

Self Appraisal Report for Re-Accreditation (Cycle II) (2014-15)

**A Report Submitted to
National Assessment & Accreditation Council
Bangalore**



**Internal Quality Assurance Cell
Sarvajanik Education Society
College of Teacher Education
V.T.Choksi Sarvajanik College of Education
Surat 395 007**

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Executive Summary of the NAAC Report on VTCSCE, Surat (Cycle II)

‘**Sarvajanik**’ means ‘For All People’. The Trust named ‘Sarvajanik Education Society’ (SES) was established with a mission of making education facility available at low or affordable price so it can reach even a boy/girl from the weaker section of the society. V. T. Choksi Sarvajanik College of Education (VTCSCE), Surat was established in the year 1960 to make available a training college for teachers to the South Gujarat region. Earlier it was affiliated to the Gujarat University, Ahmedabad before the establishment of South Gujarat University (SGU) at Surat. It’s a matter of pride that VTCSCE’s first Principal Dr. C. C. Shah was appointed as the First Vice-Chancellor of SGU, Surat in 1966-67. Then came many milestones in the road to Achievement and Progress of VTCSCE like ‘Best College of Education’ Award by the Government of Gujarat and Up gradation as College of Teacher Education (CTE) by Ministry of Human Resources & Development (MHRD), New Delhi besides some other recognitions. VTCSCE has a rich history of recognizable contribution in the field of Teaching-Learning, Research, and Social Work. Even today it plays its role of an efficient, effective, innovative and creative agent of character building and personality development of the teacher, the student and the society member as a whole for a better cause of building a nation and a better human-being.

Distinctive Characteristics of the Institute:

- For ‘**Sarva Jana**’ (For All) gives **wider perspective**- (Not for our Trainees, Not for Trainees only- to other sectors, too.) So, VTCSCE is ‘Imparting Knowledge & Training and Distributing Material Produced’ to not only our or other colleges’ Trainees but to the students of other faculties or to other sectors of the society like deprived children, senior citizens or social workers, too. It co-operates Government and Private Institutes that work for social cause like NBT or P4P.
- **Distributive Nature**- Free Distribution of Materials produced in VTCSCE
- **Learning Center**- Not only for Trainees but In-service School & College Teachers, Social Workers, artists etc.
- **Research Center**- Institutional Projects, CTE Research Scheme for Lecturers, GCERT Research Group, Guidance to the DIET Lecturers, etc, M.Phil.- Ph.D. Guides
- **Productive**- Books, Supporting Materials, Research Papers, Magazine, Newsletter, CDs
- **Arts, Culture & Education Relation**- Working for Learning through Arts, Linkages with Nation’s Esteemed Academic, Art & Culture Institutes like CCRT, NSD, Relation with Govt. Dept. of YSCA
- **Well Planned Schedule**- Calendar, Action Plan, Seminar/Workshops, Curricular-Co curricular activities, Awareness Programmes, Committees & Work Distribution
- **Involvement of the Trainees**- Involving Trainees in academic as well as co-curricular Activities and Managing the B.Ed. Programme and the Institute
- **Support Groups Activity**- Support Groups of Trainees of Current Year and Alumni
- **More than Syllabus activity**- Rich Experiences- Club & Project Mode, Govt. Projects
- **Active Institute**- Round the year activities, Not only ABL teaching but Training, Research & Social Work Activities
- **Innovative Institute**- ModCom Approach for ELT- Development of T-L Plan, Process of Learning (ABL, Experiential Learning, Learning through Different Modes & Techniques), Projects by Government, Institutional Research Projects like TiE & CL
- **Creative Institute**- Creation of Materials, TLMs, T-L Process, T-L Techniques etc.

Criterion 1: Curricular Aspects

According to the need for the change mentioned in the National Curriculum Drafts of 2005 & 2009 the syllabus for B.Ed. Programme was modified twice during last six years (In 2009-10 and 2011-12) by different Course committees. The Core & Elective Subjects were introduced besides CBCS and Semester system. Moreover, Value Education, ICT and Environment Education were introduced as Electives for in-depth study giving them separate identity although they were interwoven with some Core Courses. VTCSCE Teacher Educators have been playing key and active roles in the Syllabus Revision working as Syllabus Framing committees and members of the Subject Boards.

Moreover, Teacher Educators of VTCSCE are enthusiastic enough to develop and publish Support Materials after the Syllabus Revision and to apply new Techniques of Teaching-Learning for its transaction and for Holistic Development of the Trainees. Teaching-Learning Process, Research and Production of Support Materials have been focusing by VTCSCE, Surat since long i.e. well before it has been recognized as CTE. So, the material prepared by the college teachers or school teachers or trainees is made available to the teachers of DIETs, education colleges, schools and trainees of other institutes through CTE, Surat with the support of GCERT, Gandhinagar without charging a single pie for a better cause of education i.e. to expose innovative T-L techniques and to make the T-L process interesting and activity oriented hence effective.

To integrate the cross-cutting issues like gender, special sessions are planned on 'Problems of a Girl and Empowerment of a Woman' in Course 102 while working on Adolescence Education. Special awareness & guidance sessions are organized where eminent doctors, social workers and educationists render their services as Resource Persons. Value Added Awareness Programmes on National Issues are effectively organized and conducted with the help of Working Group of Theater in Education (TiE) Facilitators and School Students and Trainees in an interesting and effective way. Awareness Programmes on 'What do we want: Pseudo or Real Learning?', 'Grow More Trees', 'RTI', 'RTE', too are organized. Moreover, Problems of Special Children are exposed to and made the Trainees experienced during Mini Block & Block-Teaching Programme.

Latest Technology has become a part of our life. So, in VTCSCE the use of ICT starts with the Prayer Session when the Teacher Educator demonstrates screening an Inspirational Video and interacting with the Trainees to make them prepare for accessing and utilizing (screening and interacting) ICT material for developing Life Skills. Moreover, having regular Zero Class for ICT and Special Sessions/Workshops on ICT Use (Accessing Websites, PPT Making, Movie Making, Learning through Cell Phone etc.) are regular practices in VTCSCE.

