any staff development programme for skill up-gradation and training of the teaching and non-teaching staff?

If yes, give details.

Faculty members are encouraged to improve qualifications. College does conduct staff development programs during vacation and deposes faculty to various workshops conducted at university or college level. Faculties are encouraged for paper presentation and publications too in this regard. The administrative staffs are regularly provided with financial assistance to attend the relevant programs. Various academic counselors are also invited to have talks on these areas.

6.4.5. 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 college recruits teaching and Non-teaching staff through interview, is conducted by an approval committee of interview. The appointment letter is provided with the salary and service conditions. N.C.T.E. norms regarding qualification are followed in recruiting the faculty and other staff.

6.4.6. What are the criteria for employing part-time/Adhoc faculty? How is

the part-time/Adhoc faculty different from the regular faculty? (E.g. salary structure, workload, specializations).

The College does not employ part-time or Adhoc faculty.

6.4.7. 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, in local, state, national and international professional associations).

- In service programmes are conducted in the college.
- The faculty members are allowed to attend the in service programmes in various colleges and universities.
- Faculty professional development program was conducted in the college for the improvement of the faculty members.
- Faculty members are encouraged to present papers in Seminars and Conferences. They are encouraged to publish Research papers in various journals.

6.4.8. What are the physical facilities provided to faculty?

The institution has the physical infrastructure as per NCTE norms. Spacious administrative buildings with all facilities are provided to carry out their work effectively. The seating arrangements of the faculties and instructional space are well maintained and inspiring to carry out the work effectively.

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

- The college website is being updated to give latest information
- Prospectus and college calendar are provided
- Every activity in the college is displayed in the college notice board
- Programmes conducted in the college are published in the newspapers
- A suggestion box is provided to collect suggestions and complaints
- The college office provides all the information needed
- People can seek information through phone
- Written complaints are accepted by the head of the institution
- Grievances cell solve the faculty problems

6.4.I0. 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 Principal decides and assign the workload to different staff members on the basis of qualifications and specialization. Different Committees are setup by the Principal and provides necessary guidelines to them.

The details are as follows:

- a) Organizing cultural activities.
- b) Organizing Guest Lectures & Extension Lectures
- c) Organizing sports activities.
- d) Organizing practice teaching
- e) Organizing community camps and all other activities, which are required now and then.
- f) Counselling of students.
- g) Organizing seminars, workshops.
- h) Placement of students.

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

Yes, the staff members are congratulated and rewarded for their noteworthy achievement.

1. The teaching staff is given rewards on the basis of research carried out by them and published in reputed journals.
2. Short-term study leave is given for pursuing higher studies to the staff if they desire for.
3. The Chairman gives rewards for outstanding achievement to both teaching and the non-teaching staff in the form of additional increment.

6.5 Financial Management and Resource Mobilization:

6.5.1. 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.

The College is under self-financed scheme thus, it does not get any financial support from the government.

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

No donation.

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

As the college is not an independent body, it is under aegis of the trust.

Therefore, the governing body of the college along with the various reputes (Financial Advisor, Stake Owners) altogether formulates the Annual Budget of the college. At college level, the annual budget is divided into sub-heads quarterly to meet out day to day expenses. The sub-division of the annual budget in particulars head is now come to know as operational budget. Almost the operational budget is met out with day to day expenses, if any variations deficit budget arise during this, then deficiency is bear by the trust.

6.5.4. 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)

Mission of the college is working according to the budget allocated to them. However, if budget formulate any hurdles during fulfilling the mission than extra budget has been allocated for it. Extra budgetary resources are provided by the trust by any means this is not a part of the college.

6.5.5. Are the accounts audited regularly? If yes, give the details of internal and external audit procedures and information on the outcome of last two audits. (Major pending audit paras, objections raised and dropped).

Yes, A qualified chartered accountant is employed to carry out internal audit. An external audit is done by a qualified chartered accountant recruited by the Management. The audit reports for the last two years are given in Annexure.

6.5.6. Has the institution computerized its finance management systems? If yes, give details.

Yes, Latest accounting software package and MS Excel are used for the accounting process. All the salary and other details of the individual members are computerized.

6.6 Best practices in Governance and Leadership:

6.6.I. What are the significant best practices in Governance and Leadership carried out by the institution?

The following aspects may also be considered as Best practices of our college under Governance and Leadership:

- Maintaining transparency in all aspects of the College's functioning through a process of broad-based consultation and involvement of stakeholders in implementation.
- Decentralization of administrative functions: The organizational arrangements have been well established with the duties well specified to each section/body.
- Annual organization of a special programme to felicitate faculty and meritorious students, etc.
- The academic atmosphere is well maintained by observing the schedule worked out by the University-College.

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- Each body/committee is working regularly with sincerity considering all the aspects for smooth running of the College.
- The administrative functioning as well as the academic functioning is regularly monitored.
- Initiation of measures towards computerization of office functions
- Overall the College set up is working for the achievement of set mission and vision and to compete at the national and international levels.

Criterion VII: Innovative Practices

Criterion VII: Innovative Practices**7.1 Internal Quality Assurance System:**

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

Yes, IQAC was established during the year 2014 – 2015 norms and guidelines of NAAC were followed while constituting IQAC. It consisted of representatives of all stakeholders as its members. The principal is the chairperson of IQAC, and a senior faculty is a coordinator. Teachers, expert members and representatives of all stakeholders are the members. Its main objective is to plan and implement quality initiatives. It follows its calendar for meetings, quality agenda and maintains its proceedings. It circulates its plan and steps for implementation. It conducts workshops, awareness programmes and special lectures on quality innovations.

7.1.2. Describe the mechanism used by the institution to evaluate the achievement of goals and objectives.

The college has a mechanism to evaluate the achievement of goals and objectives. The implemented process is carried through feedbacks and other such data. It examines and evaluates the following to see the extent and degree the goals achieved:

- Faculty appraisal by principal
- Self appraisal by faculties
- Student's achievement records
- Participation and performance of students in Inter-College / University activities
- Appraisal of placement
- Feedback from students with regard to teaching and its method

7.1.3. How does the institution ensure the quality of its academic programs?

The college maintains the quality of its academic programmes by establishing:

- Expert review

- Observation by the Management
- Observation by Principal
- Visits by governing body members
- Regular and periodical checking done by principal
- Quality Assurance Cell reviews
- Functioning of Academic calendar
- Time management
- Regular feedback from parents, students and Alumni's
- remedial programmes
- Internal and external audit process
- Annual meeting of the governing body
- Continuous observation through meeting for cells and
- Committees.

7.1.4. How does the institution ensure the quality of its administration and financial management processes?

The institution maintains the quality of its administration and financial management process through governing body and the principal.

- Internal and external audit
- Mechanism is followed for the financial management process
- Achievements of the various committees are also taken into account.

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

The college sustains some of the good practices in the day-to-day working and throughout the academic year. Some of such good practices followed are given below:

- Frequent mutual interaction facilitates identification of good practices
- The college has established good rapport with sister unit of the institution. Faculties constantly interact with the staff of other unit and exchange ideas. This interaction is done even for some academic programs found beneficial for all faculty members and students.
- Discussions are held formally during workshop / seminar sessions.

- Faculty development program are organized wherein paper presentation is done on common topics; lectures are organized and outside resource persons invited.
- A thoughtful quote is written everyday on the college notice board by students under the guidance of a teacher.

7.2 Inclusive Practices:

7.2.1. How does the institution sensitive teachers to issues of inclusion and the focus given to these in the national policies and the school curriculum.

The physically challenged students are also admitted. They are taken care of through various measures. The class rooms are given to them in the ground floor. Computer classes are arranged for them during the physical education hours. The teaching practice schools are allotted nearby their residence

7.2.2. 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?

There is a Topic - Education for Exceptional children in, Paper II: Psycho-Social basis of Learning and Teaching, where the students learn about exceptional children, they get information, how to deal with them.

- The college has established women cell, where the lectures are delivered on the sensitive issues (Sex Education, AIDS etc.) separately for girls and boys students.
- Sports and Games are played in separate teams (Gender Wise)
- Special Students are dealt in the classes sensitively.

By the above ways, the students learn about inclusion and exceptionalities and they help special children in many ways.

7.2.3. 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.

The following curricular and co-curricular activities are provided to the students for fostering positive social interaction, active engagement in learning and self motivation. Citizenship training camp, field trip, educational tour, national and international festival celebrations, seminar, participation in competitions, using library books, teaching practice, SUPW, Yoga, participation in club activities, personality development sessions, educational technology and other social activities are performed by the trainees.

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

By providing training of various multi sensory teaching methods and use of appropriate teaching aids, the proficiency of trainees are increased. It develops proficiency for working with children from diverse backgrounds. Regular feedback of every practice teaching session also helps them for the same. Along with this, trainees' over all personality are developed by various activities such as news reading, speech, and proverbs in the assembly. Our college student teachers made a visit to schools of special children.

7.2.5. How does the institution address to the special needs of the physically challenged and differently-abled students enrolled in the institution?

The institute introduced the following special measures:

- Introduction of fees waiver scheme to help economically weaker students
- Classroom and examination halls are arranged according to the convenience of the physically challenged students
- They are encouraged to participate in all the college activities without any discrimination.

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

- Students are given orientation on gender equalities during the orientation programme
- Students are briefed with the problems of eve-teasing and ragging in the class rooms
- Students are instructed to treat their woman counterpart fairly and equally
The institution is having a cell towards prevention of women harassment. The cell monitors and takes action based on complaints and fact findings

7.3 Stakeholder Relationships:

7.3.1. How does the institution ensure the access to the information on organizational performance (Academic and Administrative) to the stakeholders?

- The college maintains Internal Assessment Record of student.
- It maintains overall performance record and this may be accessed by the stakeholders.
- Any stakeholder can obtain information on academic and administrative performance from the administrative office by giving a written request. Information regarding academic achievements is placed on the notice board. The college results of the university final examinations are put on the notice board and every student is informed individually. The Management and its members are duly informed of the results of the college.

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

- The institution gets feedback from staff and principals of schools, students and from parents for bringing quality improvement.
- Based on the feedback, remedial measures are taken in faculty meeting to eliminate short comings

- The programs of the institution are qualitatively improved.

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

The institution collects feedback from students periodically on teachers education, for improving teaching and delivery process. The institution collects feedback from student teachers, parents and alumni which are utilized for improving the quality of the program. Feedbacks collected from Alumni, Parents, School Headmasters and guide teachers are analysed and discussed thoroughly in the staff council and governing body meeting to arrive at suggestions for quality improvement. After getting approval from governing body the institution takes preventive and corrective action for quality improvement

Mapping of Academic Activities of the

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
Admission and Orientation																																	
Theory																																	
Tutorials/ Seminars																																	
Seminar/Work- Test & Assignments																																	
Practical Work																																	
Preparation of Assignments/ Presentation/ Revision of lesson/intermediate question																																	
Practice Teaching/ Internship																																	
Co-curricular Activities																																	
Workshop and community/ social work																																	
End-Term Examination																																	

Note: A week is of six working days and a day is of six clock hours: The table should cover the entire academic session and may be extended as per the requirement

Declaration by the Head of the Institution

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

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

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

Signature of the Head of the institution

with seal:

Place:

Date:

Certificate of Compliance

(Affiliated Institutions)

This is to certify that **CHAUDHARI COLLEGE OF EDUCATION (M.Ed)** fulfils all norms

1. Stipulated by the affiliating University: **GUJARAT UNIVERSITY**
2. Regulatory Council/Body - **NCTE, Bhopal**
3. The affiliation and recognition [if applicable] is valid as on date. **Yes**

In case the affiliation / recognition is conditional, then a detailed enclosure with regard to compliance of conditions by the institution will be sent.

It is noted that NAAC's accreditation, if granted, shall stand cancelled automatically, once the institution loses its University affiliation or Recognition by the Regulatory Council, as the case may be.

In case the undertaking submitted by the institution is found to be false then the accreditation given by NAAC is liable to be withdrawn. It is also agreeable that the undertaking given to NAAC will be displayed on the college website.

Principal/Head of the Institution
(Seal and Signature)

Date:

Place: GANDHINAGAR

ANNEXSURE

SELF APPRAISAL REPORT

Gjcote-
22677

(3)

ફેક્સ : (૦૭૯) ૨૬૩૦૨૬૫૪
ટેલિફોન : ૨૬૩૦૧૩૪૧-૨૬૩૦૦૩૪૨-૪૩
૨૬૩૦૦૧૨૬ અને ૨૬૩૦૦૬૬૪
૨૬૩૦૦૮૩૪

ગુજરાત યુનિવર્સિટી
GUJARAT UNIVERSITY

ગુજરાત યુનિવર્સિટી નાવરંગપુરા,
પોસ્ટ બોક્સ નં. ૪૦૧૦
નાવરંગપુરા, અમદાવાદ-૩૮૦ ૦૦૯.

OFFICE OF THE GUJARAT UNIVERSITY
POST BOX NO. 4010
NAVRANGPURA,
AHMEDABAD-380 009 (INDIA).

FAX : (079) 26302654
Phone : 26301341-26300342-43,
26300126 & 26300664, 26300834
Grams : UNIGUJARAT

No.Academic/ 1017 / 2014

Dt. 15-08-2014

Model Format
'GUJARAT UNIVERSITY'

TO WHOM SO EVER IT MAY CONCERN

This is to certify that Chaudhari College of Education (M.Ed.) having Address Opposite S.T.Depot, Sector-7, Gandhinagar, Gujarat is affiliated to the Gujarat University, Ahmedabad since 2007 & 2009. The following Subjects Courses/ are taught in the said college.

(1) B.Ed.
(2) M.Ed.

Affiliation given to this college and it's courses, is valid as on date of issue of this letter.

[Signature]
Registrar

SELF APPRAISAL REPORT

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राष्ट्रीय अध्यापक शिक्षा परिषद्
(भारत सरकार का एक विधिक संस्थान)
पश्चिम क्षेत्रीय समिति



National Council for Teacher Education
(A Statutory Body of the Government of India)
Western Regional Committee

TO BE PUBLISHED IN THE GAZETTE OF INDIA – PART-III, SECTION-4

No.WRC/5-6/119th/2009/ 56452

Date: 02.06.2009

10

Recognition Order

WHEREAS in terms of Section 14(1) of the NCTE Act, 1993 **CHAUDHARI MED COLLEGE, OPP. S.T. BUS STAND, SECTOR-7, GANDHINAGAR, GUJARAT** has submitted an application (Code No.- **APW06844/325106/323272**) to the Western Regional Committee of NCTE for grant of recognition/permission for conducting **M.ED. (GUJ.)(CO-ED)** course with an annual intake of **25** students on 7-11-2007.

2. AND WHEREAS on scrutiny/perusal of the application submitted by the institution, the documents attached therewith, the affidavit and the input received from the visiting team in the form of report and videography, recommendation of the State Government, the Committee is satisfied that the institution/society fulfills the requirements under the provisions of NCTE Act, Rules and relevant Regulations including the Norms and Standards for the **PG** teacher education programme such as instructional facilities, infrastructural facilities, library, accommodation, financial resources, laboratory etc. for running the programme and has selected/appointed duly qualified teaching staff as per NCTE norms.

3. NOW, THEREFORE, in exercise of the powers vested under Section 14(3) (a) of the NCTE Act, 1993, the Western Regional Committee hereby grants recognition / permission to **CHAUDHARI MED COLLEGE, OPP. S.T. BUS STAND, SECTOR-7, GANDHINAGAR, GUJARAT** for conducting **M.ED. (GUJ.) (CO-ED)** from the academic session **2009-2010** course of **PG** of 1 year duration with an annual intake of **25(PG)** under clause 7(11) of NCTE (Recognition Norms & Procedure) Regulation 2007.

4. The institution shall, within one month of the receipt of recognition order, convert the endowment fund and reserve fund account into a joint account to be operated along with an officer of the Western Regional Committee.

5. The institution shall comply with the various other norms and standards prescribed in the NCTE regulations, as amended from time to time.

6. The institution shall make admission only after it obtains affiliation from the examining body in terms of clause 8(12) of the NCTE (Recognition Norms & Procedure) Regulations, 2007.

7. The institution shall ensure that the required number of academic staff for conducting the course is always in position.

8. Further, subject to the provision of NCTE Act 1993, the institution shall fulfill all such other requirements as may be prescribed by other regulatory bodies like UGC, affiliating University/Body, the State Government etc, applicable.

9. The institution shall submit to the Regional Committee a Self-Appraisal Report at the end of each academic year along the statement of annual accounts duly audited by a Chartered Accountant.

10. The institution shall maintain & update its Web-site as per provisions of NCTE Regulations and always following as mandatory disclosure:

मानस भवन, श्यामला हिल्स, भोपाल - 462 002 Manas Bhawan, Shyamla Hills, Bhopal - 462 002
दूरभाष / Phone : 2739672, 2660372, 2660379, 2660915 फेक्स / Fax : 0755-2660912, E-mail : wrc@ncte-in.org,
wrc_bhopal@yahoo.com NCTE HQrs. Website : www.ncte-in.org WRC NCTE Website : www.nctewrc.in
कार्यक्षेत्र : महाराष्ट्र, गुजरात, मध्यप्रदेश, छत्तीसगढ़, गोवा, दमन एवं दीव, दादरा एवं नगर हवेली
Jurisdiction : Maharashtra, Gujarat, Madhya Pradesh, Chhatisgarh, Goa, Daman & Diu, Dadar & Nagar Haveli

SELF APPRAISAL REPORT

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- (i) Copy of the Application Form
- (ii) Land and Building Particulars.
- (iii) Staff Profile.
- (iv) Recognition letter.
- (v) Information for having fulfilled the norms & standard and other required conditions.

11. If the institution contravenes any of the above conditions or the provisions of the NCTE Act, Rules, Regulations and Orders made or issued there under, the Regional Committee shall withdraw the recognition as under the provisions of Section 17(1) of the NCTE Act.

12. Further, if the institution is not satisfied by the order, they can prefer an appeal to National Council for Teacher Education, Hans Bhawan, Wing-II, 1, Bahadur Shah Zafar Marg, Near ITO, New Delhi- 110002 against this order under section 18 of the NCTE Act, 1993 within 60 days of the issue of this order. The guidelines of appeal are enclosed herewith.

Encl: As Above.

413.1122
Regional Director (I/C)

The Manager to Govt. of India
Department of Publications, (Gazette Section)
Civil Lines, Delhi-110054

C.C

1. The Principal, **CHAUDHARI MED COLLEGE, OPP. S.T. BUS STAND, SECTOR-7, GANDHINAGAR, GUJARAT.**
2. The Secretary, (Higher Education), Government of GUJARAT, Mantralaya, Gandhi Nagar
3. The Registrar, GUJARAT UNIVERSITY, AHMEDABAD.
4. The Secretary, Dept. of School Education and Literacy, Ministry of Human Resource Development, Govt. of India, Shastri Bhawan, New Delhi-110 001.
5. The US (Computer), National Council for Teacher Education, Hans Bhawan, Wing-II, Bahadurshah Zafar Marg, New Delhi-110 002.
6. Office Order file/Institution file APW06844/325106/323272.


413.1122
Regional Director (I/C)

Encl: 5.00 Lakh F.D.R No. 015535, CENTRAL BANK.
3.00 Lakh F.D.R No. 015534, CENTRAL BANK.

SELF APPRAISAL REPORT

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राष्ट्रीय अध्यापक शिक्षा परिषद्
(भारत सरकार का एक विधिक संस्थान)
पश्चिम क्षेत्रीय समिति


NCTE

National Council for Teacher Education
(A Statutory Body of the Government of India)
Western Regional Committee

ORDER

SPEED-POST

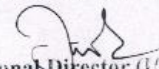
No.WRC/APW06844/325106/323272/140/2010/ 71405 Date: 28.09.2010
21

Whereas, WRC, NCTE has granted recognition to CHAUDHARI MED COLLEGE, OPP. S.T. BUS STAND, SECTOR-7, GANDHINAGAR, GUJARAT GUJARAT for conducting M.Ed. course with an annual intake of 25 under Section 15 of the NCTE Act, 1993 vide order No.WRC/5-6/119TH/2009/56451-56456 dt. 10.06.2009.

And whereas, NCTE, New Delhi vide its letter F.No.49-4/2010/PT/NCTE (N&S)/ dt. 30.07.2010 has communicated to intimate the institution having approved M.Ed. programme to enhance the existing intake to 35 students from the current session 2010-2011 as notified National Council for Teacher Education Amendment Regulation, 2010 in the Gazette of India on 26th July, 2010.

And whereas the matter was also placed in 140th meeting of WRC, and Committee resolved that "the decision of the NCTE Hqrs to enhance the intake for the M.Ed. programme from 25 to 35 from the current session i.e. 2010-2011 be sent to all the concerned institution".

Now therefore, in exercise of the powers vested to WRC under Section 15(3) of NCTE Act 1993 the intake of your institution is enhanced from present intake of 25 to 35 from the session 2010-2011. The other conditions mentioned in the recognition order dtd 10.06.2009 remains the same.