VTCSCE faculty members' role of Syllabus Designers and Developers are not limited to Veer Narmad South Gujarat University, Surat only. They are contributing their skills and expertise in framing different syllabuses at almost all levels of education like B.Ed. (Integrated IV Year Course at Indian Institute of Teacher Education- IITE, Gandhinagar), D.El.Ed. (II Year Course at DIETs of GCERT, Gandhinagar) etc. They have worked as Syllabus Framers and Text-book Writers for Secondary & Primary Education in the past.

Add on course on TiE is in pipeline. The Research Project regarding it is in progress.

Criterion 2: Teaching-Learning & Evaluation

In VTCSCE from its establishment Activity based Learning has been prioritized as its first Principal and then the Vice –Chancellor of the South Gujarat University, Surat Dr. C. C. Shah was the pioneer of ABL in the South Gujarat region and established Activity based school according to the principles of Madam Montessori. VTCSCE has been maintaining the spirit of

Active and Real Learning applying variety of modes, approaches, and techniques of teaching through experimentation.

Teaching-Learning & Evaluation Philosophy in VTCSCE

- Teaching-Learning Technology is the core aspect of education process.
- Learner should be in the center of T-L Process. It's a Learner who learns.
- Learners' diversities and Learning Styles should be accepted and taken into consideration while planning a T-L Strategy. Variety of T-L techniques should be applied for the benefit of the learners.
- Real & Productive Learning should take place instead of Rote Learning. Nurturing critical thinking, imagining, scientific and creative temper is of great value.
- Self-learning techniques instead of Spoon-feeding techniques should be applied.
- Active Learning (AL) and Activity based Learning (ABL) are the key factors in T-L process.
- Innovative and Creative Learning should be prioritized. Experimentation is welcomed.
- T-L Tools and Materials should be developed, tried out and published in the larger interest of the learners and the stakeholders.
- Teacher Educators should follow the system of Feedback from the Trainees in their subjects every year and develop T-L Action Plan accordingly.
- Co-curricular activities could be interwoven with the course content or the syllabus.
- Process is more important than product.

Keeping in mind the philosophy, the Teacher Educators design their T-L Action Plans. Moreover, before Micro & Macro Teaching sessions the principles mentioned above are exposed to the Trainees and discussed in depth with ample Demonstrations.

The Teacher Educators after understanding the Trainees' diversities modify the T-L Action Plan and apply it utilizing variety of techniques for effective interaction and transaction of the course and More than Syllabus content i.e. Life content.

Some of the striking features of T-L in VTCSCE are:

- AL, ABL with ERIC, ICT in Education, CL etc. techniques are regular practices. Moreover some innovative and creative concepts like Theater in Education, Concept Learning, iBLD, too are introduced and effectively practiced.
- Some TLMS, too are developed and tried out successfully with the help of not only VTCSCE Teacher educators and Trainees but of Teacher Educators and Trainees of other education colleges, and School Teachers, too and published through CTE.
- Modification in a Time Table and have Special Sessions to apply different Modes, Approaches and Techniques like Seminar/Workshop Mode, Project Mode, TiE Techniques etc.

Following is the T-L Design & its details of application:

Teaching-Learning Design	Details of Application
Focus	Learner & T-L Process
Mode	Self-Learning, Project Mode, Workshop Mode, E- Learning (ICT)
Model	Down-Up Model
Techniques for Mode	Individual Learning, Collaborative Learning (Learning in Pairs, Group Learning), Stage wise Learning, Blended Learning, Experiential Learning
Teaching-Learning Approach	Learner centric Approach, Communicative Approach, Constructivist Approach, Functional Approach, Multi-Media Approach, Integrated Approach

T-L Techniques	Listen & Say, Look & Say, Read & Say, Write & Say, Do & Discuss, Programmed Learning, ICT integrated Blended Learning (iBLD), Theater in Education (TiE)
TLMs	Audio: Clips, CDs, Authentic Materials Visual: Flashcards, Cut-outs, Pictures, Graphs, Maps, Clips, Exhibition, PPTs, Models, Realia, Authentic Materials Audio-Visual: Clips, Shorties, Movies, Puppets & Muppets, Exhibition, PPTs, Authentic Materials Kinesthetic: Games, Exercises, 2 & 3 D Materials, Tasks, Authentic Materials, Improvisation
T-L Strategy Plan	Action Plan: Pedagogy/Andragogy Lesson Plan: Task based Learning (Pre, Main & Post Tasks), 5 Step Teaching-Learning Unit Plan: Task based Learning, iBLD Plan
Evaluation	Observations, Reflections, Discussion, Feedback
T-L Strategy Cycle	Designing ► Planning ► Applying ► Evaluating or Researching ► Modifying ► Applying ► Evaluating or Researching ► Applying.....

Criterion 3: Research, Consultancy & Extension

Research:

VTCSCE values Research work on the basis of its need, utility, innovativeness, and productiveness in Teaching-Learning that go well with the rationale shown in the Curriculum Drafts of the Government of India. Moreover, research is one of the functions of CTE. So, Grant allotted to CTE-VTCSCE, Surat from MHRD through GCERT is utilized for Research Projects Schemes and conducting Training Workshops on Research.

Utilizing the scheme under the banner of CTE the lecturers of not only VTCSCE but other education colleges situated in the jurisdiction of CTE- Surat are allotted the sum amount of money to carry out Action Research or Experimental Research. Material Development and T-L Strategy are its main Focus Areas. VTCSCE has published compilations of the research papers by the beneficiary Lecturer-Investigators of the CTE-Surat scheme.

All the VTCSCE Teacher Educators are Recognized Supervising Teachers for Research work (M.Phil. & Ph.D.). The college has a Research Guidance Center for the registered research students and the Teacher Educators of colleges of education and DIETs. It has a rich library having sufficient M.Ed. Dissertations, Ph.D. Thesis, Research Project Reports, Encyclopedias, Research Books and Journals besides E-corner. The Teacher Educators have presented their research papers in conferences. Their research papers are published in research journals, too. Sometimes Sarvajani Education Society (SES) Remedial Projects are taken up in which VTCSCE Teacher-Educators and Trainees are involved. The Trainees for SES Remedial Projects get the benefits of learning research methodology through experience besides incentive of Rs. 1000. The Trainees are exposed to the process of Material Development, Data Collection, Data Analysis during Research Workshops and Small Research Work during Mini Block and Block Teaching Programmes. As VTCSCE has a College Center of CCRT, New Delhi, Projects on 'Know Your City' & 'Know Your Taluka/District' are assigned to the Social Science Trainees.

Research Achievements of VTCSCE

Lab to Land

The research projects of GCERT-Gandhinagar and CTE-Surat are pragmatic and realistic in nature. So, the material developed and findings of the research can be applied in the colleges and schools.

Following are the examples of the application of the research projects of GCERT and CTE:

- The process of improvement took place in DIETs by GCERT after DIET Case Study Reports. (Suggestions of the Case studies)
- The process of improvement took place in schools having below 25 percent results of the students after implementing suggestions made in the Remedial Studies. (Suggestions)
- The scenario of teaching English at Secondary level is changed after the continuous efforts of Preparing Textbooks, Preparing Modules, Designing and Conducting Workshops and Seminars and Research Work on them. Functional English & Techniques of Communicative Approach are applied in the schools and TE colleges of Gujarat. (Surveys & Karmayogee Research Reports)
- Aptitude Tests in different school subjects for the students of Standard IX are developed and standardized at Gujarat level to help them select the proper stream/course for further study. Any secondary school of Gujarat can contact the DEO of the district and get the Aptitude Tests for guiding their students. (Title Page)
- The teachers of English and the Principals could understand Input Rich Environment techniques and the importance of English Club in the school to develop English Atmosphere in the classroom and school.
- The tools for Speech Development Programme in the Mother-tongue Gujaratee are developed and applied not only on the school students but on the college students of Dramatics and on the announcers to be of AIR in VANEE Training Programme.
- The CDs in the four school subjects of Gujaratee, Social Science, Science & Technology and English developed during the Institutional Project 'Concept Learning' are utilized for Eye challenged students of Standard VI.
- Institutional Project 'Theatre in Education' has become a call of the day for Active Learning and it has started to proliferate from Primary to Higher Education Level. It has created the demand in Private Sector, too. The techniques of TiE are applied in T-L process of VTCSCE, Surat.
- VTCSCE Teacher Educator Dr. Vijay Sevak who worked as one of the Resource Persons in the 'Project iBLD' under the guidance of Prof. Marmar Mukhopadhyaya, sponsored by Government of Gujarat where he developed a sample of iBLD and imparted training to the teachers of English of Vadodara, Anand and Surat districts and evaluated the iBLDs prepared by them. Findings of the study made the foundation for 'Project Virtual Classroom (VCP)'.

Consultancy:

VTCSCE has potentiality for Consultancy in the areas of TiE, ELT, Action Research, Teaching Technology like CL & Project Work, iBLD & Blended Learning etc.

Extension:

VTCSCE has a rich history of its Extension Services through Extension Center under the Government scheme. The service has been continuing through CTE or Projects assigned by other agencies. 'Project Language Development through Drama' was assigned by West Zone Cultural Center (WZCC), Udaipur to Dr. Vijay Sevak in the year 2005. A research paper focusing on Language Development through Process Drama was prepared and published in the journal 'E-Reflection'.

Government of Gujarat's Department of Youth Services & Cultural Activities, Gandhinagar assigned an Awareness Project about the Conservation of Nature through Drama to Dr. Vijay Sevak in 2010.

Concept Learning is an Institutional Research Project of Developing Compact Discs in the four subjects of Standard VI for visually impaired students.

CTE-VTCSCE organized and conducted P4P Workshop on Process Drama for social workers and volunteers in which some Trainees were included. They prepared and presented interactive skits regarding social issues. South Gujarat Chamber of Commerce encouraged the activity. Similar activity is conducted for Senior Citizens, too.

The outcome and effect of Extension Activities are as under:

- Exposure to Real Learning
- Benefit of Resource Persons of State & National Level
- Benefit of Authority Persons from Different Fields in IQAC-VTCSCE, Surat
- Broadening Perspective & Understanding of the Subject Matter
- Recognition of Some Trainees who worked as Resource Persons for State level Institutes
- Image Building of VTCSCE as an Innovative Resource Center
- Establishment of Constructive Relationship with State to National Level Government & Non Government Institutes and Grants from them
- Appreciation/Recognition of the Faculty for Extension Activities by National Level Institutes

Criterion 4: Infrastructure & Learning Resources

VTCSCE has a ground plus one floor building having Assembly hall + Education Technology Laboratory, Subject Classrooms, Library, Teacher Educators' cabins, Staff-room, and CCRT + BAOU Room besides Principal's Cabin and Administrative Office. Annexing is the CTE Building having Computer + Language Laboratory, English Club Room + CTE Administrative Office + TiE Cell, Science Laboratory + Psychology Laboratory, Open Air Theater and Multi-purpose Hall. There is a CTE guest House nearby having ground + 1 Floor where 2 AC Rooms for Resource Persons, 4 Rooms for Participants, Ladies Room, and Indoor Games Room are available. All the 3 Buildings are utilized not by VTCSCE only but by sister institutes, too for multiple academic purpose.

All the classrooms on the ground floor are equipped with LCD Projectors. Assembly Hall is equipped with Interactive Board and 'Sandhan' connectivity for Educational Programmes by KCG. Multipurpose Hall is equipped with LCD Projector.

Library is all time open during college hours for all the students. It has 15,095 books and Internet Access facility for study and research. Computer Laboratory, too, is all time open during college hours for all the Trainees. It is well equipped with 26 computer sets and 27 headphones.