Regional Director (I/C)

To,
✓ The Principal,
CHAUDHARI MED COLLEGE,
OPP. S.T. BUS STAND,
SECTOR-7, GANDHINAGAR,
GUJARAT

CC:

1. The Secretary, (Higher Education) Govt. of GUJARAT, Gandhinagar, (G.J).
2. The Registrar, GUJARAT UNIVERSITY, AHMEDABAD, GUJARAT.
3. The Secretary, Department of School Education and Literacy, Ministry of Human Resource Development, Govt. of India, New Delhi.
4. The US (Computer), National Council for Teacher Education, Hans Bhawan, Wing-II, Bahadur Shah Zafar Marg, New Delhi-110002.
5. Office Order File: APW06844/325106/323272.

मानस भवन, श्यामला हिल्स, भोपाल - 462002 Manas Bhawan, Shyamla Hills, Bhopal - 462002
दूरभाष/Phone : 0755 - 2739672, 2660915, 2660379, 2660372, फैक्स / Fax : 0755 - 2660912,
E-mail : wrc@ncte-india.org Website : www.nctewrc.co.in
NCTE Hqrs. Website : www.ncte-india.org

SELF APPRAISAL REPORT

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राष्ट्रीय अध्यापक शिक्षा परिषद्

(भारत सरकार का एक विधिक संस्थान)

पश्चिम क्षेत्रीय समिति



गुरुमुक्तो धाम
NCTE

National Council for Teacher Education

(A Statutory Body of the Government of India)

Western Regional Committee

TO BE PUBLISHED IN THE GAZETTE OF INDIA – PART-III, SECTION-4

No.WRC/5-6/99th/2007/c-20318

Date: 24.07.2007

26

Recognition Order

WHEREAS in terms of Section 14(1)/Section 15(1) of the NCTE Act, 1993 **CHOUDHARI COLLEGE OF EDUCATION , OPP. S.T. STAND SECTOR-7 GANDHINAGAR GUJARAT** has submitted an application APW02444/323272 to the Western Regional Committee of NCTE for grant of recognition/permission for starting **B.ED.** course of **One** year duration with an annual intake of **100 (SEC)** students.

2. AND WHEREAS on scrutiny of the application submitted by the institution, the documents attached therewith the affidavit and the input received from the visiting team in the form of report and videography, the Committee is satisfied that the institution/society fulfills the requirements under the provisions of NCTE Act, Rules and Regulations including the Norms and Standards for the **SEC** teacher education programme such as instructional facilities, infrastructural facilities, library, accommodation, financial resources, laboratory etc. for running the programme and has selected/appointed duly qualified teaching staff as per NCTE norms.

3. NOW: THEREFORE, in exercise of the powers vested under Section 14(3) (a) of the NCTE Act, 1993, the Western Regional Committee hereby grants recognition to **CHOUDHARI COLLEGE OF EDUCATION , OPP. S.T. STAND SECTOR-7 GANDHINAGAR GUJARAT** for conducting **B.ED.** course of **One** year duration with an annual intake of **100 (SEC)** students under clause 7(10) of Regulation dated 13-1-2006 (if applicable) subject to fulfillment of the following:

- I. The institution shall, within one month of the receipt of recognition order, convert the endowment fund account into a joint account to be operated along with an official of the Western Regional Committee.
- II. The institution shall comply with the various other norms and standards prescribed in the NCTE regulations, as amended from time to time.

4. Further, the recognition is subject to fulfillment of all such other requirements as may be prescribed by other regulatory bodies like UGC and the State Government etc, wherever applicable.

5. The institution shall submit to the Regional Committee a Self-Appraisal Report at the end of each academic year along the statement of annual accounts duly audited by a Chartered Accountant together with statement of T.D.S. in respect of the salary paid to the staff.

6. If the institution contravenes any of the above conditions or any of the provisions of the NCTE Act, Rules, Regulations and Orders made or issued there under, the Regional Committee may withdraw the recognition under the provisions of Section 17(1) of the NCTE Act.

मानस भवन, श्यामला हिल्स, भोपाल — 462 002 Manas Bhawan, Shyamla Hills, Bhopal- 462-002
दूरभाष / Phone : 2660912, 2739672, 2660372, फेक्स / Fax : 0755-2660912, E-mail : info@ncte-in.org
NCTE website : www.ncte-in.org

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7. The institution shall maintain & update the Web-site as per provisions of NCTE Regulations including inter-alia:

- (i) Copy of the Application Form
- (ii) Land and Building Particulars.
- (iii) Staff Profile.
- (iv) Recognition letter.
- (v) Information in terms of having fulfilled the conditions mentioned above, as and when due.

By order

---sd---

Regional Director

The Manager to Govt. of India
Department of Publications, (Gazette Section)
Civil Lines, Delhi-110054

C.C

1. The Principal, **CHAUDHARI COLLEGE OF EDUCATION , OPP. S.T. STAND SECTOR-7 GANDHINAGAR GUJARAT** *qualify person to be appointed as*
2. The Secretary, Dept. of Elementary Education and Literacy, Ministry of Human Resource Development, Govt. of India, Shastri Bhawan, New Delhi-110 001
3. The Member Secretary, National Council for Teacher Education, New Delhi - 110002.
4. The Secretary (Higher Education), Government of Gujarat, Mantralaya Gandhinagar.
5. The Registrar, Gujarat University, Ahmedabad
6. The PS to Chairperson, National Council for Teacher Education, New Delhi - 110 002.
7. The US (Computer), National Council for Teacher Education, Hans Bhawan, Wing-II, Bahadurshah Zafar Marg, New Delhi-110 002.
8. Office Order file/Institution file **APW02444/323272**.

Su
Under Secretary
For Regional Director

SELF APPRAISAL REPORT

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સ્ટેલેશન બ્લોક ટીચીંગ,ઈન્ટર્નશીપ પ્રાયોગિક પાઠ માટે શાળાની યાદી વર્ષ ૨૦૧૩-૧૪

ક્રમ	સ્કુલનું નામ અને સરનામું	રિમાર્ક
૧.	જે.એમ.ચૌધરી કન્યા સાર્વજનિક શાળા (અનુદાનીત શાળા) એસ.ટી.ડેપો સામે,સેક્ટર-૦૭,ગાંધીનગર.	
૨.	જે.એમ.ચૌધરી સાર્વજનિક શાળા (બિન અનુદાનીત શાળા) એસ.ટી.ડેપો સામે,સેક્ટર-૦૭,ગાંધીનગર.	
૩.	શ્રી સ્વામીનારાયણ હાઈસ્કુલ મું.પો.બાલવા,તા.કલોલ,જિ.ગાંધીનગર.	
૪.	શ્રી પી.પી.આર.શાહ હાઈસ્કુલ મું.પો.લીમ્બોદરા, તા.કલોલ,જિ.ગાંધીનગર.	
૫.	ગ્રામશાળા ગ્રામ ભારતી,ઉ.બુનિયાદી હાઈસ્કુલ અમરપુરા, તા.કલોલ,જિ.ગાંધીનગર.	
૬.	અનુસૂચિત જાતિ વિદ્યાલય (અ.જ.) સેક્ટર-૦૮,ગાંધીનગર.	
૭.	અનુસૂચિત જાતિ જન જાતિ કન્યા વિદ્યાલય (વિ.જ.) સેક્ટર-૦૮,ગાંધીનગર.	
૮.	પ્રેરણા વિદ્યાલય સેક્ટર-૫,ગાંધીનગર.	
૯.	શક્તિ વિદ્યાલય ગામ આલમપુર,તા.જિ.ગાંધીનગર.	
૧૦.	વસંત વિદ્યાલય સેક્ટર-૧૩,ગાંધીનગર.	

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SHREE AKHIL ANJANA KELAVANI MANDAL, GANDHINAGAR
SANCHALIT

CHAUDHARI COLLEGE OF EDUCATION

OPP.S.T.DEPOT, SECTOR-07, GANDHINAGAR. PHONE NO.079-23244320

ACTIVITY LIST FOR THE YEAR 2014-15

S.No.	Month	Date	Activity	Remark
1.	June'2014	01/06/2014	Academic Session begins	
2.	August'2014	01/08/2014	Welcome cerermony	
3.		02/08/2014	Orientation Program, Plantation Program	
4.		04/08/2014	Orientation program	
5.		06/08/2014	Library visit	
6.		07/08/2014 to 28/08/2014	Micro Teaching	
7.		30/08/2014	Folk song competition	
8	September'2014	01/09/2014	Explanation of Psychological tests	
9		03/09/2014	Guest Lecturer (Dr.Rakesh Patel)	
10.		05/09/2014	Celeration of Teachers Day	
11.		20/09/2014	Elocution Compaetition	
12.		22/09/2014	Work shop for content Assignment-Method-1	
13.		23/09/2014	Work shop for content Assignment- Method-2	
14.		25/09/2014	Guidance for Teaching Aid Preparation	
15.		26/09/2014	Unit-Tests	
16.		27/09/2014	Unit- Tests	
17.		29/09/2014	Navaratri Mahostava	
18.		30/09/2014	Stray Lesson	
19.	October'2014	01/10/2014	Stray Lesson	
20.		02/10/2014	Cleanliness Day	

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21.		03/10/2014	Stray Lesson	
22.		04/10/2014	Celebration of Gandhi Jayanti	
23.		06/10/2014	Stray Lesson	
24.		08/10/2014	Stray Lesson	
25.		11/10/2014 to 18/10/2014	Preliminary Examination	
26.		20/10/2014 to 31/10/2014	Diwali Vacation	
27.	November'2014	01/11/2014	Beginning of Second Semester (Staff Only)	
28.		10/11/2014 to 19/11/2014	University Examination	
29.		20/11/2014	Beginning of Sem-II (Student)	
30.		21/11/2014	Orientation Program (syllabus)	
31.		22/1/2014	Orientation Program (Syllabus)	
32.		24/11/2014	Stray Lesson	
33.		26/11/2014	Stray Lesson	
34.		28/11/2014	Stray Lesson	
35.	December'2014	01/12/2014	Stray Lesson	
36.		02/12/2014	Stray Lesson	
37.		03/12/2014	Explanation of unit Plan	
38.		04/12/2014	Blue print	
39.		06/12/2014	Action Research	Approximate
40.		15/12/2014 to 20/12/2014	Block Lesson	
41.		24/12/2014	Day-Celebration Book Fair	
42.		25/12/2014	Environment day	

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			Celebration	
43.		26/12/2014	Environment Day Celebration	
44.		27/12/2014	Red Day	
45.		29/12/2014	Peace Day / White Day	
46.		30/12/2014	Secular Day (Costume Drama)	
47.		31/12/2014	Sports day celebration	
48.	January'2015	01/01/2015	New year celebration / Traditional Day	
49.		08/01/2015 to 10/01/2015	Educational Tour	Approxi
50		12/01/2015	Internship module Dr. Mohanbhai Patel	
51.		13/01/2015	Workshop for assignment	
52.		16/01/2015 to 24/01/2015	Internship	
53.		26/01/2015	Celebration of Republic Day	
54.		27/01/2015	Seminar Method-1	
55.		31/01/2015	Patriotic song competition	
56.		02/02/2015	Unite test Method-1	
57.	February'2015	03/02/015	Unite Test Method-2	
58.		09/02/2015 to 10/02/2015	Workshop for Annual Lesson	
59.		16/02/2015 to 20/02/2015	Annual Lesson	
60.		23/02/2015 to 03/03/2015	Preliminary Examination	
61.		06/03/2015	Viva	

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		to 07/03/2015		
62.	March'2015	11/03/2015	Annual Day Function	
63.		12/03/2015	Alumina Association Meeting	

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ANNEXURE - VIII (A)

જાણકારી આપવા માટે નોંધણી નંબર: ૫૧૩-૧૦૬ જી-૧૧-૭૭
 નોંધણી તારીખ: ૫/૧/૦૮
 નોંધણી પુરી પાડવા તારીખ: ૫/૧/૦૮
 જેને નકલ આપવામાં આવી હોય તેનું નામ લખવાની જગ્યાએ લખાવે છે.
 સ. જી. સા. (આર) - ૫૧૩-૧૦૬ જી-૧૧-૭૭
 ૨૦૬૧

No. 7301

નોંધણીના દાખલો

સોલ્વનરનિક દરમ નોંધણી કચેરી: દુર્ગાપુરા પ્રદેશ, અમદાવાદ
 સોલ્વનરનિક દરમ નામ: શ્રી અમિતભાઈ દાસરાજી
મહેશ. ઠાંધીજીરાજ

નોંધણી નંબર: ઈ. ૧૭૫/ઠાંધીજીરાજ

કોને આપ્યો તે: શ્રી મણીભાઈ પૂર્ણાજી
મહેશ. ઠાંધીજીરાજ

નોંધણી નંબર: ૫૧૩-૧૦૬ જી-૧૧-૭૭

નોંધણી કરનાર નામ: મહેશ. ઠાંધીજીરાજ
 નોંધણી કરનાર નંબર: ૫૧૩-૧૦૬ જી-૧૧-૭૭
 નકલ ખર્ચ રા. ૫૦૦/-
 કોબલ ખર્ચ રા. ૫૦૦/-
 રીપર ખર્ચ રા. ૫૦૦/-
 કુલ ખર્ચ રા. ૧૫૦૦/-

અધિકારી
 અમદાવાદ પ્રદેશ, અમદાવાદ
 દાખલો કાઢી આપનાર અધિકારી.
 ૫/૧/૦૮

આથી દાખલો આપવામાં આવેલો
 આ પ્રમાણિત નકલ છે.
 અધિકારી
 જાહેર દરરોની નોંધણી
 જાણકારી આપવા માટે નોંધણી નંબર: ૫૧૩-૧૦૬ જી-૧૧-૭૭

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નંબર: ટનશી-જકી-યુ.૧-સંસ્થા-વ.૨૬-૨૫૯૧૨૭/૯૭

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જિલ્લા કલેક્ટરની કચેરી
પ્રથમ માળ, બી.બ્લોક
જિલ્લા કક્ષાની કચેરીઓનું સંકુલ
બહુમાળી મકાન, પચિકાશ્મની બાજુમાં
સેક્ટર નં. ૧૧ ગાંધીનગર.
તારીખ: ૧-૪-૯૭

Entered in Notary Register at
Serial No. 512 of 200
C. M. RAVAL, Advocate & Notary
GANDHINAGAR
26-4-2001

વંચાણમાં લીધું :

૧.. ગુજરાત સરકારશ્રીના માર્ગ અને મકાન વિભાગના ઠરાવક્રમાંક: એલએનકી-૧૦૬૪-૧૩૮૮-૧૮૦૦-આર.૧ તા. ૧૮-૩-૯૭

૨.. શ્રી અખિલ અંજણા કેળવણી મંડળ, ગાંધીનગરના પત્રાંક: તા. ૨૦-૩-૯૭

કુલ ૨ મ

ગુજરાત સરકારના માર્ગ અને મકાન વિભાગના ઉક્ત વંચાણો લીધેલ આમુખ-૧ વાળા ઠરાવના આધારે શ્રી અખિલ અંજણા કેળવણી મંડળ, સેક્ટર નં. ૧૧ ગાંધીનગરના મહીલા કોલેજ તથા મહીલા છાત્રાલયના બાંધકામ માટે શૌકાણિક હેતુસર ગાંધીનગરમાં સે. ૧૧ માં આવેલ જમીન પૈકી ૧૦,૦૦૦ ચો.મી. જમીન રમતગમત ના મેદાન માટે વાર્ષિક રૂા. ૧૧-૧૨૬૫૨૪ ના ટોકન ભાડેથી અને ૮૦૦૦ ચો.મી. જમીન મહીલા કોલેજ અને મહીલા છાત્રાલયના બાંધકામ માટે સંસ્થાને શૌકાણિક રીતે વિશિષ્ટ સંસ્થા ગાંધીને ખાસ કિસ્સા તરીકે ઉલ્લેખિત ઠરાવના આમુખ-૪ આગળ દર્શાવેલ ઠરાવ અન્વયે શૌકાણિક હેતુ માટે વિના ભરતીએ જમીન ફાળવવા સરકારશ્રીની પ્રવર્તમાન નીતિમાં છુટછાટ આપી પ્રવર્તમાન વિકાસદર પ્રતિ ચો.મી.ના રૂા. ૪૦૦૧- ની અડધી કિંમતે એટલે કે રૂા. ૨૦૦૧- પ્રતિ ચો.મી.ની કિંમતે વિના ભરતીએ વેચાણ થી નીચેની શરતોને સ્વીકારી રહીને ફાળવવા નિર્ણય કરેલ છે.

સદરહુ સંસ્થા તરફથી અત્રેની કચેરીમાં તા. ૨૫-૩-૯૭ ના રોજ રૂા. ૧૯,૦૦,૦૦ ૦ અંકે રૂપિયા સોળ લાખ પુરા. નિયત સમય મર્યાદામાં પાવતીન. ૦૧૯૦૩૦-એ. તા. ૨૫-૩-૯૭ ના રોજ ભરમાં ઉ કરી દીધેલ છે અને આમુખ-૨ માં જણાવેલ તા. ૨૦-૩-૯૭ ના પાછી હુકમ સનદ મળવા માંગાણી કરી છે. સખ નીચેની શરતોને આધીન રહીને જમીન ફાળવવા આથી હુકમ કરવામાં આવે છે.

સહાયક મુલકાલના મુદ્દા મેદાન માટે લોકથી ફાળવાયેલ જમીનનું ટોકન ખાદુ તા. ૧૧-૧૨૬૫૨૪ નિયમિત રીતે કલેક્ટરની ગાંધીનગરની ર..

NOTARY
C. M. RAVAL
GANDHINAGAR
Dist. GANDHINAGAR
GUJARAT STATE
(INDIA)
Regd. No. 6/91
GOVT. OF GUJARAT

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કચેરીમાં સંસ્થાએ ભરવાના રહેશે.

121 આ જમીનનો કબજો મેળવ્યા બાદ સંસ્થાએ બે વર્ષમાં બાંધકામ પુર્ણ કરવાનું રહેશે.

131 બાંધકામના પ્લાન અને ડીઝાઇન મુખ્ય સ્થપતિ અને નગર નિયંત્રકશ્રી, ગાંધીનગરને પુર્વ મંજૂરી માટે મોકલવાના રહેશે અને સરકારશ્રી તરફથી વખતો વખત જે નકકી કરવામાં આવે તે મુજબના બીલ્ડીંગ રૂલ્સ અને રેગ્યુલેશન અન્વયે મકાનનું બાંધકામ ઠરાવ બહાર પાડ્યાની તારીખથી બે વર્ષમાંપુરુ કરવાનું રહેશે.

141 જે હેતુ માટે જમીનની ડાબણી કરવામાં આવી છે તે હેતુ માટે ઉપયોગ કરવાનો રહેશે. બીજા કોઈ હેતુ માટે સરકારશ્રીની પુર્વ મંજૂરી વિના જમીનનો ઉપયોગ કરી શકાશે નહીં. અન્યથા પ્લોટ બાંધકામ સહિત વિના વળતરે સરકાર હસ્તક પરત લેવામાં આવશે.

151 એક તરફ એક સામટી એક જ ભાગ સ્વરૂપે ખુલ્લી રાખવાની રહેશે જે ઉપર કોઈ બાંધકામ કરી શકાશે નહીં.

161 મહિલા કોલેજ, મહિલા છાત્રાલય વગેરે માટે સરકારશ્રીના શિક્ષણ વિભાગ દ્વારા જે બી તિ નિયમો નકકી કરવામાં આવે તે સંસ્થાને પાળવાના રહેશે.

171 શૈક્ષણિક સંસ્થા ખાત-જાતના ભેદભાવ રાખ્યા વિનાય દરેક માટે ખુલ્લી રાખવાનો રહેશે.

181 આ જમીનની તબદીલી ફેરબદલી કે વેચાણ સરકારશ્રીની પુર્વ મંજૂરી વિના થઈ શકશે નહીં.

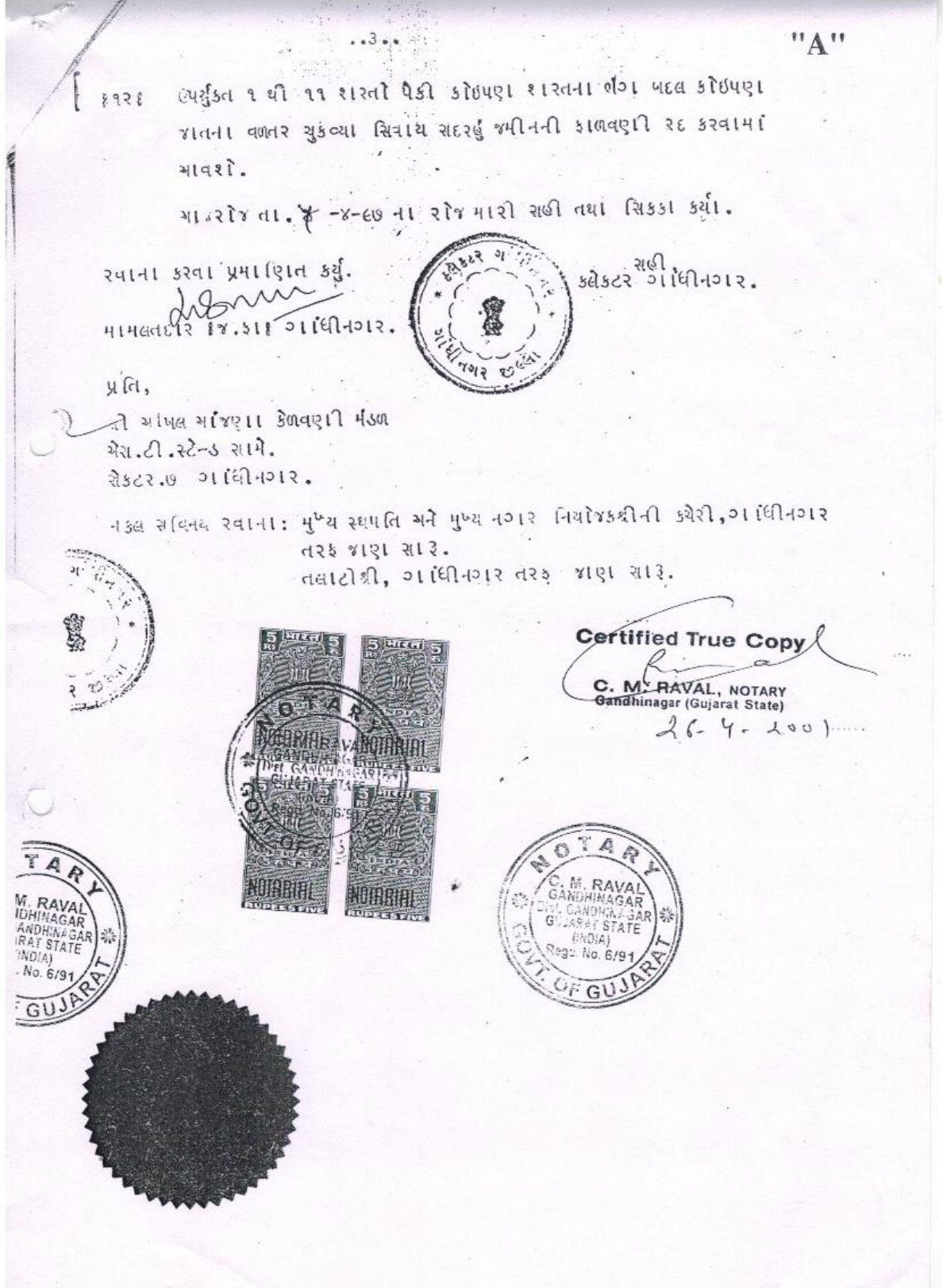
191 આ જમીનના વેરા જેવા કે બીનખેતી ધારો, લોકલક્ડ, શિક્ષણ વેરો કે જે હાલમાં અમલમાં હોય અને ભવિષ્યમાં જે તે સકામ અધિકારી નકકી કરે તે મુજબ સંસ્થાએ ભરવાના રહેશે.

201 આ જમીન ભવિષ્યમાં વેચાણ કરવામાં આવે તો વેચાણ લેવાનો પ્રથમ અધિકાર સરકારશ્રીનો રહેશે.

211 આવક્યમાં સંસ્થાને ગાંધીનગર માટે ક્ષુ જમીન કોઈને તો તે કાહેર તરફથી મોકલવાની રહેશે.

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(6)

ENGLISH VERSION

SPL.C.L.C/BPT. 2
No.: 7361

REGISTRATION CERTIFICATE

It is herewith certified that the Sarvajnik trust mentioned here has been registered at the registration office of Ahmedabad region Ahmedabad as per the Bombay Sarvajnik Trust Act, 1950 AD (1950 A.D. Bombay No. 29)

Name of the Sarvajnik Trust : Akhil Anjana Kelvani Mandali,
Gandhinagar

Registration number of the Sarvajnik trust : E/135/Gandhinagar.

The certificate has been given to : Manibhai Punjiram Chaudhary
Gandhinagar.

I the undersigned, have issued the certificate on
20th April, 1983 A.D.

This is certified to be true translation
of the original document issued in
Gujarati Hindi language.

Sign/-
E. M. Shahi
District, Charity Commissioner,
Ahmedabad region, Ahmedabad

TRUE COPY

C. M. RAVAL, ADVOCATE & NOTARY
GANDHINAGAR
25/4/2008

NOTARY
C. M. RAVAL
GANDHINAGAR
GUJARAT
25/4/2008

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(12)

SHRI AKHIL ANJANA KELVANI MANDAL, GANDHINAGAR

CONSTITUTION

1. NAME : The name of the Institution shall be SHRI AKHIL ANJANA KELVANI MANDAL, GANDHINAGAR

2. OFFICE : The permanent Office of this Institution shall be located in Gandhinagar

3. AIM :

1. To propagate and spread education in Society
2. To establish such a campus for girls education as to where education from KG to University as well as vocational training is imparted
3. To grant scholarship to the brilliant students
4. To publish magazines
5. To establish and run other branches, if necessary
6. To undertake various social activities, without any discrimination of caste, creed, colour or religion for all and shall be open for public purpose

4. JURISDICTION : The activity of this Institution shall be confined to the territory of Gujarat State

5. FINANCIAL YEAR : The financial year of this institution shall be from 1st April to 31st March

6. ADMINISTRATION :

1. The general body of this Institution would institute the Executive Committee for the purpose of administration
2. The following office bearers would be the ex-officio Trustees of the Trust:
A) President
B) Vice President
C) Secretary
D) Joint Secretary
E) Treasurer
3. The vacant seats of the Trust in any eventuality shall be filled up by the members appointed by the Executive Committee for the remaining period.

7. GENERAL BODY : The General Body of this Trust would be constituted of the following members:

- 1) Main Donor
(a) A person who has donated Rs.5.00 lakh towards the High School.

TRUE COPY
S. K. Sharma
H.O.D.
SHRI AKHIL ANJANA KELVANI MANDAL, GANDHINAGAR

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(b) A person who has donated Rs.1.5 lakhs or more for High School.

2. Patron Member. A person who has donated Rs.10000 or more.

3. Life Member. A person who has donated Rs.1000 or more

4. Member of General Body : A person who has donated Rs.100 or more every year before 31st March would be entitled to the membership of the General Body. A person who donated the amount after that date whether in cash or by money order or by any other means would not be entitled for the Membership.

S. A

The Executive Committee would be formed by the following members

EXECUTIVE COMMITTEE

1. Two representatives of the main donors
2. Eight representatives of the Patron Members
3. Five representatives of the Life Members
4. Three representatives of the General Body
5. Three representatives of the Satyavish Anjana Vidyamandal.
6. The main donor shall appoint his/her heir in heredity.
7. The vacant seat of the Executive Body in eventuality would be filled up by majority of the remaining executive members as per the seat fallen vacant mentioned as above for the remaining period
8. The executive Committee has the right to co-opt maximum five members. The Executive Committee has the sole right to select co-opt members at its own discretion.
9. The General Body shall elect the Executive Committee every two years. In case of any delay in election due to unavoidable circumstances, the administration carried out by the office-bearers appointed by the executive body and the ex-officio trustee would be considered legal and binding on all

S.B ADVISORY MEMBER

The Executive Committee shall appoint five members from the Society who have made a remarkable contribution in the upliftment of the society in general and the educationalist, the literary figure, social worker or expert in particular. Such members can participate in the meeting of the executive board, can advise the committee but cannot vote.

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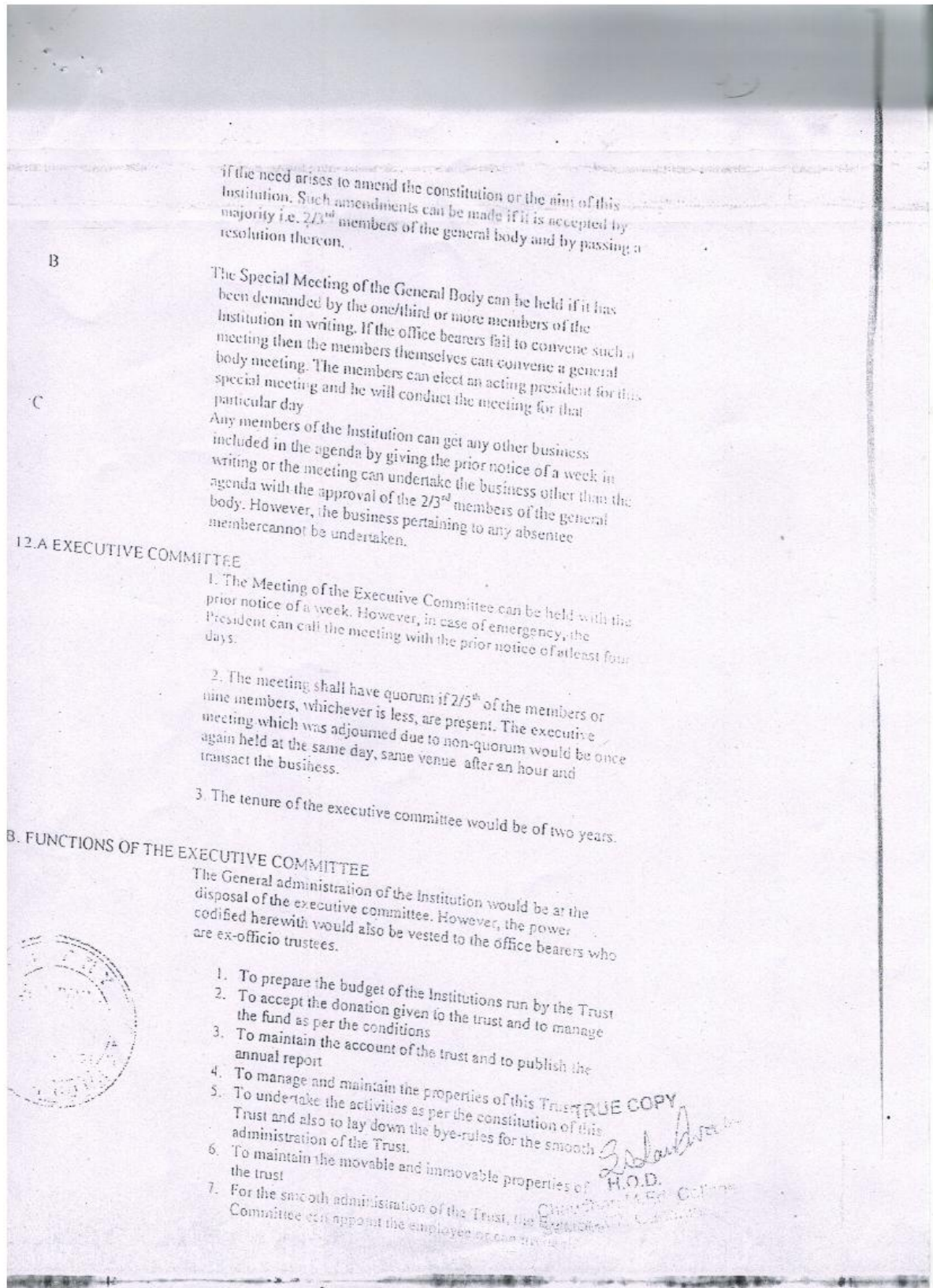
Signature

M.O.D

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person for the honorary services. The executive body has the right to decide matters regarding leave, transfer, disciplinary action and termination of the job.

In general body meeting as well as the executive meeting, the decisions shall be taken by the majority vote. However, in case of tie, the president would cast his vote. The executive committee shall convene its meeting atleast once in three months. The special meeting of the executive committee can be convened, if demanded by the 2/3rd members of the committee in writing.

5. FUNCTIONS & RESPONSIBILITIES OF THE OFFICE BEARERS

1. **PRESIDENT**
He will look after the administration and guide accordingly. He will chair the executive meeting as well as the general body meeting. He will advise the secretary to call the executive as well as the general body meeting. He will discharge the duties of the president in absence of the President.

2. **VICE PRESIDENT**

3. **SECRETARY**
1. He will carry out the administration as decided by the General Body as well as the executive committee under the guidance of the President.
2. To convene the meetings and to record its minutes.
3. To supervise the work of the employee as well as the honorary workers.
4. To carry out correspondence in the name of the Trust.
5. To publish the annual account and the report of the trust every year.
6. To maintain all the records.

4. **INT SECRETARY**
To help the Secretary in his work and in absence of the Secretary he will have to discharge the duties of the Secretary.

5. **TREASURER**
1. To prepare the account of the institutions as well as to get the account audited. To prepare the annual account as well as the report.
2. To maintain the account of the Institutions as well as to get the account audited. To prepare the annual account as well as the report.
3. To issue the receipt for every donation made to the Trust. He will examine the account as well as the transactions of the various institutions and will guide accordingly.

6. **INTERNAL AUDITOR**
17. He will examine the account as well as the transaction of the various institution and will guide accordingly. The funds and the income of the Trust would be utilized to achieve the goals set up by the Trust. All the office bearers shall be responsible for the administration of the Trust.

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3/2/2020
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18. An account shall be opened in the name of the trust for all its movable and immovable properties as well as the cash and all the transactions would be carried out by the person, in whose favour the trustees have passed the resolution.

19. In case if the Trust is closed down, the property which remains after delivering all its debts and liabilities would not be distributed among its members, it would be donated to any registered institution, working in the field of education in the State of Gujarat.

20. This trust can accept the fund or property of any other public institution working in the field of social service or education.

Notary Seal: C. M. RAVAL, Notary, Gandhinagar, Gandhinagar, Gujarat.

Entered in Notary Register at Serial No. 2714 of 2001.

C. M. RAVAL, Advocate & Notary, Gandhinagar, Gandhinagar, Gujarat.

27/4/2001

It is certified to be true translation of the original document issued in Gujarati/Hindi language.

C. M. RAVAL, Notary, Gandhinagar, Gandhinagar, Gujarat.

27/4/2001

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Chaudhri M.Ed. College, Sector-07, Gandhinagar, Gandhinagar, Gujarat.

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Hitendra B. Upadhyay
B. Com., F.C.A.

Dipakkumar V. Gusani
B. Com., F.C.A.

B. UPADHYAY & Co.,
Chartered Accountants

409, 'Abhishek'

Opp. Hotel Haveli

Sector-11,

Gandhinagar -382011.

PH. : (079) 232-22798 (O)

E-mail : hbupadhyay@hotmail.com

CHAUDHARI M. ED. COLLAGE - GANDHINAGAR
(Managed & run by Akhil Anjana Kelavani Mandal -Gandhinagar)
Opp.S.T.Bus Depo Sector-7, Gandhinagar

Balance sheet as on 31-3-2013

Funds / Liabilities	Amt. Rs.	Amt. Rs.	Assets	Amt. Rs.	Amt. Rs.
Loan Liability			Fixed Assts		
Shree Akhil Anjana Kelvani Mandal			(As per Annx -A)		824656.99
Opening Bal.	2977490.00		Current Assets-Loan & Adv.		
Addition during Year	1870000.00		Mamtaben Vyas	25000.00	
	4847490.00		Member Secy., -Bhopal	1000.00	
Less: during the year	575000.00	4272490.00	Electricity Deposit	7500.00	
			Telephone Deposit	500.00	
Sundry Creditors			Guj. Uni. A/c	195750.00	229750.00
A. Kumar & Co.,	94785.00		Cash & Bank		
B. Suthar	516.00		Cash On Hand	4449.00	
Dream Electronics	19380.00		Dena Guj. Gr.Bank -7843	50360.00	
Rajendra B. Gajjar	2055.00		Dena Guj. Gr.Bank -8827	2519.00	57328.00
Sunrise Computer	208850.00		Income & Expdt.A/c		
Umiya Furniture	6150.00		Opening Bal.	2850574.90	
Vrundavan Steel Industries	194256.00	525992.00	Excess of Expdt.	836172.11	3686747.01
Total		4798482.00	Total		4798482.00

Audit Notes

Balance of accounts Payable & receivables are subject to reconciliation with & confirmation by respective parties.

Verified and Found in agreement with the books of Account Produced

For B. Upadhyay & Co.
Chartered Accountants

(D.V.Gusani)
Partner



Place: Gandhinagar
Date: 06 /06/ 2013

President / Secretary / C.Member
Shree Akhil Anjana Kelavani Mandal
Sector -7 Gandhinagar

SELF APPRAISAL REPORT

Gjcote-
22677

Hitendra B. Upadhyay
B. Com., F.C.A.

Dipakkumar V. Gusani
B. Com., F.C.A.

B. UPADHYAY & Co.,
Chartered Accountants

409, 'Abhishek'

Opp. Hotel Haveli

Sector-11,

Gandhinagar -382011.

Ph: (079) 232-22798 (O)
E-mail : hbupadhyay@hotmail.com

CHAUDHARI M. ED. COLLAGE - GANDHINAGAR (Managed & Run by Akhil Anjana Kelavani Mandal -Gandhinagar) Opp.S.T.Bus Depo Sector-7 ,Gandhinagar

Income & Expenditure account for the year ending on 31-3-2013

Expenditure	Amt. Rs.	Income	Amt. Rs.
Advertisement Exp.	7559.00	Bank Intrest	3503.00
Audit fee	1124.00	Student fee A/c	1575000.00
Bank charges	1044.00	Kasar	2928.00
Building Rent Exp	300000.00		
Computer M & R. Exp.	2400.00		
Conveyance	3300.00		
Devloperment charge (Guj.Uni.)	250000.00		
Electricity Charges	12817.00		
Employer Contribution to E.P.F.	63461.00		
E.P.F.Admin charges	5818.00		
Guj.Uni.Renue Exp.	25000.00		
Interview Exp.	5000.00		
Legal / Professional Fees	450.00		
Library Exp.	6189.00		
Water Use Electricity Charges	30000.00		
EDLI	2645.00		
Office Exps.	14111.00		
EDLI Charges	52.00		
Postage & Courier	216.00		
Salary to staff	1452554.00		
Stationery & Printing	9386.00		
Telephone bill Exp.	4338.00		
Sweeper Charde	13850.00		
Travelling Exp.	9400.00		
Xerox Exp.	2458.00		
		Excess of Expenditures	836172.11
<u>Depreciation on Assets</u> (As per Annexure-"A")	194431.11		
Total Rs.	2417603.11	Total Rs.	2417603.11

Verified & found in agreement with the books of Account Produced

For B. Upadhyay & Co.
Chartered Accountants
[Signature]
(D.V.Gusani)
Partner



[Signature]
President / Secretary / C.Member
Shre Akhil Anjana Kelavani Mandal
Sector -7 Gandhinagar

Place: Gandhinagar
Date: 06 /06/ 2013

SELF APPRAISAL REPORT

Gjcote-
22677

CHAUDHARI M. ED. COLLEGE - GANDHINAGAR (Managed & run by Akhil Anjana Kelavani Mandal -Gandhinagar) Opp.S.T.Bus Depo Sector-7, Gandhinagar

STATEMENT OF FIXED ASSETS & DEPRECIATION										Annexure-A	
Sr.	Particulars	% Rate of Depr.	Opg. Bal. 01/04/12	Addition during the year	Total Rs.	Depri. On Opp.Bal.	Depri. For the year	Total Depri. Rs.	Clg. Bal. 31/03/13		
1	Computer Dead Stock A/c	60%	42297.47	0.00	42297.47	25378.48	0.00	25378.47	16919.00		
2	E T Dead Stock A/c	15%	90427.70	0.00	90427.70	13564.16	0.00	13564.70	76862.99		
3	Furniture Dead Stock A/c	15%	669151.09	0.00	669151.09	100372.66	0.00	100373.09	568778.00		
4	Library Dead Stock A/c	33.33%	124786.15	4200.00	128986.15	41591.22	699.93	42291.15	86695.00		
5	Music Dead Stock A/c	15%	6583.88	0.00	6583.88	987.58	0.00	987.88	5596.00		
6	Psychology Equipments	15%	36631.72	0.00	36631.72	5494.76	0.00	5495.72	31136.00		
7	Science Equipments	15%	35360.39	0.00	35360.39	5304.06	0.00	5304.39	30056.00		
8	Sports Equipments	15%	4149.71	0.00	4149.71	622.46	0.00	622.71	3527.00		
9	Bar Code Scanner	15%	0.00	5500.00	5500.00	0.00	412.50	413.00	5087.00		
Total Rs.			1009388.10	9700.00	1019088.11	193315.38	1112.43	194431.11	824656.99		

Note :

Depreciation on Opening balances is provided at full of the above rates & at half the rate if purchased during the year.



President / Secretary / C.Member
Shree Akhil Anjana Kelavani Mandal
Sector -7 Gandhinagar.