Following is **the Use of New Technologies/ICT in Curriculum Transactional Processes:**

- Courseware- Complete Syllabus based E-content for T-L in English (ELT) and Education Psychology
- Some PPTs are on 'Author Stream', 'Power Show' etc...
- Use of Video Clippings on 'Learning' Experiments from You Tube
- Use of Demo Lessons CDs developed by NCERT (Story Making & Telling , Composition Writing)
- Use of Audio CDs developed by NCERT
- Use of Tele-conferences through BISAG
- Use of ' Project Virtual Teacher' clippings
- Use of Movie Clips for Learning
- Providing Links on Internet on each Units for further study
- Providing list of Websites for further study
- Submissions using New Technologies
- Interaction through Inspiration Videos available on Websites
- Learning through Cell Phone
- Learning through Social Website like Facebook & YOU Tube
- ICT based Blended Learning (iBLD)

- Theatre in Education (TiE)
- Collaborative Learning (CL)
- Inspirational CDs by NCTE
- CTE Video CDs of Workshops and Seminars
- Subject wise Facebook Groups for Trainees
- TiE-VTCSCE-Surat (For In-service Teachers)-Facebook Group for Learning & Evaluation
- ‘Sandhan’ Programmes

Following is the **Use of Instructional Infrastructure & Sharing with Other Institutes: Materials Distributed in Schools and Colleges by GCERT and CTE-Surat**

- Use of Modules (ELT) prepared by Faculty Members in Schools
- Use of the Workbooks (ELT) prepared by Faculty Members in Schools
- Use of the Software (CDs- ELT & Education Psychology) prepared by Faculty Members in TE institutes (DIETs, ITE & Colleges)
- Use of Module (ICT in ELT) prepared by Faculty Members in schools
- Use of ‘Syllabus based Plays’ in Schools
- Use of the E-Modules on Theatre in Education in Sub-centers and Uploading the photographs & clips on the FB group i.e. TiE-VTCSCE-Surat
- TiE Programmes for Social Workers & Senior Citizens
- Concept Learning Programme for Visually Challenged Children
- ‘Ishvara ne Name Vanee’ – a Programme for Development of Speech Skill in Gujaratee
- Sharing some PPTs on Educational Websites like Author Stream, Power Show etc. (Most viewed PPT is ‘Importance of English’)
- Sharing some clips on ELT on You Tube

Innovative Practices related to the Use of ICT

- Development of Courseware- Syllabus based CDs having links on Internet.
- Distribution of CDs to the Trainees (‘CALL 4 ELT’, ‘Life, Learning & Learner’, ‘Cambridge Dictionary’, Demo Lessons CDs)
- Developing T-L Strategy using Software on CD
- Interaction using Inspirational Shorties/videos

VTCSCE has Green Area in front of the college and Playground in front of CTE Building.

VTCSCE is identified as CTE by MHRD, New Delhi. It has Theater in Education Cell, too. (Coordinator, Investigator & Resource Person Dr. Vijay Sevak) Moreover, it has a CCRT center by CCRT, New Delhi. (Recognized Teacher Educator & Resource Person Dr. Vijay Sevak) It has a BAOU center for B.Ed., too. (Coordinator Dr. Nalin Patel) The grant and materials of these centers are utilized for the Pre & In-service Teachers. Teacher Educators and Trainees make maximum use of the infrastructural facilities and resources in VTCSCE.

Criterion 5: Student Support & Progression

VTCSCE prepares the Trainees for Entrepreneurial Skills through variety of T-L Process, Workshops and Support Group System where they get firsthand experience. Moreover, it provides opportunities to the competent students to work as Resource Persons at workshops by other Institutes, too. With the help of such experiences understanding of Real Learning, Readiness to work, and Courage to work differently are developed among the Trainees.

A Start

- Every year VTCSCE starts its academic session with the Inspirational Lecture by the eminent personality in the society and Inspiration Video that creates positive vibes in the institutes for learning, training and hard work required for development.

T-L Activities

- VTCSCE believes in AL and ABL. So, it believes that Academic, Co-curricular and Extra-curricular activities are a part of learning.
- VTCSCE has a CTE, TiE, CCRT and BAOU centers to utilize their rich materials for T-L process.
- Variety of modes, approaches, methods and techniques are utilized for T-L process that can be seen in the T-L Action Plan.
- VTCSCE has focused TiE believing in Learning through Arts. It organizes and conducts Workshops on different aspects of TiE involving the Trainees. TiE Techniques are applied in teaching B.Ed. Syllabus, too. (Adolescence through TiE/ TiE T-L Design)

Co-curricular Activities

- Utilization of 'Saptadhara' (Seven Band) Activities for Personality Development & Awareness Programmes besides Creative Competitions
- Due space is provided to the Trainees- Facilities to the Trainees-Adjustment in the schedule
- Participation of Trainees in the Competitions organized by other Institutes
- Participation of Trainees in Students' Council and Support Group members. Autonomy to them.

Extra-Curricular Activities

It is something more than syllabus activities. The Chair-person Teacher Educator tries to make the activities process oriented, educative and academic. Even the Annual Cultural Programme is planned accordingly.

More than Syllabus, Research & Social Awareness activities

- Involving the Students in Govt. Projects and Social Service activities for wider Exposure & Experience is a regular practice.

Remedial Activity

- **Special Support to Facing Risk of Failure and Fast & Slow Learners-** Additional Academic Support, Materials and Specific Teaching System (Monitor & Helping Hand, Collaborative Learning, Group Project) for Advanced & Slow Learners
- SES-VTCSCE Remedial Extension Programme

Guidance to the Students for Competitive Examination & Qualified Students

- Special Classes during 10.30-11.20 am for English, Mathematics, Science, and General Knowledge besides Computer (Basic)- Quiz Session in the Prayer Assembly

Guidance & Counseling Services to the Students

Academic Guidance & Counseling

- Guidance for Practice Teaching before and after every spell- Support Material
- Examination Guidance before & after the examinations- Sample Question-papers and Answer-keys

Career Guidance

- Career Guidance Sessions during Block Teaching Programme

Personal Guidance & Counseling

- Personal Guidance when required by the Trainee
- For Psycho-Social problems help of Psychiatrist or Social Worker

Counseling Service for Girls (Women Empowerment)

- Resource Persons from Health & Hygiene, Law, Police, Self-defense in the Special sessions
- TiE-Interaction through Skit Presentation
- **Grievance Redressal Mechanism**
- Academic and Psycho-Social Redressal

Academic & administrative Bodies with students' Representatives

Students' Council, IQAC, Clubs, 7 Bands, Support Groups, Subject Working Group Members, Seminar/Workshop Management Group, Anti-Ragging Committee