SELF APPRAISAL REPORT

Gjcote-
22677

Hitendra B. Upadhyay
B. Com., F.C.A.
Dipakkumar V. Gusani
B. Com., F.C.A.
B. UPADHYAY & Co.,
Chartered Accountants

409, 'Abhishek'
Opp. Hotel Haveli
Sector-11,
Gandhinagar -382011.
Ph. : (079) 232-22798 (O)
E-mail : hbupadhyay@hotmail.com

CHAUDHARI M. ED. COLLAGE - GANDHINAGAR (Managed & run by Akhil Anjana Kelavani Mandal -Gandhinagar)

Balancesheet as on 31-3-2014

Funds / Liabilities	Amt. Rs.	Amt. Rs.	Assets	Amt. Rs.	Amt. Rs.
Loan Liability			Fixed Assts		
Shree Akhil Anjana Kelvani Mandal			(As per Annex -A)		677453.99
Opening Bal.	4272490.00		Current Assets-Loan & Adv.		
Addition during Year	1079507.00		Mamtaben Vyas	25000.00	
	5351997.00		Member Secy., Bhopal	1000.00	
Less: Reduction of the year	501287.00	4850710.00	Electricity Deposite	7500.00	
			Telephone Deposit	500.00	
Sundry Creditors			Guj. Uni. A/c Deposit	195750.00	229750.00
A. Kumar & Co.,	94765.00				
B. Suthar	516.00		Cash & Bank		
Dream Electronics	19380.00		Cash On Hand	975.00	
Rajendra B. Gajjar	2055.00		Dena Guj. Gr.Bank -7843	23582.00	
Sunrise Computer	208850.00		Dena Guj. Gr.Bank -8827	7295.00	31852.00
Happy Graphics	750.00				
Umiya Furniture	6150.00		Income & Expdt. A/c		
Vrundavan Steel Ind.	194256.00	526742.00	Opening Bal.	3686747.01	
Student Scholarship		4350.00	Excess of Expdt.	755999.00	4442746.01
Total		5381802.00	Total		5381802.00

Verified and Found in agreement with the books of Account Produced

0.00

For B. Upadhyay & Co.
Chartered Accountants
(Signature)
(D.V.Gusani)
Partner



Place: Gandhinagar
Date: 10/5/2014

(Signature)
President / Secretary / C.Member
Shree Akhil Anjana Kelavani Mandal
Sector -7 Gandhinagar

SELF APPRAISAL REPORT

Gjcote-
22677

Hitendra B. Upadhyay
B. Com., F.C.A.
Dipakkumar V. Gusani
B. Com., F.C.A.
B. UPADHYAY & Co.,
Chartered Accountants

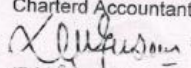
409, 'Abhishek'
Opp. Hotel Haveli
Sector-11,
Gandhinagar -382011.
Ph. : (079) 232-22798 (O)
E-mail : hbupadhyay@hotmail.com

CHAUDHARI M. ED. COLLAGE - GANDHINAGAR (Managed & Run by Akhil Anjana Kelavani Mandal -Gandhinagar)

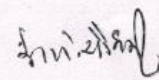
Income & Expenditure account for the year ending on 31-3-2014

Expenditure	Amt. Rs.	Income	Amt. Rs.
Advertisement Exp.	4087.00	Student Fee A/c	1552500.00
Audit Fee	1685.00	Library Income	552.00
Bank Charges	164.00	Bank Intrest	3319.00
Building Rent	300000.00		
Computer M & R. Exp.	9650.00		
Conveyance	2920.00		
✓ Dev. Charge (Gui. Uni.)	175000.00		
Electricity Charges	18000.00		
✓ Employer Contribution to EPF	66687.00		
EPF Admin Charges	6114.00		
✓ Guj. Uni. Renewal Fee	5000.00		
✓ Interview Exp.	8000.00		
Legal / Professional Fees	800.00		
✓ Library Exp.	7172.00		
Repairing & Maintenance	1200.00		
Water & Ele Charges	30000.00		
EDLI	2780.00		
Office Exps.	12557.00		
EDLI Charges	57.00		
Postage & Courier	345.00		
✓ NAAC Fees	30337.00		
Mana. Association Fees	1000.00		
Conveyance to Visiting Faculty	4500.00		
✓ Dissertation Guide Fees	28000.00		
Salary to staff	1396251.00		
Stationery & Printing	14359.00		
Telephone Charges	6146.00		
Sweepage	15000.00		
Travelling Exp.	9000.00		
Xerox Exp.	1843.00		
✓ Workshop Exp	6425.00	Excess of Expenditures	755999.00
Depreciation on Assets (As per Annexure-"A")	147203.00		
Total Rs.	2312370.00	Total Rs.	2312370.00

Verified & found in agreement with the books of Account Produced

For B. Upadhyay & Co.
Chartered Accountants

(D.V. Gusani)
Partner




President, Akhil Anjana Kelavani Mandal
Sector - 11, Gandhinagar

Place: Gandhinagar
Date: 15/5/2014

SELF APPRAISAL REPORT

Gjcote-
22677

CHAUDHARI M. ED. COLLEGE - GANDHINAGAR (Managed & run by Akhil Anjana Kelayani Mandal -Gandhinagar) Opp.S.T. Bus Depo Sector-7, Gandhinagar

Sr.	Particulars	% Rate of Depr.	Opp. Bal. 01/04/13	Addition during the year	Total Rs.	Depri. On Opp. Bal.	Depri. For the year	Total Depri. Rs.	Annexure-A Cig. Bal. 31/03/14
1	Computer Dead Stock A/c	60%	16919.00	0.00	16919.00	1012.00	0.00	10152.00	6767.00
2	E T Dead Stock A/c	15%	76862.99	0.00	76862.99	115.900	0.00	11529.00	65333.99
3	Furniture Dead Stock A/c	15%	568778.00	0.00	568778.00	8537.00	0.00	85317.00	483461.00
4	Library Dead Stock A/c	33.33%	86695.00	0.00	86695.00	2889.00	0.00	28896.00	57799.00
5	Music Dead Stock A/c	15%	5596.00	0.00	5596.00	839.00	0.00	839.00	4757.00
6	Psychology Equipments	15%	31136.00	0.00	31136.00	467.00	0.00	4670.00	23466.00
7	Science Equipments	15%	30056.00	0.00	30056.00	450.00	0.00	4508.00	25548.00
8	Sports Equipments	15%	3527.00	0.00	3527.00	52.00	0.00	529.00	2998.00
9	Ba. Code Scanner	15%	5087.00	0.00	5087.00	76.00	0.00	763.00	4324.00
	Total Rs.		824656.99	0.00	824656.99	14720.00	0.00	147203.00	677453.99

Note:

Depreciation on Operating balances is provided at full of the above rates & at half the rate if purchased during the year.



For the year 2013-14
Shre Akhil Anjana Kelayani Mandal
Sector-7 Gandhinagar

SELF APPRAISAL REPORT

Gjcote-
22677

Hitendra B. Upadhyay
B. Com., F.C.A.

Dipakkumar V. Gusani
B. Com., F.C.A.

B. UPADHYAY & Co.,
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409, 'Abhishek'

Opp. Hotel Haveli

Sector-11,

Gandhinagar -382011.

Ph. : (079) 232-22798 (O)

E-mail : hbupadhyay@hotmail.com

Chaudhary Collage of Education (B. Ed.)

(Shree Akhil anjana Kelvani Mandal, Gandhinagar sanchalit)

Balancesheet for the year ending on 31-3-2014

Funds/Liabilities	Amt. Rs.	Amt. Rs.	Assets	Amt. Rs.	Amt. Rs.
Unsecured Loan			Fixed Assts (WDV)		
Shree A.A K Mandal			(As per enclosed Statement)	525707.00	525707.00
Opening Bal.	6375171.00				
Addition of the year	3525000.00		Loans, Adv., & Deposits		
	9900171.00		Electricity Deposit		7500.00
Less : Reduction during year	2810000.00	7090171.00	Sundry Debtors - Fees		
			Pinkal A. Kapadia		30000.00
Current Liabilities			Bank & Cash		
Swarnim Guj. Grant A/c	20000.00		Cash On hand	7636.00	
Less : Depr.F.Y 2012-13	6732.00		Dena Bank A/c-5596	33519.00	
Less : Depr.F.Y 2013-14	4489.00	8779.00	Dena Bank A/c-8286	8881.00	50036.00
			Income & Expdt.		
			Opening Bal.	5730290.00	
			Addition of the year	762149.00	
			Less: Transferred to S.G.Grant	6732.00	6485707.00
Total		7098950.00	Total		7098950.00

Verified and Found in agreement with the books of Account Produced

0.00

B. Upadhyay & Co.,

Chartered Accountants

(Signature)

(D. V. Gusani)

Partner



Dt : 07/05 /2014

Place Gandhinagar

(Signature)

President / Secretary / C.Member
Shree Akhil Anjana Kelvani Mandal
Sector -7 Gandhinagar

SELF APPRAISAL REPORT

Gjcote-
22677

Chaudhari M.Ed. College
Student Resultt Year-2012-2013

Sr. No.	Surname	Name	Father's Name	Result %	Class
1	Amin	Apeksha	Ronakbhai	71.60	Dist
2	Bhatt	Chaheti	Girishchandra	70.53	Dist
3	Chaudhari	Palakaben	Abherajbhai	77.47	Dist
4	Chaudhary	Khushbu	Ratanbhai	78.40	Dist
5	Chavada	Shilpaben	Prahladaji	72.93	Dist
6	Chavda	Kundanbahen	Chaturbhai	74.53	Dist
7	Darbar	Mayuri	Kishorsing	74.57	Dist
8	Gameti	Nayanababen	Lallubhai	72.53	Dist
9	Gamit	Harshidaben	Vajesingbhai	70.80	Dist
10	Gamit	Minaxiben	Ramanbhai	74.53	Dist
11	Gamit	Vipaxana	Gamanbhai	68.40	Dist
12	Gosai	Amiben	Jagdishchandra	76.40	Dist
13	Kalasva	Smitaben	Lajarasbhai	70.67	Dist
14	Kamol	Sarjubala	Valsingbhai	70.13	Dist
15	Kolidhor	Truptiben	Prakashchandra	71.33	Dist
16	Modi	Rinkal	Govindlal	77.47	Dist
17	Nalvaya	Dharmishthaben	Gokalbhai	70.67	Dist
18	Patel	Bharatiben	Bhailalbhai	70.53	Dist
19	Patel	Dhvani	Vasantbhai	72.13	Dist
20	Patel	Dipika	Bhikhabhai	67.73	Dist
21	Patel	Dipti	Bhailalbhai	68.93	Dist
22	Patel	Diptiben	Mahendra	70.13	Dist
23	Patel	Falguniben	Dineshbhai	72.80	Dist
24	Patel	Kamini	Bharatkumar	67.60	Dist
25	Patel	Pinkalben	Kiritbhai	70.00	Dist
26	Patel	Princi	Pankajkumar	68.80	Dist
27	Patel	Priyankaben	Dashrathbhai	72.27	Dist
28	Pathak	Yamini	Vijayprasad	71.20	Dist
29	Raol	Jayrupbala	Narendrasinh	71.33	Dist
30	Ravat	Minaxiben	Vaghabhai	62.40	1st
31	Sharma	Dhara	Siyaram	73.20	Dist
32	Shrimali	Kailashben	Ishverbhai	73.73	Dist
33	Trivedi	Purvy	Prakashkumar	73.20	Dist
34	Vadukar	Sneha	Vinodkumar	69.60	Dist
35	Vaghela	Nupur	Bharatkumar	75.87	Dist

Dist.	34
1 st.	1

Roll No.	Student Name			Sem-2 Result %	Class
1	PADVI	MANISHABEN	SAMUBHAI	70.00	Dist
2	PALAS	SIDDHIBEN	JAYANTILAL	79.30	Dist
3	CHAUHAN	MEGHA	INDUBHAI	69.76	Dist
4	VAGHELA	SUNITABEN	NARENDRAKUMAR	74.07	Dist
5	PATEL	NEHABEN	RAMESHBHAI	72.76	Dist
6	SHETH	BEENA	JAYESHBHAI	77.15	Dist
7	PATEL	BRIJALBEN	HASMUKHBHAI	71.76	Dist
8	SUDRASANA	MANISHABEN	BABUBHAI	72.46	Dist
9	SONI	DHARA	ROHITBHAI	68.38	Dist
10	VASAIYA	DIRVIKSHABEN	SUBHASHBHAI	62.92	1st
11	VASAIYA	HINALKUMARI	SUBHASHBHAI	72.46	Dist
12	GOSWAMI	TRUPTIBEN	VASANTGIRI	67.69	Dist
13	BRAHMBHATT	ROSHNIBEN	KAUSHIKKUMAR	77.46	Dist
14	SENGAR	PUSHPAM	SURENDRAPALSINGH	67.46	Dist
15	DAMOR	KINJAL	KHATARABHAI	74.53	Dist
16	GAMIT	SHARMILABEN	KARMYABHAI	67.76	Dist
17	THAKKAR	KOMAL	JITENDRAKUMAR	69.00	Dist
18	PATHAN	IBTISAM	MERAJKHAN	71.15	Dist
19	RATHOD	MANISHA	CHANDRAKANT	63.15	1st
20	MEHTA	YAMINI	JAGDISHBHAI	69.30	Dist
21	CHAUHAN	POOJAKUMARI	VINODSINGH	Fail	
22	SOLANKI	SHILPA	VISHNUBHAI	Ab	
23	MANDAL	MALLIKA	ASHOKKUMAR	65.84	1st
24	CHAVADA	SEJAL	PARBATBHAI	70.30	Dist
25	SHAIKH	YASMEEN	MUSTAKAHMED	72.46	Dist
26	DUTT	KINJAL	MAHESH	69.84	Dist
27	TRIVEDI	PALAK	ROHITKUMAR	72.23	Dist
28	JOSHI	BHUMI	RAJENDRA	74.38	Dist
29	HADA	SAVITA	MOHANSINGH	66.38	Dist
30	PANDIT	MEGHA	VISHWANATH	74.53	Dist
31	BHALANI	MANALIBEN	BHIKHALAL	62.92	1st
32	DATTA	CHIROSHREE	HIMADRI SEKHAR	73.92	Dist
33	THAKAR	JAGRUTI	LALJIBHAI	65.00	1st
34	PATEL	PRIYANKABEN	RAMESHBHAI	69.76	Dist
				Dist.	27
				First.	5

SELF APPRAISAL REPORT

Gjcote-
22677

CHAUDHARI COLLEGE OF EDUCATION (MAHILA B.Ed.)

Student List 2012-13

Sr.No.	Student Name			Result %	Ceass
1	Gadhavi	Alkaben	Ghanshyambhai	80.02	Dist
2	Thakor	Sangitaben	Bhalabhai	74.05	First
3	Chaudhari	Anitababen	Vinubhai	76.75	First
4	Chaudhari	Priyankaben	Baldevbhai	79.04	First
5	Chaudhari	Nitaben	Vashrambhai	84.85	Dist
6	Daraji	Mruduni	Balwantbhai	85.03	Dist
7	Parmar	Hinaben	Himatlal	83.06	Dist
8	Patel	Hardikaben	Arvindbhai	84.08	Dist
9	Chaudhari	Komal	Nanabhai	84.07	Dist
10	Chaudhary	Alkaben	Danabhai	76.95	First
11	Navadiya	Malvikaben	Vashrambhai	72.08	Sec
12	Makwana	Bhanuben	Chandubhai	77.45	First
13	Palas	Siddhiben	Jayantilal	84.45	Dist
14	Parmar	Anjali	Manubhai	76.25	First
15	Parmar	Daxaben	Jayantibhai	76.35	First
16	Parmar	Varshaben	Maheshkumar	84.06	Dist
17	Patel	Ankitaben	Vishnubhai	74.85	First
18	Patel	Dharatiben	Baldevbhai	78.65	First
19	Patel	Gitaben	Muljibhai	79.25	First
20	Patel	Nilamben	Vinodbhai	78.01	First
21	Pithadiya	Parulben	Manojbhai	81.85	Dist
22	Rabari	Kajal	Jivabhai	82.72	Dist
23	Sengal	Anjana	Dineshkumar	81.06	Dist
24	Solanki	Maulika	Rameshbhai	76.03	First
25	Vaghela	Nilaben	Babulal	72.09	Sec
26	Vankar	Sumanben	Bhikhabhai	78.75	First
27	Jani	Mital	Yogeshkuamar	78.45	First
28	Parmar	Devyanginibahen	Ravindrabhai	77.09	First
29	Bhabhor	Shitalben	Jashvantbhai	80.04	Dist
30	Chaudhari	Nehaben	Babulal	83.08	Dist
31	Chaudhari	Nikitaben	Dasharathbhai	82.05	Dist
32	Chaudhari	Tejalbahen	Rajubhai	79.03	Dist
33	Chaudhary	Kajal	Vishnubhai	81.09	Dist
34	Chauhan	Megha	Indubhai	82.07	Dist

SELF APPRAISAL REPORT

Gjcote-
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35	Chauhan	Upasana	Hareshbhai	86.07	Dist
36	Chavada	Zarana	Jagatsinh	88.05	Dist
37	Parmar	Beena	Mulajibhai	78.25	Dist
38	Patel	Anjana	Vishnubhai	85.04	Dist
39	Rathod	Pallavi	Himatsinh	78.05	Dist
40	Saksena	Rivakumari	Mahendrabhai	87.03	Dist
41	Asari	Bharatibahen	Nanjibhai	72.15	Sec
42	Baranda	Pinkalben	Chakravarti	77.04	First
43	Damor	Kirti	Khetabhai	80.95	Dist
44	Parmar	Pritikumari	Jagdishbhai	78.35	First
45	Parmar	Rashmitaben	Babubhai	83.04	Dist
46	Patel	Niyati	Rambhai	81.03	Dist
47	Rabari	Ashaben	Ranchchodbhai	80.01	First
48	Sonagara	Rimakumari	Bijesinh	77.05	First
49	Tadavi	Nilamben	Kanubhai	80.01	First
50	Taviyad	Manjulaben	Laxmansinh	79.05	First
51	Vaghela	Krupaba	Bhupatsinh	75.08	First
52	Zala	Snehal	Swarupsinh	82.95	Dist
53	Chaudhari	Alpita	Bhagvanbhai	74.85	First
54	Chaudhari	Nirmalaben	Amrutbhai	80.03	Dist
55	Gurjar	Bhumi	Hemantkumar	87.25	Dist
56	Mansuri	Yashmina	Ushmagani	78.08	Dist
57	Nayak	Nikita	Balvantbhai	80.65	Dist
58	Parekh	Bindita	Dineshkumar	76.06	First
59	Parmar	Umabahen	Amrutlal		
60	Patel	Hetal	Bhikhabhai	80.35	Dist
61	Patel	Vibhootiben	Rajendrakumar	76.03	First
62	Pathan	Sumaiya	Sikandarkhan	78.45	First
63	Rathod	Ishita	Lalitchandra	85.01	Dist
64	Solanki	Parul	Dashrathlal	78.03	First
65	Solanki	Rinkuben	Babuji	81.85	Dist
66	Tapodhan	Dipti	Dineshbhai	79.06	First
67	Vaghela	Vaishali	Dalpatsinh	81.01	Dist
68	Patel	Janu	Nareshbhai	84.55	Dist
69	Bhatt	Komal	Vijaykumar	82.03	Dist
70	Chaudhari	Binkaben	Mahendrabhai	81.05	Dist
71	Chaudhari	Nehaben	Cheljibhai	83	Dist

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72	Chaudhari	Renukaben	Manibhai	82.01	Dist
73	Chavda	Mital	Madhusudan	74.05	Sec
74	Damor	Kinjal	Khatarabhai	84.05	Dist
75	Gohil	Anjanaben	Chandrakantbhai	88.01	Dist
76	Mansuri	Parvin	Yunushbhai	83.85	Dist
77	Patel	Akta	Bhavikkumar	81.65	Dist
78	Patel	Charumatiben	Amrutbhai	Fail	
79	Patel	Dipsha	Bharatkumar	79.04	Dist
80	Patel	Sheljaben	Rameshbhai	80.25	Dist
81	Patel	Shraddhaben	Vinodkumar	74.25	First
82	Patel	Jinalben	Subhashbhai	80.04	Dist
83	Patel	Parul	Bhogilal	80.15	Dist
84	Patel	Priyanka	Vimalbhai	83.02	Dist
85	Prajapati	Manali	Gandabhai	83.55	Dist
86	Prajapati	Nikitaben	Dasharthbhai	78.55	First
87	Prajapati	Vaishaliben	Govindbhai	80.05	Dist
88	Solanki	Dharmishtha	Babubhai	81.05	Dist
89	Thakor	Kalpanaben	Prahaladbhai	79.09	First
90	Barot	Jagruti	Vasudev	78.05	First
91	Chaudhari	Kinjalben	Dahyabhai	82.35	Dist
92	Gajera	Urvishiben	Girishbhai	87.01	Dist
93	Makwana	Harsha	Shankarlal	79.65	Dist
94	Maurya	Sonal	Ramkumar	85.05	Dist
95	Patel	Kavitaben	Dhirubhai	79.65	Dist
96	Patel	Shlipa	Manilal	84.02	Dist
97	Patel	Sitababen	Manilal	82.07	Dist
98	Raval	Darshna	Sureshkumar	77.55	First
99	Solanki	Kaminiben	Chhaganbhai	80.75	Dist
100	Trivedi	Madhvi	Harehbhai	73.85	Sec

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CHAUDHARI COLLEGE OF EDUCATION

STUDENTS LIST 2013-14

Sr. No.	Surname	Name	Father's Name	Result%	Ceass
1	Agrahari	Km Mausami		78.01	First
2	Amaliyar	Urvashi	Gorsinh	Absent	
3	Bhagora	Pragna	Popatbhai	81.05	Dist
4	Bhatt	Dharakumari	Dilipkumar		
5	Biyola	Mittalben	Balwantsinh	79.01	First
6	Chaudhari	Amitaben	Rameshbhai	83.85	Dist
7	Chaudhari	Artiben	Somabhai	77.55	First
8	Chaudhari	Ashaben	Ajmalbhai	83.01	Dist
9	Chaudhari	Bhartiben	Gokalabhai	83.65	Dist
10	Chaudhari	Damini	Somabhai	84.15	Dist
11	Chaudhari	Jigna	Bhagvanbhai	80.75	Dist
12	Chaudhari	Komalben	Bhikhabhai	84.09	Dist
13	Chaudhari	Manishaben	Kalabhai	82.05	Dist
14	Chaudhari	Nishaben	Ajababhai	77.09	First
15	Chaudhari	Nitaben	Bavabhai	82.45	Dist
16	Chaudhari	Ramilaben	Joitabhai	79.55	First
17	Chaudhari	Santaben	Ratnabhai	79.75	First
18	Chaudhari	Smitaben	Sureshbhai	81.05	Dist
19	Chaudhary	Bharatiben	Gokalbhai	83	Dist

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Sl. No.	Uama	Radhika	Vishramobhai	Score	Rank
23	Damora	Minaxibahen	Raysinghbhai	76.06	First
24	Damor	Minaxibahen	Raysinghbhai	80.65	First
25	Desai	Ashaben	Ishwarbhai	80.95	Dist
26	Desai	Kunjalben	Arjanbhai	81.25	Dist
27	Dindor	Madhuben	Aratsinh	80.35	Dist
28	Gajjar	Mittal	Girishbhai	82.25	Dist
29	Gajjar	Reenaben	Ratilal	73.45	Sec
30	Girase	Roshani	Bharatsing	73.04	Sec
31	Gohel	Sapnakumari	Hareshbhai	86.65	Dist
32	Gupta	Sarita	Khushiram VRF Ramsukh	77.08	First
33	Kanzariya	Kajalben	Paragjibhai	86.45	Dist
34	Kapadiya	Pinkalbahen	Arvindbhai	Fail	
35	Khatana	Roshanibahen	Amratbhai	Fail	
36	Koli	Kokilaben	Jayantibhai	78.04	First
37	Makwana	Devikaben	Kantilal	78.02	First
38	Mehta	Janki	Yogeshkumar	81.08	Dist
39	Mishra	Vandana	Ramadhhar	86.45	Dist
40	Modiya	Maheswariben	Ashwinbhai	74.65	First

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20	Chaudhary	Mittalben	Dasharathbhai	78.63	First
21	Chaudhary	Vasantiben	Vaktabhai	81.09	Dist
22	Chavda	Foramben	Rasiklal	81.08	Dist
23	Dama	Radhika	Vishrambhai	76.06	First
24	Damor	Minaxibahen	Raysinghbhai	80.65	First
25	Desai	Ashaben	Ishwarbhai	80.95	Dist
26	Desai	Kunjalben	Arjanbhai	81.25	Dist
27	Dindor	Madhuben	Aratsinh	80.35	Dist
28	Gajjar	Mittal	Girishbhai	82.25	Dist
29	Gajjar	Reenaben	Ratilal	73.45	Sec
30	Girase	Roshani	Bharatsing	73.04	Sec
31	Gohel	Sapnakumari	Hareshbhai	86.65	Dist
32	Gupta	Sarita	Khushiram VRF Ramsukh	77.08	First
33	Kanzariya	Kajalben	Paragjibhai	86.45	Dist
34	Kapadiya	Pinkalbahen	Arvindbhai	Fail	
35	Khatana	Roshanibahen	Amratbhai	Fail	
36	Koli	Kokilaben	Jayantibhai	78.04	First
37	Makwana	Devikaben	Kantilal	78.02	First
38	Mehta	Janki	Yogeshkumar	81.08	Dist
39	Mishra	Vandana	Ramadhar	86.45	Dist
40	Modiya	Maheswariben	Ashwinbhai	74.65	First

ચૌધરી કોલેજ ઓફ એજ્યુકેશન

એસ. ટી. ૩૫૦ સામે, સેક્ટર-૦૭, ગાંધીનગર. ફોન નંબર : ૦૭૯-૨૩૨૪૪૩૨૦

એકેડેમિક વર્ષ-૨૦૧૨-૧૩

Heads of practice teaching school curriculam feedback form

આચાર્ય સાહેબ,

પ્રસ્તુત કીડબેક બી. એડ. ના અભ્યાસક્રમના સૈદ્ધાંતિક અને પ્રાયોગિક મૂલ્યાંકન માટે આપના અભિપ્રાય પૂરતુ છે. આપના અભિપ્રાયની ગુણવત્તા રહેશે. આ ફોર્મમાં આપના નામ કે નંબરનો ઉલ્લેખ નથી. તટસ્થતાથી ફોર્મમાં સૂચના પ્રમાણે ગુણ મૂકવાના રહેશે.

સૂચના :-

નીચે આપેલા ઘટકોની સામે આપેલ ખાનામાંથી કોઈપણ એક ખાનામાં ટીકમાર્ક (✓) કરી આપનો અભિપ્રાય દર્શાવવો. આપની પસંદગી અંતર્ગત ઉત્તમ એટલે પાંચ ગુણ અને અસંતોષકારક એટલે એક ગુણ એવું અર્થઘટન થશે.

ગુણ	૫	૪	૩	૨	૧
કક્ષા	ઉત્તમ	ઘણુ સારું	સારું	સંતોષકારક	અસંતોષકારક
	excellent	verygood	good	satisfaction	unsatisfaction

ક્રમ	અભ્યાસક્રમના ઘટકો	ઉત્તમ	ઘણુ સારું	સારું	સંતોષકારક	અસંતોષકારક
૧.	કેળવણી અને તત્વજ્ઞાન	✓				
૨.	કેળવણીની વર્તમાન સમસ્યાઓ		✓			
૩.	કેળવણી અને સમાજ			✓		
૪.	ભારતીય અને પાશ્ચાત્ય દાર્શનિકો અને તેમની દાર્શનિક વિચારધારા	✓				
૫.	મોનોવિજ્ઞાન અને અધ્યેતાનું સ્વરૂપ		✓			
૬.	ભારતીય સંદર્ભમાં તારુક્ય અને વ્યક્તિત્વ	✓				
૭.	વ્યક્તિગત તફાવતોમાં અને અપવાદરૂપ બાળકો		✓			
૮.	અનુકૂલન, અભિપ્રેરણા અને માર્ગદર્શન	✓				
૯.	અધ્યાપનના સિદ્ધાંતો અને શૈક્ષણિક પ્રોદ્યોગિકી			✓		
૧૦.	અધ્યાપનના સિદ્ધાંતો અને પ્રયુક્તિઓ	✓				

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૧૧.	અધ્યાયન-અધ્યપન પ્રક્રિયા અને કૌશલ્યનો વિકાસ	✓				
૧૨.	માપનની પ્રયુક્તિઓ અને પાયાનું આંકડાશાસ્ત્ર		✓			
૧૩.	શિક્ષણ પ્રશિક્ષણની સંકલ્પના, શરૂઆત, ઇતિહાસ અને હેતુઓ	✓				
૧૪.	શિક્ષણ પ્રશિક્ષણ એક વ્યવસ્થાપન તરીકે		✓			
૧૫.	પૂર્વ સેવા કાલીન અને સેવાકાલીન કાર્યક્રમો			✓		
૧૬.	શિક્ષણ પ્રશિક્ષણની સંસ્થાઓની ભૂમિકા અને કાર્યો.		✓			

પ્રાયોગિક કાર્યો :-

ક્રમ	અભ્યાસક્રમના ઘટકો	ઉત્તમ	ઘણું સારું	સારું	સંતોષકારક	અસંતોષકારક
૧.	માઈક્રોટીચીંગ કોશલ્ય અને તેનું અમલીકરણ	✓				
૨.	સિમ્યુલેશન અને તેની પદ્ધતિઓ		✓			
૩.	સ્ટ્રેલેશન અને તેની કાર્યપ્રણાલી			✓		
૪.	વિષયવસ્તુ અને તેનું સ્વાધ્યાય કાર્ય	✓				
૫.	શૈક્ષણિક સાધનોનો ઉપયોગ અને તેની સર્જનશીલતા.		✓			
૬.	કોલેજની આંતરીક પરીક્ષાઓ	✓				
૭.	સેમિનાર અને વર્કશોપ		✓			
૮.	મનોવૈજ્ઞાનિક કસોટીઓ અને તેનું વ્યવહારીક અમલીકરણ.			✓		
૯.	પુસ્તક સમીક્ષા	✓				
૧૦.	વૈજ્ઞાનિક પ્રયોગો		✓			
૧૧.	વાર્ષિક પાઠ અને તેનું મૂલ્યાંકન	✓				

૧૨.	માઈક્રોટીચીંગ કોશલ્ય અને તેનું અમલીકરણ	✓				
૧૩.	સિમ્યુલેશન અને તેની પદ્ધતિઓ		✓			
૧૪.	સ્ટ્રેલેશન અને તેની કાર્યપ્રણાલી			✓		
૧૫.	વિષયવસ્તુ અને તેનું સ્વાધ્યાય કાર્ય	✓				
૧૬.	શૈક્ષણિક સાધનોનો ઉપયોગ અને તેની સર્જનશીલતા.		✓			
૧૭.	કોલેજની આંતરીક પરીક્ષાઓ	✓				
૧૮.	સેમિનાર અને વર્કશોપ		✓			
૧૯.	મનોવૈજ્ઞાનિક કસોટીઓ અને તેનું વ્યવહારીક અમલીકરણ.			✓		
૨૦.	પુસ્તક સમીક્ષા	✓				
૨૧.	વૈજ્ઞાનિક પ્રયોગો		✓			
૨૨.	વાર્ષિક પાઠ અને તેનું મૂલ્યાંકન	✓				

ચૌધરી કોલેજ ઓફ એજ્યુકેશન

એસ.ટી.ડેપો સામે, સેક્ટર-૦૭, ગાંધીનગર ફોન નંબર : ૦૭૯-૨૩૨૪૪૩૨૦

એકેડેમિક વર્ષ-૨૦૧૨-૧૩

Heads of practice teaching school curriculam feedback form

આચાર્ય સાહેબ,

પ્રસ્તુત ફીડબેક બી. એડુ. ના અભ્યાસક્રમના શૈક્ષણિક અને પ્રાયોગિક મૂલ્યાંકન માટે આપના અભિપ્રાય પૂરતુ છે. આપના અભિપ્રાયની ગુપ્તતા રહેશે. આ ફોર્મમાં આપના નામ કે નંબરનો ઉલ્લેખ નથી. તટસ્થતાથી ફોર્મમાં સૂચના પ્રમાણે ગુણ મૂકવાના રહેશે.

સૂચના :-

નીચે આપેલા ઘટકોની સામે આપેલ ખાનામાંથી કોઈપણ એક ખાનામાં ટીકમાર્ક (✓) કરી આપનો અભિપ્રાય દર્શાવવો. આપની પસંદગી અંતર્ગત ઉત્તમ એટલે પાંચ ગુણ અને અસંતોષકારક એટલે એક ગુણ એવું અર્થઘટન થશે.

ગુણ	૫	૪	૩	૨	૧
કક્ષા	ઉત્તમ	ઘણું સારું	સારું	સંતોષકારક	અસંતોષકારક
	excellent	verygood	good	satisfaction	unsatisfaction

ક્રમ	અભ્યાસક્રમના ઘટકો	ઉત્તમ	ઘણું સારું	સારું	સંતોષકારક	અસંતોષકારક
૧.	કેળવણી અને તત્વજ્ઞાન	✓				
૨.	કેળવણીની વર્તમાન સમસ્યાઓ		✓			
૩.	કેળવણી અને સમાજ			✓		
૪.	ભારતીય અને પાશ્ચાત્ય દાર્શનિકો અને તેમની દાર્શનિક વિચારધારા	✓				
૫.	મોનોવિજ્ઞાન અને અધ્યેતાનું સ્વરૂપ		✓			
૬.	ભારતીય સંદર્ભમાં તારુણ્ય અને વ્યક્તિત્વ	✓				
૭.	વ્યક્તિગત તફાવતોમાં અને અપવાદરૂપ બાળકો		✓			
૮.	અનુકૂળ, અભિપ્રેરણા અને માર્ગદર્શન	✓				
૯.	અધ્યાપનના સિદ્ધાંતો અને શૈક્ષણિક પ્રોઘોગિકી		✓			
૧૦.	અધ્યાપનના સિદ્ધાંતો અને પ્રયુક્તિઓ	✓				

૧૧.	અધ્યાપન-અધ્યપન પ્રક્રિયા અને કૌશલ્યનો વિકાસ	✓				
૧૨.	માપનની પ્રયુક્તિઓ અને પાયાનું આંકડાશાસ્ત્ર			✓		
૧૩.	શિક્ષણ પ્રશિક્ષણની સંકલ્પના, ઇન્ટરિયાત, ઈનિશિયેશન અને હેતુઓ	✓				
૧૪.	શિક્ષણ પ્રશિક્ષણ એક વ્યવસાય તરીકે		✓			
૧૫.	પૂર્વ સેવા કાલીન અને સેવાકાલીન કાર્યક્રમો			✓		
૧૬.	શિક્ષણ પ્રશિક્ષણની સંસ્થાઓની ભૂમિકા અને કાર્યો.	✓				

પ્રાયોગિક કાર્યો :-

ક્રમ	અભ્યાસક્રમના ઘટકો	ઉત્તમ	ધણ સાડું	સાડું	સંતપકારક	અસંતોષકારક
૧.	માઈક્રોટીયીંગ કૌશલ્ય અને તેનું અમલીકરણ	✓				
૨.	સિમ્યુલેશન અને તેની પદ્ધતિઓ		✓			
૩.	સ્ટ્રેલેશન અને તેની કાર્યપ્રણાલી					
૪.	વિષયવસ્તુ અને તેનું સ્વાધ્યાય કાર્ય	✓				
૫.	શૈક્ષણિક સાધનોનો ઉપયોગ અને તેની સર્જનશીલતા.			✓		
૬.	કોલેજની આંતરીક પરીક્ષાઓ		✓			
૭.	સેમિનાર અને વર્કશોપ	✓				
૮.	મનોવૈજ્ઞાનિક કસોટીઓ અને તેનું વ્યવહારીક અમલીકરણ.		✓			
૯.	પુસ્તક સમીક્ષા	✓				
૧૦.	વૈજ્ઞાનિક પ્રયોગો			✓		
૧૧.	વાર્ષિક પાઠ અને તેનું મૂલ્યાંકન		✓			

ચૌધરી કોલેજ ઓફ એજ્યુકેશન

એસ.ટી.ડી.પો સામે, સેક્ટર-૦૭, ગાંધીનગર, સોન નંબર : ૦૭૯-૨૩૨૪૪૩૨૦

એકેડેમિક વર્ષ-૨૦૧૨-૧૩

Heads of practice teaching school curriculam feedback form

આચાર્ય સાહેબ,

પ્રસ્તુત ફીડબેક બી. એડ. ના અભ્યાસક્રમના સૈદ્ધાંતિક અને પ્રાયોગિક મૂલ્યાંકન માટે આપના અભિપ્રાય પૂરતુ છે. આપના અભિપ્રાયની ગુપ્તતા રહેશે. આ ફોર્મમાં આપના નામ કે નંબરનો ઉલ્લેખ નથી. તટસ્થતાથી ફોર્મમાં સૂચના પ્રમાણે ગુણ મૂકવાના રહેશે.

સૂચના :-

નીચે આપેલા ઘટકોની સામે આપેલ ખાનામાંથી કોઈપણ એક ખાનામાં ટીકમાર્ક (✓) કરી આપનો અભિપ્રાય દર્શાવવો. આપની પસંદગી અંતર્ગત ઉત્તમ એટલે પાંચ ગુણ અને અસંતોષકારક એટલે એક ગુણ એવું અર્થઘટન થશે.

ગુણ	૫	૪	૩	૨	૧
કક્ષા	ઉત્તમ	ઘણું સારું	સારું	સંતોષકારક	અસંતોષકારક
	excellent	verygood	good	satisfaction	unsatisfaction

ક્રમ	અભ્યાસક્રમના ઘટકો	ઉત્તમ	ઘણું સારું	સારું	સંતોષકારક	અસંતોષકારક
૧.	કેળવણી અને તત્વજ્ઞાન	✓				
૨.	કેળવણીની વર્તમાન સમસ્યાઓ		✓			
૩.	કેળવણી અને સમાજ	✓				
૪.	ભારતીય અને પાશ્ચાત્ય દાર્શનિકો અને તેમની દાર્શનિક વિચારધારા			✓		
૫.	મોનોવિજ્ઞાન અને અધ્યેતાનું સ્વરૂપ	✓				
૬.	ભારતીય સંદર્ભમાં તારુણ્ય અને વ્યક્તિત્વ		✓			
૭.	વ્યક્તિગત તકાવતોમાં અને અપવાદરૂપ બાળકો			✓		
૮.	અનુકૂળન, અભિપ્રેરણા અને માર્ગદર્શન	✓				
૯.	અધ્યાપનના સિદ્ધાંતો અને શૈક્ષણિક પ્રોદ્યોગિકી		✓			
૧૦.	અધ્યાપનના સિદ્ધાંતો અને પ્રયુક્તિઓ			✓		

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પ્રાયોગિક કાર્યો :-

ચૌધરી કોલેજ ઓફ એજ્યુકેશન

એસ.ટી.ડેપો સામે, સેક્ટર-૦૭, ગાંધીનગર, ફોન નંબર : ૦૭૯-૨૩૨૪૪૩૨૦

એકેડેમિક વર્ષ-૨૦૧૨-૧૩

Heds of practice teaching school curriculam feedback form

આચાર્ય સાહેબ,

પ્રસ્તુત ફીડબેક બી. એડુ. ના અભ્યાસક્રમના સૈદ્ધાંતિક અને પ્રાયોગિક મૂલ્યાંકન માટે આપના અભિપ્રાય પૂરતુ છે. આપના અભિપ્રાયની ગુણવત્તા રહેશે. આ ફોર્મમાં આપના નામ કે નંબરનો ઉલ્લેખ નથી. તટસ્થતાથી ફોર્મમાં સૂચના પ્રમાણે ગુણ મૂકવાના રહેશે.

સૂચના :-

નીચે આપેલા ઘટકોની સામે આપેલ ખાનામાંથી કોઈપણ એક ખાનામાં ટીકમાર્ક (✓) કરી આપનો અભિપ્રાય દર્શાવવો. આપની પસંદગી અંતર્ગત ઉત્તમ એટલે પાંચ ગુણ અને અસંતોષકારક એટલે એક ગુણ એવું અર્થઘટન થશે.

ગુણ	૫	૪	૩	૨	૧
કક્ષા	ઉત્તમ	ઘણું સારું	સારું	સંતોષકારક	અસંતોષકારક
	excellent	verygood	good	satisfaction	unsatisfaction

ક્રમ	અભ્યાસક્રમના ઘટકો	ઉત્તમ	ઘણું સારું	સારું	સંતોષકારક	અસંતોષકારક
૧.	કેળવણી અને તત્વજ્ઞાન	✓				
૨.	કેળવણીની વર્તમાન સમસ્યાઓ		✓			
૩.	કેળવણી અને સમાજ	✓				
૪.	ભારતીય અને પાશ્ચાત્ય દાર્શનિકો અને તેમની દાર્શનિક વિચારધારા			✓		
૫.	મોનોવિજ્ઞાન અને અધ્યેતાનું સ્વરૂપ	✓				
૬.	ભારતીય સંદર્ભમાં તારુણ્ય અને વ્યક્તિત્વ		✓			
૭.	વ્યક્તિગત તફાવતોમાં અને અપવાદરૂપ બાળકો			✓		
૮.	અનુકૂલન, અભિપ્રેરણા અને માર્ગદર્શન	✓				
૯.	અધ્યાપનના સિદ્ધાંતો અને શૈક્ષણિક પ્રોદ્યોગિકી		✓			
૧૦.	અધ્યાપનના સિદ્ધાંતો અને પ્રયુક્તિઓ			✓		

ચૌધરી એમ.એડ્.કોલેજ

એસ.ટી.ડી.પો સામે, સેક્ટર-૦૭, ગાંધીનગર. ફોન નંબર : ૦૭૯-૨૩૨૪૪૩૫૪૦

એકેડેમિક વર્ષ :- ૨૦૧૨-૧૩

HOSTEL FEEDBACK FORM

વિદ્યાર્થીની બહેન,

પ્રસ્તુત ફીડબેક ફોર્મ કોલેજની હોસ્ટેલમાં રહેતી વિદ્યાર્થીની બહેનોના અભિપ્રાય પુરતું છે. આપના અભિપ્રાય ની સુખતા રહેશે. આ ફોર્મમાં આપના નામ કે નંબરનો ઉલ્લેખ નથી. તટસ્થતાથી ફોર્મમાં સૂચના પ્રમાણે ગુણ મુકવાના રહેશે.