Striking Features of VTCSCE for Student Support & Progression

- 1. Formation of the Support Groups**
 - General Support Group of Current Year (Academic)
 - Subject Support Group of Current Year (Academic & Administrative)
 - Helping Hand Group of Current Year (for Differently Able Trainees)
 - Programme Management Group of Current Year (Administrative)
 - Support Group of former students (Academic, Co curricular & Economic Support)
- 2. Utilization of State & National Level Institutes' Support**
 - MHRD, GCERT for CTE • CCRT • TiE-NSD • BAOU • STTI • ASCs • GIET
- 3. Innovative Approach & Practices**
 - **Combination of Academic & Extra-Curricular Activities-** Theme based Annual Day Cultural Programme, Publication of Magazine 'Parisheelan' and 'Hollyhock' (Subject Club activity) & sometimes Exhibition through Project Mode
 - **TiE & CL-** Exposure to & Participation of Trainees in Innovative & Creative Projects

Criterion 6: Governance & Leadership

VTCSCE Administrative Committee, IQAC and CTE Advisory Committee work together for Planning, Monitoring and Evaluation of the activities according to the SES Policy and Vision, Mission, Objectives, and Policy of the Institute.

Role of Top Management, Principal & Faculty in Quality Policy & Plan

Delegation of Authority & Providing Autonomy

SES & VTCSCE both delegate authority and provide autonomy in:

- **Planning & Execution-** Developing T-L Action Plan in the Subjects & Co-curricular Activities (Course 102 Unit 1 Design)
- **Autonomy in the Subjects & Saptadhara Activities** (Saptadhara Planning & Theme based Ann.Programme+ Parisheelan+ Exhibition)
- **Lesson Designs & Plans**
- **Innovations** (Stage wise Learning, Vocabulary through Story, TiE)
- **Promoting Extension-** CTE Activities in the Subjects

Procedure for Monitoring & Evaluating Policies & Plans

VTCSCE has a following procedure for Monitoring & Evaluating Policies, Plans & Actions:

- Bi-monthly Administrative Committee Meeting
- IQAC Monitoring & Evaluation Meeting (1. Evaluating & Planning Meeting 2. Monitoring Meeting)
- Review Meeting (College Staff Review & Planning Meeting- Sem I & II)
- Observation Note by the Principal
- Feedback from the Staff Members, Trainees & Alumni

Policy for Grooming Leadership at Various Levels

SES & VTCSCE grooms Leadership through

- **Decentralization & Providing Autonomy-** Working Independently understanding the Stakeholder's and Institution's Need according to the Vision & Mission of VTCSCE & SES
- **No Unnecessary Interference-** Giving Free Hand in Planning Programmes/Activities for Grooming Leadership among Trainees through Student Council, Saptadhara Committees, Programme Management Committee & Support Group
- **No Unhealthy Practices of Establishing Power or Promoting Nepotism-** neither at SES nor at College.
- **Creating Healthy Climate for Work Culture-** assigning Portfolio of their Choices and Interest
- **Easy Functioning through Establishing System-** by Forming Committees & Sharing Responsibilities
- **Developing Team work-** involving All in Planning and Execution of the Planning
- **Parental & Friendly Approach & Felicitation-** Awarding the Academic Staff members and Students at Local & Top Level through the Scheme of '**Sarvajanik Shikshan Ratna Award**'
- **Recognition-** Appointing the Teacher Educators on SES Committees

Quality Improvement Strategies

VTCSCE has restructured its IQAC to maintain and to improve the quality in its following functions:

Teaching & Learning: T-L Action Plan, Modes, Trainee centered Activities, CL, Peer Learning (Support Group), Caretaking Group, Learning by Doing etc.

Research & Development: State Projects, CTE, Trainees' Research Work

Community Engagement: CL, TiE, P4P, SES, Community Service Band

Human Resource Management: Portfolio according to the Interest of the Faculty Member, Support Groups (Current & Alumni), TiE Working Group, Subject Working Groups

CTE & SES Staff Development Programme- Inspiration & Training Programmes for Professional Development

Financial Resource Management: Through UGC Grants, CTE Grants, Trainees' Support Group using PPP, Alumni Association Support and Donation

Industry Interaction: Chamber of Commerce

Welfare Schemes for Teaching & Non-Teaching Staff: Registered Employees' Cooperative Society- VTCSCE Faculty Dr. Nalin Patel as a Vice-President of Sarvajanik Co-operative Employees Society

Administrative Bodies & their Functions:

- **Administrative Committee- IQAC- CTE Advisory Committee-** Highest Authority in the College to take the academic and administrative decisions
- **Alumni Association-** Autonomous body to support academic and administrative functions of the college
- **Grievances/Complaints-** To solve the Trainees' academic and administrative problems or complaints
- **Anti Ragging-** To solve the Ragging and Sexual-Harassment problems of the Trainees
- **Students' Council-** To support and help the College's academic and administrative activities functioning as a part of the Training Programme
- **Seven Bands Committees-** To support and help the College's co-curricular activities functioning as a part of the Training Programme
- **Support & Helping Hand Group (Core)-** To support and help the College's Monitor System for academic and administrative help to the Needy Trainees as a part of the Training Programme
- **Subject Support Groups-** To support and help the College's Monitor System for academic and administrative help to the Needy Trainees in the method subjects as a part of the Training Programme

- **Subject Club Committees-** To support and help More than Syllabus Activities to create Input Rich Environment in the method subjects as a part of the Training Programme
- **Workshop Management Committee-** To support and help the CTE, VTCSCE and SES Training Workshop and Seminar as a part of the Training Programme

Monitoring, Evaluation & Revision of Vision, Mission & Implementation Plans

CTE-VTCSCE, Surat has added the following Objective after the JRM made some suggestion in its reports on Education in Gujarat and the process of restructuring started taking place in the meeting of IASEs & CTEs of Gujarat.

Performance Assessment of Academic & Administrative Staff

VTCSCE has a system of Performance Assessment of Academic & Administrative Staff through: T-L Feedback by Trainees, Overall Feedback by Trainees, Viva-voce Reflection by Trainees, Suggestions made by Trainees in the Suggestion Box, Observation by the Principal, and API.