સૂચના : નીચે આપેલી સારણીના દરેક ખાનામાં ૫ (પાંચ) માંથી ગુણ આપવવાના છે. આપના ૫ (પાંચ) ગુણ એટલે

ઉત્તમ અને ૧ (એક) એટલે અસંતોષકારક એવું અર્થઘટન થશે. (Give appropriate marks out of 5 in each column. Consider 5 marks for excellent one for poor.)

ગુણ	૫	૪	૩	૨	૧
કક્ષા	ઉત્તમ	બહુ સારું	સારું	સંતોષકારક	અસંતોષકારક
	excellent	verygood	good	satisfaction	unsatisfaction

વિભાગ-૧ છાત્રાલયની ભૌતિક સુવિધા અંગે :-

ક્રમ	ઘટકો	ઉત્તમ	બહુ સારું	સારું	સંતોષકારક	અસંતોષકારક
૧.	રૂમની સ્વચ્છતા		✓			
૨.	ફર્નિચરની સુવિધા		✓			
૩.	કોરિડોરની સુવિધા			✓		
૪.	ટોયલેટ (લાઈટ, પાણી)			✓		
૫.	મનોરંજન સાધનો (ટી.વી.)		✓			
૬.	રમતગમતના સાધનો		✓			
૭.	ગ્રંથાલય (ન્યૂઝપેપર, મેગેઝીન)		✓			
૮.	ઈન્ટરનેટ સુવિધા			✓		

ચૌધરી એમ.એડ્.કોલેજ

એસ.ટી.ડેપી સામે, સેક્ટર-૦૭, ગાંધીનગર. ફોન નંબર : ૦૭૯-૨૩૨૪૪૩૫૪૦

એકેડેમિક વર્ષ :- ૨૦૧૨-૧૩

HOSTEL FEEDBACK FORM

વિદ્યાર્થીની બહેન,

પ્રસ્તુત ફીડબેક ફોર્મ કોલેજની હોસ્ટેલમાં રહેતી વિદ્યાર્થીની બહેનોના અભિપ્રાય પુરતું છે. આપના અભિપ્રાય ની ગુપ્તતા રહેશે. આ ફોર્મમાં આપના નામ કે નંબરનો ઉલ્લેખ નથી. તટસ્થતાથી ફોર્મમાં સૂચના પ્રમાણે ગુણ મુકવાના રહેશે.

સૂચના : નીચે આપેલી સારણીના દરેક ખાનામાં ૫ (પાંચ) માંથી ગુણ આપવાના છે. આપના ૫ (પાંચ) ગુણ એટલે

ઉત્તમ અને ૧ (એક) એટલે અસંતોષકારક એવું અર્થઘટન થશે. (Give appropriate marks out of 5 in each column. Consider 5 marks for excellent one for poor.)

ગુણ	૫	૪	૩	૨	૧
કક્ષા	ઉત્તમ	ઘણું સારું	સારું	સંતોષકારક	અસંતોષકારક
	excellent	verygood	good	satisfaction	unsatisfaction

વિભાગ-૧ છાત્રાલયની ભૌતિક સુવિધા અંગે :-

ક્રમ	વટકો	ઉત્તમ	ઘણું સારું	સારું	સંતોષકારક	અસંતોષકારક
૧.	રૂમની સ્વચ્છતા		✓			
૨.	ફર્નિચરની સુવિધા			✓		
૩.	કોરિડોરની સુવિધા			✓		
૪.	ટોયલેટ (લાઈટ, પાણી)			✓		
૫.	મનોરંજન સાધનો (ટી.વી.)		✓			
૬.	રમતગમતના સાધનો		✓			
૭.	ગ્રંથાલય (ન્યૂઝપેપર, મેગેઝીન)			✓		
૮.	ઈન્ટરનેટ સુવિધા		✓			

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૯.	છાત્રાલય , બગીચો, બાંકડા		✓			
૧૦.	એકંદરે રહેવાની સુવિધા			✓		

વિભાગ-૨ ભોજનાલયની સુવિધા અંગે :-

ક્રમ	વર્તકો	ઉત્તમ	ઘણું સારું	સારું	સંતોષકારક	અસંતોષકારક
૧.	રસોઈઓ અને સ્ટાફ દ્વારા આપવામાં આવતી સુવિધા		✓			
૨.	ભોજનની ગુણવત્તા			✓		
૩.	રસોડા અને ડાઈનીંગ હોલની સ્વચ્છતા		✓	✓		
૪.	ભોજનમાં વિવિધતા		✓			
૫.	ભોજનનું ખર્ચ			✓		
૬.	પીવાના શુદ્ધ પાણીની સગવડ		✓			
૭.	ભોજનાલયનો સમય		✓			
૮.	ભોજનાલયવ્યવસ્થાપનમાં વિદ્યાર્થીની ભાગીદારી		✓			
૯.	ભોજનાલયની બેઠક વ્યવસ્થાપન		✓	✓		

વિભાગ-૩

ક્રમ	વર્તકો	ઉત્તમ	ઘણું સારું	સારું	સંતોષકારક	અસંતોષકારક
૧.	ગૃહમાતા , સ્ટાફ, મેડીકલ સુવિધા		✓			
૨.	સમસ્યાઓ તરફ અપાતું ધ્યાન			✓		
૩.	ગૃહમાતા ની દેખરેખ		✓			
૪.	હોસ્ટેલમાં ડિક્ટરની સુવિધા			✓		
૫.	છાત્રાલયના કર્મચારીઓ નો વર્તન વ્યવહાર		✓			
૬.	એકંદરે વ્યવસ્થા			✓		

ચૌધરી એમ.એડ્.કોલેજ

એસ.ટી.ડેપો સામે, સેક્ટર-૦૭, ગાંધીનગર. ફોન નંબર : ૦૭૯-૨૩૨૪૪૩૫૪૦

એકેડેમિક વર્ષ :- ૨૦૧૨-૧૩

HOSTEL FEEDBACK FORM

વિદ્યાર્થીની બહેન,

પ્રસ્તુત ફીડબેક ફોર્મ કોલેજની હોસ્ટેલમાં રહેતી વિદ્યાર્થીની બહેનોના અભિપ્રાય પુરતુ છે. આપના અભિપ્રાય ની ગુપ્તતા રહેશે. આ ફોર્મમાં આપના નામ કે નંબરનો ઉલ્લેખ નથી. તટસ્થતાથી ફોર્મમાં સૂચના પ્રમાણે ગુણ મુકવાના રહેશે.

સૂચના : નીચે આપેલી સારસીના દરેક ખાનામાં ૫ (પાંચ) માંથી ગુણ આપવાના છે. આપના ૫ (પાંચ) ગુણ એટલે

ઉત્તમ અને ૧ (એક) એટલે અસંતોષકારક એવું અર્થઘટન થશે. (Give appropriate marks out of 5 in each column. Consider 5 marks for excellent one for poor.)

ગુણ	૫	૪	૩	૨	૧
ક્રમાં	ઉત્તમ	વધુ સારું	સારું	સંતોષકારક	અસંતોષકારક
	excellent	verygood	good	satisfaction	unsatisfaction

વિભાગ-૧ છાત્રાલયની ભૌતિક સુવિધા અંગે :-

ક્રમ	વટકો	ઉત્તમ	વધુ સારું	સારું	સંતોષકારક	અસંતોષકારક
૧.	રૂમની સ્વચ્છતા			✓		
૨.	ફર્નિચરની સુવિધા			✓		
૩.	કોરિડોરની સુવિધા		✓		✓	
૪.	ટોયલેટ (લાઈટ, પાણી)			✓		
૫.	મનોરંજન સાધનો (ટી.વી.)		✓			
૬.	રમતગમતના સાધનો			✓		
૭.	ગ્રંથાલય (ન્યૂઝપેપર, મેગેઝીન)		✓			
૮.	ઈન્ટરનેટ સુવિધા			✓		

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૯.	છાત્રાલય , બગીચો, બાંકડા		✓			
૧૦.	એકંદરે રહેવાની સુવિધા			✓		

વિભાગ-૨ ભોજનાલયની સુવિધા અંગે :-

ક્રમ	ઘટકો	ઉત્તમ	ઘણુ સાડુ	સાડુ	સંતોષકારક	અસંતોષકારક
૧.	રસોઈઓ અને સ્ટાફ દ્વારા આપવામાં આવતી સુવિધા		✓			
૨.	ભોજનની ગુણવત્તા			✓		
૩.	રસોડા અને ડાઈનીંગ હોલની સ્વચ્છતા		✓			
૪.	ભોજનમાં વિવિધતા			✓		
૫.	ભોજનનું ખર્ચ			✓		
૬.	પીવાના શુદ્ધ પાણીની સગવડ		✓			
૭.	ભોજનાલયનો સમય			✓		
૮.	ભોજનાલયવ્યવસ્થાપનમાં વિદ્યાર્થીની ભાગીદારી				✓	
૯.	ભોજનાલયની બેઠક વ્યવસ્થાપન		✓			

વિભાગ-૩

ક્રમ	ઘટકો	ઉત્તમ	ઘણુ સાડુ	સાડુ	સંતોષકારક	અસંતોષકારક
૧.	ગૃહમાતા , સ્ટાફ, મેડીકલ સુવિધા		✓			
૨.	સમસ્યાઓ તરફ અપાતું ધ્યાન			✓		
૩.	ગૃહમાતા ની દેખરેખ				✓	
૪.	હોસ્ટેલમાં ડક્ટરની સુવિધા		✓			
૫.	છાત્રાલયના કર્મચારીઓ નો વર્તન વ્યવહાર			✓		
૬.	એકંદરે વ્યવસ્થા			✓		

ચૌધરી એમ.એડ.કોલેજ

એસ.ટી.ડેપો સામે, સેક્ટર-૦૭, ગાંધીનગર. ફોન નંબર : ૦૭૯-૨૩૨૪૪૩૫૪૦

એકેડેમિક વર્ષ :- ૨૦૧૨-૧૩

HOSTEL FEEDBACK FORM

વિદ્યાર્થીની બહેન,

પ્રસ્તુત ફીડબેક ફોર્મ કોલેજની હોસ્ટેલમાં રહેતી વિદ્યાર્થીની બહેનોના અભિપ્રાય પુરતું છે. આપના અભિપ્રાય ની ગુણતા રહેશે. આ ફોર્મમાં આપના નામ કે નંબરનો ઉલ્લેખ નથી. તટસ્થતાથી ફોર્મમાં સૂચના પ્રમાણે ગુણ મુકવાના રહેશે.

સૂચના : નીચે આપેલી સારણીના દરેક ખાનામાં ૫ (પાંચ) માંથી ગુણ આપવાના છે. આપના ૫ (પાંચ) ગુણ એટલે ઉત્તમ અને ૧ (એક) એટલે અસંતોષકારક એવું અર્થઘટન થશે. (Give appropriate marks out of 5 in each column. Consider 5 marks for excellent one for poor.)

ગુણ	૫	૪	૩	૨	૧
કક્ષા	ઉત્તમ	ઘણું સારું	સારું	સંતોષકારક	અસંતોષકારક
	excellent	verygood	good	satisfaction	unsatisfaction

વિભાગ-૧ છાત્રાલયની ભૌતિક સુવિધા અંગે :-

ક્રમ	ઘટકો	ઉત્તમ	ઘણું સારું	સારું	સંતોષકારક	અસંતોષકારક
૧.	રૂમની સ્વચ્છતા		✓			
૨.	ફર્નિચરની સુવિધા			✓		
૩.	કોરિડોરની સુવિધા		✓			
૪.	ટોયલેટ (લાઈટ, પાણી)		✓			
૫.	મનોરંજન સાધનો (ટી.વી.)		✓			
૬.	રમતગમતના સાધનો			✓		
૭.	ગ્રંથાલય (ન્યૂઝપેપર, મેગેઝીન)		✓			
૮.	ઇન્ટરનેટ સુવિધા			✓		

SELF APPRAISAL REPORT

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૯.	છાત્રાલય , બગીચો, બાંકડા		✓			
૧૦.	એકંદરે રહેવાની સુવિધા			✓		

વિભાગ-૨ ભોજનાલયની સુવિધા અંગે :-

ક્રમ	ઘટકો	ઉત્તમ	ઘણુ સાડુ	સાડુ	સંતોષકારક	અસંતોષકારક
૧.	રસોઈઓ અને સ્ટાફ દ્વારા આપવામાં આવતી સુવિધા		✓			
૨.	ભોજનની ગુણવત્તા			✓		
૩.	રસોડા અને ડાઈનીંગ હોલની સ્વચ્છતા		✓			
૪.	ભોજનમાં વિવિધતા			✓		
૫.	ભોજનનું ખર્ચ		✓			
૬.	પીવાના શુદ્ધ પાણીની સગવડ		✓			
૭.	ભોજનાલયનો સમય		✓			
૮.	ભોજનાલયવ્યસ્થાપનમાં વિદ્યાર્થીની ભાગીદારી			✓		
૯.	ભોજનાલયની બેઠક વ્યવસ્થાપન			✓		

વિભાગ-૩

ક્રમ	ઘટકો	ઉત્તમ	ઘણુ સાડુ	સાડુ	સંતોષકારક	અસંતોષકારક
૧.	ગૃહમાતા , સ્ટાફ, મેડીકલસુવિધા		✓			
૨.	સમસ્યાઓ તરફ અપાતું ધ્યાન			✓		
૩.	ગૃહમાતા ની દેખરેખ			✓		
૪.	હોસ્ટેલમાં ડક્ટરની સુવિધા			✓		
૫.	છાત્રાલયના કર્મચારીઓ નો વર્તન વ્યવહાર				✓	
૬.	એકંદરે વ્યવસ્થા			✓		

ચૌધરી એમ.એડ.કોલેજ

એસ.ટી.ડેપો સામે, સેક્ટર-૦૭, ગાંધીનગર, ફોન નંબર : ૦૭૯-૨૩૨૪૪૩૫૪૦

એકેડેમિક વર્ષ :- ૨૦૧૩-૧૪

HOSTEL FEEDBACK FORM

વિદ્યાર્થીની બહેન,

પ્રસ્તુત ફીડબેક ફોર્મ કોલેજની હોસ્ટેલમાં રહેતી વિદ્યાર્થીની બહેનોના અભિપ્રાય પુરતુ છે. આપના અભિપ્રાય ની ગુપ્તતા રહેશે. આ ફોર્મમાં આપના નામ કે નંબરનો ઉલ્લેખ નથી. તટસ્થતાથી ફોર્મમાં સૂચના પ્રમાણે ગુણ મુકવાના રહેશે.

સૂચના : નીચે આપેલી સારણીના દરેક ખાનામાં ૫ (પાંચ) માંથી ગુણ આપવવાના છે. આપના ૫ (પાંચ) ગુણ એટલે

ઉત્તમ અને ૧ (એક) એટલે અસંતોષકારક એવું અર્થઘટન થશે. (Give appropriate marks out of 5 in each column. Consider 5 marks for excellent one for poor.)

ગુણ	૫	૪	૩	૨	૧
કક્ષા	ઉત્તમ	ઘણુ સારું	સારું	સંતોષકારક	અસંતોષકારક
	excellent	verygood	good	satisfaction	unsatisfaction

વિભાગ-૧ છાત્રાલયની ભૌતિક સુવિધા અંગે :-

ક્રમ	ઘટકો	ઉત્તમ	ઘણુ સારું	સારું	સંતોષકારક	અસંતોષકારક
૧.	રૂમની સ્વચ્છતા				✓	
૨.	ફર્નિચરની સુવિધા			✓		
૩.	કોરિડોરની સુવિધા		✓			
૪.	ટોયલેટ (લાઈટ, પાણી)			✓		
૫.	મનોરંજન સાધનો (ટી.વી.)		✓			
૬.	રમતગમતના સાધનો			✓		
૭.	ગંધાલય (ન્યૂનપેપર, મેગેઝીન)		✓			
૮.	ઇન્ટરનેટ સુવિધા			✓		

Chaudhari M.Ed College

Sector-7, Gandhinagar-382007

Feedback Report Employees Non-Teaching/Technical

1. Name of Institute : *Chaudhari College*
2. Period of Report : *2013-14*
3. Did you find the technical help from technical staff
 - ✓ 1.Satisfactory
 - 2.Average
 - 3.Not satisfactory
4. Did you find the official help from Non-Teaching staff
 - ✓ 1.Satisfactory
 - 2.Average
 - 3.Not satisfactory
5. What are your suggestion for areas of improvement in office help?
→ *Satisfactory*
6. What are your suggestions for areas of improvement in technical help?
→ *Satisfactory*
7. Name of technical or office staff helped you most in your course.
→ *Naveshbhai*

ચૌધરી એમ.એડ્.કોલેજ

એસ.ટી.ડી.સામે, સેક્ટર-૦૭, ગાંધીનગર. ફોન નંબર : ૦૭૯-૨૩૨૪૪૩૫૪૦

એકેડેમિક વર્ષ :- ૨૦૧૨-૧૩

HOSTEL FEEDBACK FORM

વિદ્યાર્થીની બહેન,

પ્રસ્તુત ફીડબેક ફોર્મ કોલેજની હોસ્ટેલમાં રહેતી વિદ્યાર્થીની બહેનોના અભિપ્રાય પુરતું છે. આપના અભિપ્રાય ની ગુપ્તતા રહેશે. આ ફોર્મમાં આપના નામ કે નંબરનો ઉલ્લેખ નથી. તટસ્થતાથી ફોર્મમાં સૂચના પ્રમાણે ગુણ મુકવાના રહેશે.

સૂચના : નીચે આપેલી સારણીના દરેક ખાનામાં ૫ (પાંચ) માંથી ગુણ આપવાના છે. આપના ૫ (પાંચ) ગુણ એટલે

ઉત્તમ અને ૧ (એક) એટલે અસંતોષકારક એવું અર્થઘટન થશે. (Give appropriate marks out of 5 in each column. Consider 5 marks for excellent one for poor.)

ગુણ	૫	૪	૩	૨	૧
કક્ષા	ઉત્તમ	ઘણું સારું	સારું	સંતોષકારક	અસંતોષકારક
	excellent	verygood	good	satisfaction	unsatisfaction

વિભાગ-૧ છાત્રાલયની ભૌતિક સુવિધા અંગે :-

ક્રમ	વટકો	ઉત્તમ	ઘણું સારું	સારું	સંતોષકારક	અસંતોષકારક
૧.	રૂમની સ્વચ્છતા		✓			
૨.	ફર્નિચરની સુવિધા			✓		
૩.	કોરિડોરની સુવિધા			✓		
૪.	ટોયલેટ (લાઈટ, પાણી)			✓		
૫.	મનોરંજન સાધનો (ટી.વી.)		✓			
૬.	રમતગમતના સાધનો		✓			
૭.	ગ્રંથાલય (ન્યૂઝપેપર, મેગેઝીન)			✓		
૮.	ઈન્ટરનેટ સુવિધા		✓			

Chaudhari M.Ed College

Sector-7, Gandhinagar-382007

Feedback Report Employees Non-Teaching/Technical

1. Name of Institute : CHAUDHARI COLLEGE
2. Period of Report : 2013/14
3. Did you find the technical help from technical staff
 1. Satisfactory
 - ✓ 2. Average
 3. Not satisfactory
4. Did you find the official help from Non-Teaching staff
 - ✓ 1. Satisfactory
 2. Average
 3. Not satisfactory
5. What are your suggestion for areas of improvement in office help?

SATISFACTORY
6. What are your suggestions for areas of improvement in technical help?

દરેક કામને સમયે
7. Name of technical or office staff helped you most in your course.

Natresh bhai

Chaudhari M.Ed College

Sector-7, Gandhinagar-382007

Feedback Report Employees Non-Teaching/Technical

1. Name of Institute : CHAUDHARY COLLEGE
2. Period of Report : 2013-14
3. Did you find the technical help from technical staff?
 - ☒ 1. Satisfactory
 - ☐ 2. Average
 - ☐ 3. Not satisfactory
4. Did you find the official help from Non-Teaching staff?
 - ☒ 1. Satisfactory
 - ☐ 2. Average
 - ☐ 3. Not satisfactory
5. What are your suggestion for areas of improvement in office help?

We are satisfied with office staff we get information we need.
6. What are your suggestions for areas of improvement in technical help?

All is good
7. Name of technical or office staff helped you most in your course.

Narashbhai

SELF APPRAISAL REPORT

Gjcote-
22677

Chaudhari M.Ed. College Sector-7, Gandhinagar Academic Year-2012-13 **Student Feedback Form**

વિદ્યાર્થીની બહેન,

પ્રસ્તુત ફીડબેક પ્રાધ્યાપકશ્રી તથા કોલેજ માટે આપના અભિપ્રાય પૂરતું છે. આપના અભિપ્રાયની ગુપ્તતા રહેશે. આ ફોર્મમાં આપના નામ કે નંબરનો ઉલ્લેખ નથી. તટસ્થતાથી ફોર્મમાં સૂચના પ્રમાણે ગુણ મુકવાના રહેશે.