Identification of Barriers & their Solutions

VTCSCE has tried to solve Financial barrier

- Mentioning the case in every CTE Annual Evaluation Report & Planning Document
- Sending the Grant Proposal to UGC in **2013-14**
- Writing often to Competent Authority
- Meeting the Competent Authority and presenting the case

VTCSCE has tried to solve Time, T-L & Evaluation barrier through

- Course wise Proper Planning (T-L Action Plan)
- Scheduling the Activities (Calendar)
- Enjoying Autonomy in T-L applying different Techniques, Approaches and Modes
- Enjoying Autonomy in Evaluation planning Activities, Assignments & Project Work
- Combining CTE activities with the Course Activities
- More than Syllabus Activities

Perspective Planning

After JRM Discussion during the College Visit and in the Meeting at GCERT, Gandhinagar CTE-VTCSCE, Surat has prepared a Perspective Plan for the institute.

Thus, it can be seen that SES and VTCSCE are keeping in pace with the post modern concepts of management and technology maintaining the true spirit of the Vision, Mission, Goals and Objectives of the institutes in the interest of their human resources and stakeholders to contribute to build the society and the nation.

Criterion 7: Innovative Practices

VTCSCE has activated its Internal Quality Assurance System restructuring Internal Quality Assurance Cell. It has reformed its Core Committee comprising members from different fields of the society. Not to suffice but for the External Audit and Guidance it has formed Function wise Special Committees on **T-L & Evaluation, Research & Patent, Extension-Consultancy & Collaboration, and Social Work** comprising State Level Experts from different universities of Gujarat and Administrative Committee Members that review the activities of the college.

Activities & Mechanism to Ensure Academic, Administration & Financial Management Processes

- Establishing Quality Norms in Academic & Administrative Functions- Matrix

- Application & Maintenance of IQAC Norms- Planning & Monitoring
- Evaluation of Application of IQAC Norms- API, Feedback from Stakeholders
- Holding Regular Meetings with the Academic & Administrative Staff- Bi-monthly meeting
- Reporting to Internal & External Authorities SES, CoHE, GCERT, & NAAC, NCTE & UGC- Uploading the Reports on the College Website and Sending Reports to the Authorities

Activities for Positive Social Interaction, Active Engagement in Learning & Self-motivation

TiE & TiE Sub-centers- Training of Working Group Teachers & Sub-center School Students, Culmination with Parent's Sessions, Skit Presentation & Festivals on 'Self & Society' & 'Self & Education'.

Concept Learning - CL Material Development through Education Colleges' Teacher Educators and Trainees, Training for Conducting Experiment to School Teachers & Trainees

Active Learning Approach- T-L Process using Learner centered, Thought-provoking Techniques for Active Learning for Trainees & Awareness Programme for the Teachers, Parents and Society members

Learning or Pseudo-Learning?- Awareness Programme for Teachers & Parents & Society Members

Motivational Videos- Life Skills & Value Education through Inspiration Video & Interaction for the Trainees

Motivation by SES- Inspiration PPT, Seminar & Events by SES (**Invited Dr. Abdul Kalam and Sh. Narendra Modi**)

Govt. Project- Performance of an Interactive Play 'Deekariyun' at different places of Gujarat with a message of not to disturb Balance in Nature

Focuses on the Matter mentioned in the National Policies

- **Green Audit of the Campus & Environment Day Celebration-** Awareness in Society
- **Plantation-** Planting saplings in the campus
- **Women Empowerment-** Lecture-Discussion, TiE Activities- Interactive Skit & Awareness Programme
- **Reading Drive-** Library Work, Project Work, Book Review, Reading Day Celebration
- **Reduce Waste & Cleanliness Drive-** Cleanliness Days Celebration, Cleaning Campus, Rallies TiE Activities- Skits & Awareness Programme, Writing a Textbook Lesson & Showing a Demonstration Lesson prepared for Tele-conference in BISAG studio and prepared by GCERT with the help of VTCSCE Faculty
- **Awareness & Training Programmes-** Learning or Pseudo Learning?, Active Learning, Creativity & Creative Learning, Cultural Components in Education, Innovation in T-L, Project TiE- (Self- Family-Society & Education Programme), Festival Family, Society Show (Social Awareness Programme), Festival EduTain , Concept Learning & Blended Learning, RUSA, Reading Makes Man Wise (Learning from Reading- Learning through Reading), Speak Gujarati Correctly (Mother tongue) etc.
- **TiE- A Multi- Dimensional & Multi-Disciplinary Research Project-** Inclusion of Diversity, Festival Family, Society Show (Sensitization about Social Issues through Observation & Interview, Theatre Techniques, Road Show/Street Plays), Festival EduTain

Inclusive Practices

Development of Trainees to Work with Diversity & Exceptionality

- Approach of the Teacher Educators
- Exposure through Demonstration & Application of Different T-L Techniques by Teacher Educators
- Involving the Trainees in the Project Concept Learning for Visually Impaired Students- Providing an experience to work with Special Children
- Helping Hand (Support Group)

- Theatre in Education Programme
- Working during 10-15 Day Workshop & Culmination of a Project on the Current Year Striking Incident for Annual Cultural Programme

Address to the Special Students

- **Focus during the Sub-unit of Course 102-202-** PPT, Discussion, Sharing, Inviting the Psychiatrists/ Therapist for Sharing, CTE Seminar
- **Concept Learning - CL** Material Development through Education Colleges' Teacher Educators and Trainees, Training for Conducting Experiment to School Teachers & Trainees
- **Mini Block Teaching Programme-** Exposure to Special Children and Experience to work with Them **Handling of Gender Sensitive Issues**
- **Focus during the Sub-unit of Course 102-202-** PPT, Discussion, Sharing, Inviting the Doctors, Psychiatrists, Social Workers and Educationists for Sharing, CTE Seminar & Workshop, TiE Techniques (Adolescence Education through TiE)
- **TiE Programme & Workshop-** 'TiE: Self' session, Getting Together Trainees, Teachers, Social Workers, Doctors, Students in a Multi Dimensional Training Programme on 'TiE: Process Drama'
- **Presentation of Interactive Skits & Performance of Play-** 'TiE: Self & Family' Session & Culmination, 'Swayamsiddha'

Stakeholder Relationships

- Alumni Association is made active. Academic and Financial Support is provided arranging some activities and programmes.
- Academic & Social Extension Activities are focused with CL, TiE Programmes (Subcenters) and Working Group Activities.
- Extension activities are not limited to surrounding localities but expanded to State level arranging Workshops and Seminars and Awareness Programmes.