સૂચના :-નીચે આપેલી સારણીના દરેક ખાનામાં '૫' (પાંચ) માંથી ગુણ આપવાના છે. આપના '૫' (પાંચ) ગુણ એટલે ઉત્તમ અને '૧' (એક) એટલે અસંતોષકારક એવું અર્થઘટન થશે.(Give appropriate marks out of 5 in each column. Consider 5 marks for excellent & one for poor.) ગુણ વિતરણ નીચે પ્રમાણે છે.

ગુણ	5	4	3	2	1
કક્ષા	ઉત્તમ	ઘણું સારું	સારું	સંતોષકારક	અસંતોષકારક
	excellent	Very good	good	satisfactory	Un satisfactory

(૧) પ્રાધ્યાપકશ્રી અંગે (for teachers) :-

પ્રાધ્યાપકશ્રી નું નામ (Name of Faculty)	વિષય વસ્તુ પરનું પ્રભુત્વ (Level of Knowledge)	વિષય વસ્તુ રજૂ કરવાની પદ્ધતિ (Method of Presentation)	અધ્યાપકનું ભાષા કૌશલ્ય (Linguistic skills of teacher)	કાર્ય પ્રત્યેની નિષ્ઠા (Commitment towards work)	વિદ્યાર્થીલક્ષી અભિગમ (Student Centered Approach)	વિદ્યાર્થીને પ્રોત્સાહન (Motivation to the students)	વિષયવસ્તુ પ્રત્યે રસ ઉત્પાદન (Creating interest about content)
ડૉ. ઝિનતબેન ખાન	5	5	5	5	5	5	5
ડૉ. આશુતોષભાઈ ઠાકર	4	3	2	1	1	5	3
ડૉ. કનુભાઈ જોષી	4	3	3	4	4	5	5
ડૉ. દિલિપભાઈ રોડિયા	5	5	5	5	5	5	5

(૨) સંશોધન કાર્ય અંગે (for research work) :-

વિગત	માર્ગદર્શન માટેના સમયની ફાણવણી (Time allotted for Guidance)	માર્ગદર્શકનો સહકાર (co operation of Guide)	Assignment/ Seminar/ Symposium નું આયોજન અને ઉપયોગીતા (Utility of Assignment/ Seminar/ Symposium)
ગુણ	5	5	5

(૩) ગ્રંથાલય વિષયક (for librarian) :-

વિગત	ગ્રંથાલયના ઉપયોગની સમય ફાણવણી (Appropriateness of time for library)	ગ્રંથાલયમાં જરૂરી સંદર્ભગ્રંથની ઉપલબ્ધતા (Availability of Required References)	ઉપલબ્ધ સંદર્ભ સાહિત્યની પ્રાપ્તિ (Facility of available References)	ગ્રંથાલયનું વાતાવરણ (Atmosphere of Library)	સંદર્ભગ્રંથના વિનિમયની પદ્ધતિ (Method of distributing of related literature)	ગ્રંથાલયનો સહકાર (Co-operation of Librarian)
ગુણ	5	5	2	5	5	5

P.T.O....

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(૪) ભૌતિક સુવિધાઓ (physical facility) :-

વિગત	વર્ગખંડની સુવિધા (facility of Class room)	કોમ્પ્યુટર લેબની સુવિધા (facility of Computer Lab)	સાયકોલોજી લેબની સુવિધા (facility of Psychology Lab)	પીવાના શુદ્ધ પાણીની સુવિધા (Facility of Drinking Water)	ગર્લ્સ રૂમની સુવિધા (Facility of girls room)	કેન્ટીનની સગવડ (Facility of Canteen)	છાત્રાલયની સુવિધા (Facility of Hostel)
ગુણ	5	1	1	5	5	5	-

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Chaudhari M.Ed. College

Sector-7, Gandhinagar

Academic Year-2012-13

Student Feedback Form

વિદ્યાર્થીની બહેન,

પ્રસ્તુત ફીડબેક પ્રાધ્યાપકશ્રી તથા કોલેજ માટે આપના અભિપ્રાય પૂરતું છે. આપના અભિપ્રાયની ગુપ્તતા રહેશે. આ ફોર્મમાં આપના નામ કે નંબરનો ઉલ્લેખ નથી. તટસ્થતાથી ફોર્મમાં સૂચના પ્રમાણે ગુણ મુકવાના રહેશે.

સૂચના :-નીચે આપેલી સારણીના દરેક ખાનામાં '૫' (પાંચ) માંથી ગુણ આપવાના છે. આપના '૫' (પાંચ) ગુણ એટલે ઉત્તમ અને '૧' (એક) એટલે અસંતોષકારક એવું અર્થઘટન થશે.(Give appropriate marks out of 5 in each column. Consider 5 marks for excellent & one for poor.) ગુણ વિતરણ નીચે પ્રમાણે છે.

ગુણ	5	4	3	2	1
કક્ષા	ઉત્તમ	ઘણું સારું	સારું	સંતોષકારક	અસંતોષકારક
	excellent	Very good	good	satisfactory	Un satisfactory

(૧) પ્રાધ્યાપકશ્રી અંગે (for teachers) :-

પ્રાધ્યાપકશ્રી નું નામ (Name of Faculty)	વિષય વસ્તુ પરનું પ્રભુત્વ (Level of Knowledge)	વિષય વસ્તુ રજૂ કરવાની પદ્ધતિ (Method of Presentation)	અધ્યાપકનું ભાષા કૌશલ્ય (linguistic skills of teacher)	કાર્ય પ્રત્યેની નિષ્ઠા (Commitment towards work)	વિદ્યાર્થીલક્ષી અભિગમ (Student Centered Approach)	વિદ્યાર્થીને પ્રોત્સાહન (Motivation to the students)	વિષયવસ્તુ પ્રત્યે રસ ઉત્પાદન (Creating interest about content)
ડૉ. ઝિનતબેન ખાન	5	5	5	5	5	5	5
ડૉ. આશુતોષભાઈ ભાસ્કર	5	5	5	5	5	5	5
ડૉ. કનુભાઈ જોષી	5	5	5	5	5	5	5
ડૉ. દિલિપભાઈ કોડિયા	5	5	5	5	5	5	5

(૨) સંશોધન કાર્ય અંગે (for research work) :-

વિગત	માર્ગદર્શન માટેના સમયની ફાળવણી (Time allotted for Guidance)	માર્ગદર્શકનો સહકાર (co operation of Guide)	Assignment/ Seminar/ Symposium નું આયોજન અને ઉપયોગીતા (Utility of Assignment/ Seminar/ Symposium)
ગુણ	5	5	5

(૩) ગ્રંથાલય વિષયક (for librarian) :-

વિગત	ગ્રંથાલયના ઉપયોગની સમય ફાળવણી (Appropriateness of time for library)	ગ્રંથાલયમાં જરૂરી સંદર્ભગ્રંથની ઉપલબ્ધતા (Availability of Required References)	ઉપલબ્ધ સંદર્ભ સાહિત્યની પ્રાપ્તિ (Facility of available References)	ગ્રંથાલયનું વાતાવરણ (Atmosphere of Library)	સંદર્ભગ્રંથના વિનિમયની પદ્ધતિ (Method of distributing of related literature)	ગ્રંથાલયનો સહકાર (Co-operation of Librarian)
ગુણ	5	4	4	5	4	5

P.T.O....

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(૪) ભૌતિક સુવિધાઓ (physical facility) :-

વિગત	વર્ગખંડની સુવિધા (facility of of Class room)	કોમ્પ્યુટર લેબની સુવિધા (facility of of Computer Lab)	સાયકોલોજી લેબની સુવિધા (facility of Psychology Lab)	પીવાના શુધ્ધ પાણીની સુવિધા (Facility of Drinking Water)	ગર્લ્સ રૂમની સુવિધા (Facility of girls room)	કેન્ટીનની સગવડ (Facility of Canteen)	છાત્રાલયની સુવિધા (Facility of Hostel)
ગુણ	5	5	5	5	5	5	4

વિગત	વર્ગખંડની સુવિધા (facility of of Class room)	કોમ્પ્યુટર લેબની સુવિધા (facility of of Computer Lab)	સાયકોલોજી લેબની સુવિધા (facility of Psychology Lab)	પીવાના શુધ્ધ પાણીની સુવિધા (Facility of Drinking Water)	ગર્લ્સ રૂમની સુવિધા (Facility of girls room)	કેન્ટીનની સગવડ (Facility of Canteen)	છાત્રાલયની સુવિધા (Facility of Hostel)
ગુણ	5	5	5	5	5	5	4

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(૪) ભૌતિક સુવિધાઓ (physical facility) :-

વિગત	વર્ગખંડની સુવિધા (facility of of Class room)	કોમ્પ્યુટર લેબની સુવિધા (facility of of Computer Lab)	સાયકોલોજી લેબની સુવિધા (facility of Psychology Lab)	પીવાના શુદ્ધ પાણીની સુવિધા (Facility of Drinking Water)	ગર્લ્સ રૂમની સુવિધા (Facility of girls room)	કેન્ટીનની સગવડ (Facility of Canteen)	છાત્રાલયની સુવિધા (Facility of Hostel)
ગુણ	5	5	4	4	4	5	5

(૫) શિક્ષકોની સંખ્યા અને વિષયો (5)

વિષય	શિક્ષકોની સંખ્યા	શિક્ષકોની સંખ્યા	શિક્ષકોની સંખ્યા	શિક્ષકોની સંખ્યા	શિક્ષકોની સંખ્યા	શિક્ષકોની સંખ્યા	શિક્ષકોની સંખ્યા
ગણિત	2	2	2	2	2	2	2
ભૂગોળ	2	2	2	2	2	2	2
ઇતિહાસ	2	2	2	2	2	2	2
સાહિત્ય	2	2	2	2	2	2	2
વિજ્ઞાન	2	2	2	2	2	2	2
કલા	2	2	2	2	2	2	2
અન્ય	2	2	2	2	2	2	2

(૬) શિક્ષકોની સંખ્યા અને વિષયો (6)

વિષય	શિક્ષકોની સંખ્યા	શિક્ષકોની સંખ્યા	શિક્ષકોની સંખ્યા	શિક્ષકોની સંખ્યા	શિક્ષકોની સંખ્યા	શિક્ષકોની સંખ્યા
ગણિત	2	2	2	2	2	2
ભૂગોળ	2	2	2	2	2	2
ઇતિહાસ	2	2	2	2	2	2
સાહિત્ય	2	2	2	2	2	2
વિજ્ઞાન	2	2	2	2	2	2
કલા	2	2	2	2	2	2

(૭) શિક્ષકોની સંખ્યા અને વિષયો (7)

વિષય	શિક્ષકોની સંખ્યા	શિક્ષકોની સંખ્યા	શિક્ષકોની સંખ્યા	શિક્ષકોની સંખ્યા	શિક્ષકોની સંખ્યા	શિક્ષકોની સંખ્યા
ગણિત	2	2	2	2	2	2
ભૂગોળ	2	2	2	2	2	2
ઇતિહાસ	2	2	2	2	2	2
સાહિત્ય	2	2	2	2	2	2
વિજ્ઞાન	2	2	2	2	2	2
કલા	2	2	2	2	2	2

૦.૩.૧

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વિદ્યાર્થીની બહેન,

પ્રસ્તુત ફીડબેક પ્રાધ્યાપકશ્રી તથા કોલેજ માટે આપના અભિપ્રાય પૂરતું છે. આપના અભિપ્રાયની ગુપ્તતા રહેશે. આ ફોર્મમાં આપના નામ કે નંબરનો ઉલ્લેખ નથી. તટસ્થતાથી ફોર્મમાં સૂચના પ્રમાણે ગુણ મુકવાના રહેશે.

સૂચના :- નીચે આપેલી સારણીના દરેક ખાનામાં '૫' (પાંચ) માંથી ગુણ આપવાના છે. આપના '૫' (પાંચ) ગુણ એટલે ઉત્તમ અને '૧' (એક) એટલે અસંતોષકારક એવું અર્થઘટન થશે.(Give appropriate marks out of 5 in each column. Consider 5 marks for excellent & one for poor.) ગુણ વિતરણ નીચે પ્રમાણે છે.

ગુણ	5	4	3	2	1
કક્ષા	ઉત્તમ	ધણું સારું	સારું	સંતોષકારક	અસંતોષકારક
	excellent	Very good	good	satisfactory	Un satisfactory

(૧) પ્રાધ્યાપકશ્રી અંગે (for teachers) :-

પ્રાધ્યાપકશ્રી નું નામ (Name of Faculty)	વિષય વસ્તુ પરનું પ્રભુત્વ (Level of Knowledge)	વિષય વસ્તુ રજૂ કરવાની પદ્ધતિ (Method of Presentation)	અધ્યાપકનું ભાષા કૌશલ્ય (linguistic skills of teacher)	કાર્ય પ્રત્યેની નિષ્ઠા (Commitment towards work)	વિદ્યાર્થીલક્ષી અભિગમ (Student Centered Approach)	વિદ્યાર્થીને પ્રોત્સાહન (Motivation to the students)	વિષયવસ્તુ પ્રત્યે રસ ઉત્પાદન (Creating interest about content)
ડૉ. કિનતબેન ખાન	5	5	4	5	5	5	3
ડૉ. આશુતોષભાઈ ઠાકર	5	4	3	5	5	4	5
ડૉ.દિલિપભાઈ ડોડિયા	5	4	5	3	3	5	5
ડૉ. ભાવનાબેન પટેલ	5	5	5	4	5	5	5
ડૉ.મૃણાલીબેન ચૌહાણ	5	5	5	5	4	5	5

(૨) સંશોધન કાર્ય અંગે (for research work) :-

વિગત	માર્ગદર્શન માટેના સમયની ફાણવણી (Time allotted for Guidance)	માર્ગદર્શકનો સહકાર (co operation of Guide)	Assignment/ Seminar/ Symposium નું આયોજન અને ઉપયોગીતા (Utility of Assignment/ Seminar/ Symposium)
ગુણ	5	4	5

(૩) ગ્રંથાલય વિષયક (for librarian) :-

વિગત	ગ્રંથાલયના ઉપયોગની સમય ફાણવણી (Appropriateness of time for library)	ગ્રંથાલયમાં જરૂરી સંદર્ભગ્રંથની ઉપલબ્ધતા (Availability of Required References)	ઉપલબ્ધ સંદર્ભ સાહિત્યની પ્રાપ્તિ (Facility of available References)	ગ્રંથાલયનું વાતાવરણ (Atmosphere of Library)	સંદર્ભગ્રંથના વિનિમયની પદ્ધતિ (Method of distributing of related literature)	ગ્રંથાલયનો સહકાર (Co-operation of Librarian)
ગુણ	5	5	5	5	5	5

P.T.O....

विगत	वर्गशुंढनी सुविधा (facility of Class room)	कुम्पुटर लेबनी सुविधा (facility of Computer Lab)	सायकोलोजी लेबनी सुविधा (facility of Psychology Lab)	पीवाना शुध्द पाणीनी सुविधा (Facility of Drinking Water)	गर्ल्स रुमनी सुविधा (Facility of girls room)	केन्डीननी सगवड (Facility of Canteen)	छात्रालयनी सुविधा (Facility of Hostel)
गण	५	५	५	५	५	५	५

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વિદ્યાર્થીની બહેન,

પ્રસ્તુત ફીડબેક પ્રાધ્યાપકશ્રી તથા કોલેજ માટે આપના અભિપ્રાય પૂરતું છે. આપના અભિપ્રાયની ગુપ્તતા રહેશે. આ ફોર્મમાં આપના નામ કે નંબરનો ઉલ્લેખ નથી. તટસ્થતાથી ફોર્મમાં સૂચના પ્રમાણે ગુણ મુકવાના રહેશે.

સૂચના :- નીચે આપેલી સારણીના દરેક ખાનામાં '૫' (પાંચ) માંથી ગુણ આપવાના છે. આપના '૫' (પાંચ) ગુણ એટલે ઉત્તમ અને '૧' (એક) એટલે અસંતોષકારક એવું અર્થઘટન થશે.(Give appropriate marks out of 5 in each column. Consider 5 marks for excellent & one for poor.) ગુણ વિતરણ નીચે પ્રમાણે છે.

ગુણ	5	4	3	2	1
કક્ષા	ઉત્તમ	ધણું સારું	સારું	સંતોષકારક	અસંતોષકારક
	excellent	Very good	good	satisfactory	Un satisfactory

(૧) પ્રાધ્યાપકશ્રી અંગે (for teachers) :-

પ્રાધ્યાપકશ્રી નું નામ (Name of Faculty)	વિષય વસ્તુ પરનું પ્રભુત્વ (Level of Knowledge)	વિષય વસ્તુ રજૂ કરવાની પદ્ધતિ (Method of Presentation)	અધ્યાપકનું ભાષા કૌશલ્ય (Linguistic skills of teacher)	કાર્ય પ્રત્યેની નિષ્ઠા (Commitment towards work)	વિદ્યાર્થીલક્ષી અભિગમ (Student Centered Approach)	વિદ્યાર્થીને પ્રોત્સાહન (Motivation to the students)	વિષયવસ્તુ પ્રત્યે રસ ઉત્પાદન (Creating interest about content)
ડૉ. ઝિનતબેન ખાન	5	4	3	4	5	4	5
ડૉ. આશુતોષભાઈ ઠાકર	5	5	4	3	5	4	5
ડૉ. દિલિપભાઈ ડોડિયા	5	5	5	3	4	5	4
ડૉ. ભાવનાબેન પટેલ	5	5	5	4	5	5	4
ડૉ. મૃણાલીબેન ચૌહાણ	5	5	4	5	5	5	4

(૨) સંશોધન કાર્ય અંગે (for research work) :-

વિગત	માર્ગદર્શન માટેના સમયની ફાણવણી (Time allotted for Guidance)	માર્ગદર્શકનો સહકાર (co operation of Guide)	Assignment/ Seminar/ Symposium નું આયોજન અને ઉપયોગીતા (Utility of Assignment/ Seminar/ Symposium)
ગુણ	4	4	4

(૩) ગ્રંથાલય વિષયક (for librarian) :-

વિગત	ગ્રંથાલયના ઉપયોગની સમય ફાણવણી (Appropriateness of time for library)	ગ્રંથાલયમાં જરૂરી સંદર્ભગ્રંથની ઉપલબ્ધતા (Availability of Required References)	ઉપલબ્ધ સંદર્ભ સાહિત્યની પ્રાપ્તિ (Facility of available References)	ગ્રંથાલયનું વાતાવરણ (Atmosphere of Library)	સંદર્ભગ્રંથના વિનિમયની પદ્ધતિ (Method of distributing of related literature)	ગ્રંથાલયનો સહકાર (Co-operation of Librarian)
ગુણ	5	5	4	5	4	5

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(૪) ભૌતિક સુવિધાઓ (physical facility) :-

વિગત	વર્ગખંડની સુવિધા (facility of of Class room)	કોમ્પ્યુટર લેબની સુવિધા (facility of of Computer Lab)	સાયકોલોજી લેબની સુવિધા (facility of Psychology Lab)	પીવાના શુદ્ધ પાણીની સુવિધા (Facility of Drinking Water)	ગર્લ્સ રૂમની સુવિધા (Facility of girls room)	કેન્ટીનની સગવડ (Facility of Canteen)	છાત્રાલયની સુવિધા (Facility of Hostel)
ગુણ	5	5	5	5	5	5	5

વિગત	વર્ગખંડની સુવિધા	કોમ્પ્યુટર લેબની સુવિધા	સાયકોલોજી લેબની સુવિધા	પીવાના શુદ્ધ પાણીની સુવિધા	ગર્લ્સ રૂમની સુવિધા	કેન્ટીનની સગવડ	છાત્રાલયની સુવિધા
ગુણ	5	5	5	5	5	5	5

વિગત	વર્ગખંડની સુવિધા	કોમ્પ્યુટર લેબની સુવિધા	સાયકોલોજી લેબની સુવિધા	પીવાના શુદ્ધ પાણીની સુવિધા	ગર્લ્સ રૂમની સુવિધા	કેન્ટીનની સગવડ	છાત્રાલયની સુવિધા
ગુણ	5	5	5	5	5	5	5

વિગત	વર્ગખંડની સુવિધા	કોમ્પ્યુટર લેબની સુવિધા	સાયકોલોજી લેબની સુવિધા	પીવાના શુદ્ધ પાણીની સુવિધા	ગર્લ્સ રૂમની સુવિધા	કેન્ટીનની સગવડ	છાત્રાલયની સુવિધા
ગુણ	5	5	5	5	5	5	5

વિગત	વર્ગખંડની સુવિધા	કોમ્પ્યુટર લેબની સુવિધા	સાયકોલોજી લેબની સુવિધા	પીવાના શુદ્ધ પાણીની સુવિધા	ગર્લ્સ રૂમની સુવિધા	કેન્ટીનની સગવડ	છાત્રાલયની સુવિધા
ગુણ	5	5	5	5	5	5	5

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પ્રસ્તુત ફીડબેક પ્રાધ્યાપકશ્રી તથા કોલેજ માટે આપના અભિપ્રાય પૂરતું છે. આપના અભિપ્રાયની ગુપ્તતા રહેશે. આ ફોર્મમાં આપના નામ કે નંબરનો ઉલ્લેખ નથી. તટસ્થતાથી ફોર્મમાં સૂચના પ્રમાણે ગુણ મુકવાના રહેશે.

સૂચના :- નીચે આપેલી સારણીના દરેક ખાનામાં '૫' (પાંચ) માંથી ગુણ આપવાના છે. આપના '૫' (પાંચ) ગુણ એટલે ઉત્તમ અને '૧' (એક) એટલે અસંતોષકારક એવું અર્થઘટન થશે.(Give appropriate marks out of 5 in each column. Consider 5 marks for excellent & one for poor.) ગુણ વિતરણ નીચે પ્રમાણે છે.

ગુણ	5	4	3	2	1
કક્ષા	ઉત્તમ	ધણું સારું	સારું	સંતોષકારક	અસંતોષકારક
	excellent	Very good	good	satisfactory	Un satisfactory

(૧) પ્રાધ્યાપકશ્રી અંગે (for teachers) :-

પ્રાધ્યાપકશ્રી નું નામ (Name of Faculty)	વિષય વસ્તુ પરનું પ્રભુત્વ (Level of Knowledge)	વિષય વસ્તુ રજૂ કરવાની પદ્ધતિ (Method of Presentation)	અધ્યાપકનું ભાષા કૌશલ્ય (Linguistic skills of teacher)	કાર્ય પ્રત્યેની નિષ્ઠા (Commitment towards work)	વિદ્યાર્થીલક્ષી અભિગમ (Student Centered Approach)	વિદ્યાર્થીને પ્રોત્સાહન (Motivation to the students)	વિષયવસ્તુ પ્રત્યે રસ ઉત્પાદન (Creating interest about content)
ડૉ. ઝિનતબેન ખાન	4	4	3	5	5	4	5
ડૉ. આશુતોષભાઈ ઠાકર	3	4	5	5	4	5	3
ડૉ. દિલિપભાઈ ડોડિયા	4	3	5	5	4	5	5
ડૉ. ભાવનાબેન પટેલ	5	5	5	5	3	4	5
ડૉ. મૃણાલીબેન ચૌહાણ	5	5	5	5	3	4	5

(૨) સંશોધન કાર્ય અંગે (for research work) :-

વિગત	માર્ગદર્શન માટેના સમયની ફાળવણી (Time allotted for Guidance)	માર્ગદર્શકનો સહકાર (co operation of Guide)	Assignment/ Seminar/ Symposium નું આયોજન અને ઉપયોગીતા (Utility of Assignment/ Seminar/ Symposium)
ગુણ	5	5	4

(૩) ગ્રંથાલય વિષયક (for librarian) :-

વિગત	ગ્રંથાલયના ઉપયોગની સમય ફાળવણી (Appropriateness of time for library)	ગ્રંથાલયમાં જરૂરી સંદર્ભગ્રંથની ઉપલબ્ધતા (Availability of Required References)	ઉપલબ્ધ સંદર્ભ સાહિત્યની પ્રાપ્તિ (Facility of available References)	ગ્રંથાલયનું વાતાવરણ (Atmosphere of Library)	સંદર્ભગ્રંથના વિનિમયની પદ્ધતિ (Method of distributing of related literature)	ગ્રંથાલયનો સહકાર (Co-operation of Librarian)
ગુણ	5	5	5	5	5	5

P.T.O....

SELF APPRAISAL REPORT

Gjcote-
22677

Date :- 26-12-2012

Chaudhari M.Ed College

Sector-7, Gandhinagar-382007

Institute: Chaudhari college

Students Feedback form for Curriculum

Programme Name (B.Ed./M.Ed)

Course Code: 401-C Semester: I/II Subject Title: Psychological found - of edu

Dear Student,

Please give your frank and objective opinion about curriculum. Your response will be kept confidential and is for the purpose of improvement in succeeding semesters.

Section A

Sr.No	Point	1 Needs Improvement	2 Good
1	Fulfillment of Objectives	✓	
2	Fundamentals Coverage	✓	
3	Depth of Course Coverage	✓	
4	Relevance of this Subject with Practical/dessertation	✓	
5	References	✓	

Section B : Your opinion/suggestion for improvement in contents of syllabus

સાચાસન સરકાર દ્વારા નો પાઠ્યપુસ્તકો સુધારવામાં
આવે સરકાર સર

SELF APPRAISAL REPORT

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(૪) ભૌતિક સુવિધાઓ (physical facility) :-

વિગત	વર્ગખંડની સુવિધા (facility of of Class room)	કોમ્પ્યુટર લેબની સુવિધા (facility of of Computer Lab)	સાયકોલોજી લેબની સુવિધા (facility of Psychology Lab)	પીવાના શુદ્ધ પાણીની સુવિધા (Facility of Drinking Water)	ગર્લ્સ રૂમની સુવિધા (Facility of girls room)	કેન્ટીનની સગવડ (Facility of Canteen)	છાત્રાલયની સુવિધા (Facility of Hostel)
ગુણ	4	5	4	5	4	5	5

1	2	3	4	5	6	7	8
સામાજિક વિજ્ઞાન	ભૂગોળ	ઇતિહાસ	સાહિત્ય	વિજ્ઞાન	ગણિત	સંગીત	કળા
સામાજિક વિજ્ઞાન	ભૂગોળ	ઇતિહાસ	સાહિત્ય	વિજ્ઞાન	ગણિત	સંગીત	કળા

1	2	3	4	5	6	7	8
સામાજિક વિજ્ઞાન	ભૂગોળ	ઇતિહાસ	સાહિત્ય	વિજ્ઞાન	ગણિત	સંગીત	કળા
સામાજિક વિજ્ઞાન	ભૂગોળ	ઇતિહાસ	સાહિત્ય	વિજ્ઞાન	ગણિત	સંગીત	કળા
સામાજિક વિજ્ઞાન	ભૂગોળ	ઇતિહાસ	સાહિત્ય	વિજ્ઞાન	ગણિત	સંગીત	કળા
સામાજિક વિજ્ઞાન	ભૂગોળ	ઇતિહાસ	સાહિત્ય	વિજ્ઞાન	ગણિત	સંગીત	કળા

1	2	3	4	5	6	7	8
સામાજિક વિજ્ઞાન	ભૂગોળ	ઇતિહાસ	સાહિત્ય	વિજ્ઞાન	ગણિત	સંગીત	કળા
સામાજિક વિજ્ઞાન	ભૂગોળ	ઇતિહાસ	સાહિત્ય	વિજ્ઞાન	ગણિત	સંગીત	કળા
સામાજિક વિજ્ઞાન	ભૂગોળ	ઇતિહાસ	સાહિત્ય	વિજ્ઞાન	ગણિત	સંગીત	કળા

1	2	3	4	5	6	7	8
સામાજિક વિજ્ઞાન	ભૂગોળ	ઇતિહાસ	સાહિત્ય	વિજ્ઞાન	ગણિત	સંગીત	કળા
સામાજિક વિજ્ઞાન	ભૂગોળ	ઇતિહાસ	સાહિત્ય	વિજ્ઞાન	ગણિત	સંગીત	કળા
સામાજિક વિજ્ઞાન	ભૂગોળ	ઇતિહાસ	સાહિત્ય	વિજ્ઞાન	ગણિત	સંગીત	કળા

SELF APPRAISAL REPORT

Gjcote-
22677

26/12/2012

Chaudhari M.Ed College

Sector-7, Gandhinagar-382007

Institute: Chaudhari M.Ed College

Students Feedback form for Curriculum

Programme Name (B.Ed./M.Ed)

Course Code: 402C Semester: I/II Subject Title: Psychological found. Edu.

Dear Student,

Please give your frank and objective opinion about curriculum. Your response will be kept confidential and is for the purpose of improvement in succeeding semesters.

Section A

Sr.No	Point	1 Needs Improvement	2 Good
1	Fulfillment of Objectives		✓
2	Fundamentals Coverage		✓
3	Depth of Course Coverage		✓
4	Relevance of this Subject with Practical/dessertation		✓
5	References		✓

Section B : Your opinion/suggestion for improvement in contents of syllabus

SELF APPRAISAL REPORT

Gjcote-
22677

26/12/2012

Chaudhari M.Ed College

Sector-7, Gandhinagar-382007

Institute: Chaudhari M.Ed College

Students Feedback form for Curriculum

Programme Name (B.Ed./M.Ed)

Course Code: 402C Semester: I/II Subject Title: Psychological found. Edu.

Dear Student,

Please give your frank and objective opinion about curriculum. Your response will be kept confidential and is for the purpose of improvement in succeeding semesters.

Section A

Sr.No	Point	1 Needs Improvement	2 Good
1	Fulfillment of Objectives		✓
2	Fundamentals Coverage		✓
3	Depth of Course Coverage		✓
4	Relevance of this Subject with Practical/dessertation		✓
5	References		✓

Section B : Your opinion/suggestion for improvement in contents of syllabus

SELF APPRAISAL REPORT

Gjcote-
22677

Date: 26-12-12

Chaudhari M.Ed College

Sector-7, Gandhinagar-382007

Institute: Chaudhari College

Students Feedback form for Curriculum

Programme Name (B.Ed./M.Ed)

Course Code: 403C Semester: I/II Subject Title: Intro to Edu Research

Dear Student,

Please give your frank and objective opinion about curriculum. Your response will be kept confidential and is for the purpose of improvement in succeeding semesters.

Section A

Sr.No	Point	1 Needs Improvement	2 Good
1	Fulfillment of Objectives		✓
2	Fundamentals Coverage		✓
3	Depth of Course Coverage		✓
4	Relevance of this Subject with Practical/dessertation		✓
5	References		✓

Section B : Your opinion/suggestion for improvement in contents of syllabus

અભ્યાસક્રમ વધારે લાંબો છે જે ફક્ત થાય તો વિદ્યાર્થી સારી રીતે તૈયારી કરી શકે

SELF APPRAISAL REPORT

Gjcote-
22677

26/12/2012

Chaudhari M.Ed College

Sector-7, Gandhinagar-382007

Institute: Chaudhari College

Students Feedback form for Curriculum

Programme Name (B.Ed./M.Ed)

Course Code: 404 Semester: I/II Subject Title: Careers Guidance

Dear Student,

Please give your frank and objective opinion about curriculum. Your response will be kept confidential and is for the purpose of improvement in succeeding semesters.

Section A

Sr.No	Point	1 Needs Improvement	2 Good
1	Fulfillment of Objectives	✓	
2	Fundamentals Coverage	✓	✓
3	Depth of Course Coverage		✓
4	Relevance of this Subject with Practical/dessertation		
5	References		✓

Section B : Your opinion/suggestion for improvement in contents of syllabus

26/12/2012 21:21 50

SELF APPRAISAL REPORT

Gjcote-
22677

Date: 25-12-2012

Chaudhari M.Ed College

Sector-7, Gandhinagar-382007

Institute: Chaudhary College

Students Feedback form for Curriculum

Programme Name (B.Ed./M.Ed)

Course Code: H05EA Semester: I/II Subject Title: Psi of Edu. mens EVO

Dear Student,

Please give your frank and objective opinion about curriculum. Your response will be kept confidential and is for the purpose of improvement in succeeding semesters.

Section A

Sr.No	Point	1 Needs Improvement	2 Good
1	Fulfillment of Objectives		✓
2	Fundamentals Coverage		✓
3	Depth of Course Coverage		✓
4	Relevance of this Subject with Practical/dessertation		✓
5	References		✓

Section B : Your opinion/suggestion for improvement in contents of syllabus

1) content is very lengthy.

SELF APPRAISAL REPORT

Gjcote-
22677

Date : 25-12-2012

Chaudhari M.Ed College

Sector-7, Gandhinagar-382007

Institute: Chaudhari M.Ed College

Students Feedback form for Curriculum

Programme Name (B.Ed./M.Ed) ✓

Course Code: 405EA Semester: I/II Subject Title: PSI of SH MSC & EVO

Dear Student,

Please give your frank and objective opinion about curriculum. Your response will be kept confidential and is for the purpose of improvement in succeeding semesters.

Section A

Sr.No	Point	1 Needs Improvement	2 Good
1	Fulfillment of Objectives		✓
2	Fundamentals Coverage		✓
3	Depth of Course Coverage		✓
4	Relevance of this Subject with Practical/dessertation		✓
5	References		✓

Section B : Your opinion/suggestion for improvement in contents of syllabus

1) content is very lengthy.

SELF APPRAISAL REPORT

Gjcote-
22677

Chaudhari M.Ed College

Date- 17/7/12,

Sector-7, Gandhinagar-382007

Institute: Chaudhari M.Ed College Gandhinagar

Students Feedback form for Curriculum

Programme Name (B.Ed./M.Ed)

Course Code: C-408 Semester: I/II Subject Title: Sociological found. Edu.

Dear Student,

Please give your frank and objective opinion about curriculum. Your response will be kept confidential and is for the purpose of improvement in succeeding semesters.

Section A

Sr.No	Point	1 Needs Improvement	2 Good
1	Fulfillment of Objectives		✓
2	Fundamentals Coverage		✓
3	Depth of Course Coverage		✓
4	Relevance of this Subject with Practical/dessertation		✓
5	References	-	-

Section B : Your opinion/suggestion for improvement in contents of syllabus

કચ્છના રાજ્યમાં મીઠાના ખનિજો વિશેષ કરીને સોડિયમ ક્લોરાઇડના ખનિજો અંગ્રીકાના રાજ્યના ખનિજો સાથે સરખાવવામાં આવેલા છે.
કચ્છના ખનિજો

SELF APPRAISAL REPORT

Gjcote-
22677

Date - 17/7/2013

Chaudhari M.Ed College

Sector-7, Gandhinagar-382007

Institute: Chaudhari College of Education

Students Feedback form for Curriculum

Programme Name (B.Ed./M.Ed) B.Ed.

Course Code: 405JC Semester: I/II Subject Title: App. of phy in edu process

Dear Student,

Please give your frank and objective opinion about curriculum. Your response will be kept confidential and is for the purpose of improvement in succeeding semesters.

Section A

Sr.No	Point	1 Needs Improvement	2 Good
1	Fulfillment of Objectives		✓
2	Fundamentals Coverage		✓
3	Depth of Course Coverage		✓
4	Relevance of this Subject with Practical/dessertation		
5	References		✓

Section B : Your opinion/suggestion for improvement in contents of syllabus

SELF APPRAISAL REPORT

Gjcote-
22677

Date: 17/07/2013

Chaudhari M.Ed College

Sector-7, Gandhinagar-382007

Institute: Chaudhari College

Students Feedback form for Curriculum

Programme Name (B.Ed./M.Ed)

Course Code: 410-SS Semester: I/II Subject Title: Methodology of Education Research

Dear Student,

Please give your frank and objective opinion about curriculum. Your response will be kept confidential and is for the purpose of improvement in succeeding semesters.

Section A

Sr.No	Point	1 Needs Improvement	2 Good
1	Fulfillment of Objectives		✓
2	Fundamentals Coverage		✓
3	Depth of Course Coverage		✓
4	Relevance of this Subject with Practical/dessertation		✓
5	References		✓

Section B : Your opinion/suggestion for improvement in contents of syllabus

Semester system is better
because it is more practical and
helps in learning more easily.

SELF APPRAISAL REPORT

Gjcote-
22677

17/7/13

Chaudhari M.Ed College

Sector-7, Gandhinagar-382007

Institute: ચૌધરી કોલેજ ઓફ એજ્યુકેશન

Students Feedback form for Curriculum

Programme Name (B.Ed./M.Ed)

Course Code: ગી ૬૧ Semester: I / II Subject Title: ગી ૧૧૧૨ અને ગી ૧૧૧૩

Dear Student,

Please give your frank and objective opinion about curriculum. Your response will be kept confidential and is for the purpose of improvement in succeeding semesters.

Section A

Sr.No	Point	1 Needs Improvement	2 Good
1	Fulfillment of Objectives		✓
2	Fundamentals Coverage		✓
3	Depth of Course Coverage		✓
4	Relevance of this Subject with Practical/dessertation		✓
5	References		✓

Section B : Your opinion/suggestion for improvement in contents of syllabus

કોઈપણ પણ સુધારા જે, મહિનામાં ફોન આપી લેવા જે

SELF APPRAISAL REPORT

Gjcote-
22677

17/7/2012

Chaudhari M.Ed College

Sector-7, Gandhinagar-382007

Institute: Chaudhari College of Education (M.Ed.)

Students Feedback form for Curriculum

Programme Name (B.Ed./M.Ed) ✓

Course Code: 413-5A Semester: I / II Subject Title: Tools & Tech. of M.Ed.

Dear Student,

Please give your frank and objective opinion about curriculum. Your response will be kept confidential and is for the purpose of improvement in succeeding semesters.

Section A

Sr.No	Point	1 Needs Improvement	2 Good
1	Fulfillment of Objectives		✓
2	Fundamentals Coverage		✓
3	Depth of Course Coverage		✓
4	Relevance of this Subject with Practical/dessertation		✓
5	References	-	-

Section B : Your opinion/suggestion for improvement in contents of syllabus

ગુણ સાથે લેવા તરીકે સારું છે
સામગ્રી અને રીડિંગ સ્ટુડન્ટ

*Syllabus will
be made
available to
the peer team.
it is very
difficult to
compile report
in 200pages
with syllabus,
as it contains
large space.*





ગાંધીનગર શહેરી વિકાસ સત્તામંડળ (ગુડા)

શરતો

- (૧) જનરલ ડેવલપમેન્ટ કન્ટ્રોલ રેગ્યુલેશનની જોગવાઈ અનુસાર છમારતી સાચવણી, જાળવણી અને મરામત વખતોવખત કરવાની ખાસ શરતો વપરાશનું પ્રમાણપત્ર આપવામાં આવે છે.
- (૨) પ્રવર્તમાન અથવા જે તે સમયના કાયદા અન્વયે ભરવાના થતા સત્તામંડળ અને સ્થાનિક સંસ્થાના કરવેરા ભરવાના રહેશે.
- (૩) ભવિષ્યમાં સરદહુ વિસ્તારની નગર રચના યોજના હેઠળ જમા કરાવવાનો થતો નગર રચના યોજનાની દરખાસ્ત મુજબનો નેટ ડીમાન્ડ, ડ્રેનેજ ચાર્જ તથા અન્ય ફી, ડીપોઝીટ વિગેરે જમા કરાવવાની રહેશે.
- (૪) વપરાશના હેતુમાં ફેરફાર કરતાં પહેલાં પૂર્વ મંજૂરી તેવાની રહેશે.
- (૫) આ બાંધકામનો વપરાશ પર્યાવરણને હાનિકારક અને ઉપદ્રવકારી ન થાય તે રીતે વપરાશ કરવાનો રહેશે. તેમજ આસપાસના વિસ્તાર અને વિસ્તારના રહીશોને અસુવિધારૂપ કે મુશ્કેલીરૂપ ન થાય તે રીતે વપરાશ કરવાનો રહેશે.
- (૬) પાર્કિંગ માટે ખુલ્લા રાખેલા ક્ષેત્રફળના માપ કે ઉપયોગમાં કોઈ ફેરફાર કરવાનો રહેશે નહીં.
- (૭) હાલે સ્થળ ઉપરના હયાત માર્શ્વન, સ્ટેરકેસ, લીફ્ટ, કોમન પ્લોટ વિગેરે જેવા સહિયારા વપરાશ માટે મંજૂર થયેલ પ્લાનમાં દર્શાવેલા તમામ ખુલ્લી જગ્યા કે બાંધકામવાળી જગ્યાના માપમાં કે ઉપયોગમાં કોઈ ફેરફાર કરવાનો રહેશે નહીં.
- (૮) આ પ્રમાણપત્રથી બાંધકામમાટે વપરાયેલ માલ-સામાનની ગુણવત્તા પ્રમાણિત કરવામાં આવતી નથી, અને તે અંગે સત્તામંડળની કોઈ જવાબદારી રહેતી નથી કે રહેશે નહીં.
- (૯) આ પ્રમાણપત્રથી બાંધકામના સ્ટ્રક્ચરલ રેગ્યુલેટરી કે સ્ટ્રક્ચરલ સ્ટ્રેન્થ પ્રમાણિત કરવામાં આવતી નથી અને તે અંગે સત્તામંડળને કોઈ જવાબદારી રહેતી નથી કે રહેશે નહીં.
- (૧૦) ઉપરની કોઈ પણ શરતોનો ભંગ થયેથી આ વપરાશનું પ્રમાણપત્ર આપોઆપ રદ થયેલ ગણાશે.
- (૧૧) સદર પ્લોટની ફાળવેલ સત્તરની તમામ શરતો બંધનકર્તા રહેશે.

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