Striking Features of VTCSCE Innovations

- Special Committees added to IQAC for External Audit & Guidance
- Social Context in the Academic & Co-curricular & Research Activities
- Formation of Working Groups in School Subjects
- Andragogy & Variety of T-L Techniques
- Multi-Dimensional Research Project TiE, Concept Learning & Blended Learning

Thus, VTCSCE has been contributing a bit in the field of Teacher Training, Education, Research, Innovations, Social Awareness, and Nation Building with its Human and Infrastructural Resources. It's wishful thinking that its efforts create some positive vibrations in the universe.
Thanks.

SWOC Analysis of VTCSCE, Surat

Strength:

- Philosophy of the Trust & College
- The First TE College of the Region and the University & Best TE College Award
- Up gradation of the College as CTE
- Achievements & Appreciations of the College
- Management Support & System + IQAC & Function wise Special Committees
- Perspective & Academic Planning
- T-L Action Plan & Varied Modes, Approaches, and Techniques of T-L
- Innovative & Creative Learning- AL, ABL, Experiential Learning, Blended Learning
- Use of ICT (iBLD)
- Research Fund, Research Projects & Research Guidance for Ph.D & M.Phil.- Institutional Research, Action Research, SES Remedial Research, Small Scale Research
- Innovative & Participatory Research Projects- Concept Learning (CL) & Theater in Education (TiE)
- Theater in Education Cell- First in India's TE Colleges (Appreciated by JRM, MHRD Team)
- Need based Lab to Land Research Work
- Printed & E- Material Generation
- Innovative Social Work- Awareness Programmes, Charity Programmes
- Extension Work- Linkages with Esteemed State & National Institutes, Rendering Services in Government Programmes
- Nominations in Government Committees- SRG, SRAC, IITE Core Committee, State P&M Committee, GIET's VCP Committee, State Syllabus Framing Committee
- CCRT, BAOU Centers
- Competent & Generous Support Groups & Alumni Association
- Maximum Utilization of Infrastructural & Human Resources
- Subject Working Groups in Schools
- Resource Center for TE Institutes and Schools
- Best Practices & Innovations in the College

Weaknesses:

- Shortage of Fund- UGC, Incentive Money
- Shortage of Staff- CTE
- Shortage of Time
- Shortage of Laboratories, A-V Hall/Studio, Classroom Space
- Ad-hoc Computer Instructor and Librarian
- Limited Pro-Activeness

Opportunities:	Challenges:
<ul style="list-style-type: none"> • Education Reform & Restructuring Process at National and State Level • RUSA Guideline Updating of E-gadgets in the College • Trying to follow Suggestions made by NAAC Peer Team in true sense • NAAC Process & Evaluation (Cycle II) • Active IQAC • Active Alumni Association & Support Group • Consultancy Potential • Collaboration Potential • PPP Potential • International Market for Teachers 	<ul style="list-style-type: none"> • No Separate Status of TE at Cof HE in Govt. of Gujarat • Ad-hocism • Requirement of Preparedness & Training for Updating • Requirement of Activeness & Pro-Activeness • Shortages of Staff, Fund & Time • Competition in Open Market • 'Reform & Restructuring Education' as hollow utterances • Application of Curriculum Framework in its true sense



PART I: INSTITUTIONAL DATA

(A) Profile of the Institution

1. Name and Address of Institute

Name:	V. T. Choksi Sarvajanik College of Education
Address:	Near Lal Bunglow, Athwa Lines, Surat.
City:	Surat
District:	Surat
State:	Gujarat
Pin:	395007

2. Website of Institute

www.vtcbed.org

3. For communication:

Office:

Name	Telephone No. with STD Code	Fax	E-mail
Principal Dr. V. G. Patel	0261-2254109	0261-2254109	principal@vtcbed.org
Vice-Principal	—	—	—
Self Appraisal Co-ordinator Dr. V. K. Sevak	0261-2254109	0261-2254109	v_sevak@yahoo.in

Residence:

Name	Telephone No. with STD Code	Mobile No.
Principal Dr. V. G. Patel	0261-2747414	9825762614
Vice-Principal	--	--
Self Appraisal Co-ordinator Dr. V. K. Sevak	0261-2254109	9825130209

4. Location of the Institution:

Urban

Semi-Urban

Rural

<input checked="" type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

Tribal

☐

Any other (specify)

☐

5. Campus area in acres:

10161.48 Sq. Mts. (2.511 acres)

6. Is it a recognized minority institution?

Yes		No	✓
-----	--	----	---

7. Date of establishment of the institution:

Month & Year	
MM	YYYY
06	1961

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

Veer Narmad South Gujarat University, Surat (Gujarat)
(India) 395007

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

2(f)	Month & Year		12(B)	Month & Year	
	MM	YYYY		MM	YYYY
	09	1976		09	1976

10. Type of Institution

- a. By funding:
- i. Government
 - ii. Grant in- aid
 - iii. Constituent
 - iv. Self financed
 - v. Any other (specify)

☐☒☐☐☐

b. By Gender

- i. Only for Men
- ii. Only for Women
- iii. Co-education

<input type="checkbox"/>
<input type="checkbox"/>
<input checked="" type="checkbox"/>

c. By Nature

- i. University Dept.
- ii. RIE
- iii. IASE
- iv. Autonomous College
- v. Affiliated College
- vi. Constituent College
- vii. Dept. of Education. of a
composite college
- viii. CTE
- ix. Any other (specify)

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input checked="" type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>

BAOU Study Center
CCRT Center

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

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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If yes, has the institution applied for autonomy ?

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
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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	-	-	Certificate	—	—
		—	-	Diploma	—	—
		—	-	Degree	-	-
iv)	Post Graduate	—	—	Diploma	—	—
		-	-	Degree	-	-
v.)	Other (Graduate) (Degree)	-	—	Certificate	—	—
		—	—	Diploma	—	—
		B.Ed.	Graduate	Degree	1 Year	Gujarati

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

Level	Programme	Order No. & Date	Valid up to	Sanctioned Intake
Pre- primary	—	—	—	—
Primary/ Elementary	—	—	—	—
Secondary/Sr. secondary				
Post-Graduate	—	—	—	—
Other	B. Ed	WRC/9/9/99	Permanent	100

(B) Criterion – Wise inputs

Criterion I: Curricular Aspects

1. Does the institute have a stated

Vision

Mission

Values

Objectives

Yes	✓	No	
Yes	✓	No	
Yes	✓	No	
Yes	✓	No	

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

No

If yes,

- a) How many programmes

–

- b) Fee charged per programme

–

3. Are there programmes with semester system

Yes

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

Yes

✓

No

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

6 (Six)

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

D. Ed.

–

B. Ed.

08

M.Ed. (Full Time)

—

M.Ed. (Part Time)

—

Any other (Specify)

—

6. Are there programmes offered in modular form ?

Yes		No	✓
-----	--	----	---

Number

—

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

Yes	✓	No	
-----	---	----	--

Number

1

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

Yes		No	✓
-----	--	----	---

Number

—

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

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

Yes	✓	No	
-----	---	----	--

Yes	✓	No	
-----	---	----	--

Yes	✓	No	
-----	---	----	--

Yes	✓	No	
-----	---	----	--

Yes	✓	No	
-----	---	----	--

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

1 Year

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

Yes	✓	No	
-----	---	----	--

Number

1

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

Yes	✓	No	
-----	---	----	--

Number

14

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

Yes	✓	No	
-----	---	----	--

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

Yes	✓	No	
-----	---	----	--

Criterion II: Teaching- Learning and Evaluation.

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

a) Through an entrance test developed by the institution

☐

b) Common Entrance test conducted by the

☐

University/ Government

c) Through an interview

☐

d) Entrance test and interview

☐

e) Merit at the qualifying examination

☒

f) Any other (specify and indicate)

☐

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

a) Date of start of the academic year

24/6/2013

b) Date of last admission

13/7/2013

c) Date of closing of the academic year

28/4/2014

d) Total teaching days

215

e) Total working days

223

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.	07	93	100	04	60	64	03	33	36
M.Ed. (Full Time)	—	—	—	—	—	—	—	—	—
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

1428.14

b) Unit cost including salary component

104801

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

Programme	Open Category		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
D.Ed.	–	–	–	–
B.Ed.	89.50	50	79.77	45
M.Ed. (full Time)	–	–	–	–
M.Ed. (Part Time)	–	–	–	–

7. Is there a provision for assessing student's knowledge and skills for the programme (after admission) ?

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

8. Does the institution develop its academic calendar?

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

9. Time allotted in percentage

Programme	Theory [Per Week]	Practice Teaching [Per Week]	Practicum [Per Week]
D.Ed.	–	–	–
B.Ed.	68%	20.18%	11.82%
M.Ed. (full Time)	–	–	–
M.Ed. (Part Time)	–	–	–

10. Pre- practice teaching at the institution

a) Number of pre – practice teaching days

1	2
---	---

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

0	8
---	---

11. Practice teaching at school

a) Number of Schools identified for
practice teaching

2	8
---	---

b) Total number of practice teaching days

4	4
---	---

c) Minimum number of practice teaching
lessons given by the each students

4	0
---	---

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

Number of lessons in simulation

Number	08
--------	----

Number of lessons Pre – practice teaching

Number	08
--------	----

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

Programme	Internal	External
D. Ed	–	–
B. Ed(1200)	41.67%	58.33%
M. Ed (Full Time)	–	–
M. Ed (Part Time)	–	–

16. Examinations

- a) Number of sessional tests held for each paper

0	2
---	---

- b) Number of assignment for each paper

0	2
---	---

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

	Yes	No
Computers	√	
Intranet	√	
Internet	√	
Software / courseware (CDs)	√	
Audio Resources	√	
Video Resources	√	
Teaching aid and other related materials	√	
Any other (specify) Intractive Board and Cell Phone	√	

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

Yes	✓	No	
-----	---	----	--

Number

1

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

Yes		No	✓
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If yes, is it offered as a compulsory or optional paper?

Optional	-	Compulsory	-
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Criterion III: Research, Development and Extension

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

Number	8	%	100
--------	---	---	-----

2. Does the institution have ongoing research projects?

Yes	✓	No	
-----	---	----	--

Details on the ongoing research projects

Funding Agency	Amount (Rs)	Duration (years)	Collaboration, if any
GCERT	4,65,000/-	06	–
GCERT	1,00,000/-	04	–

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

06

4. How does the institution motivates its teachers to take up research in education?

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

X

X

✓

✓

X

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

Yes

✓

No

6. Number of research degree awarded during the last five years?

a) Ph. D.

11

b) M. Phil.

02

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

Yes

✓

No

8. Details of the publications by the faculty (Last Five Years)

		Yes	No	Number
International Journals		✓	–	11
National journals	Referred papers	✓	–	03
	Non referred papers	✓	–	12
Academic articles in reputed Magazines/news papers		✓	–	20
Books		✓	–	34
Any other (Specify)		–	–	-

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

Yes	✓	No	
-----	---	----	--

Number

34

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

	Faculty	Students
National Seminar	26	00
International Seminars	06	00
Any other academic forum	-	-

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

- Self-instructional materials

✓

- Print materials

✓

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

✓

- Digitalized (Computer Aided instructional methods)

✓

- Question bank

✓

- Any other (Specify)

—

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

Yes	✓	No	
-----	---	----	--

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

06

16. Does the institution provide consultancy services?

Yes		No	✓
-----	--	----	---

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

—

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

Local Level	✓
State Level	✓
National Level	✓
International Level	—

Criterion IV: Infrastructure and Learning Resources

1. Built – up Area (in Sq. Mts.):

1283.92

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

• Methods lab	Yes	✓	No	
• Psychology lab	Yes	✓	No	
• Science Lab(s)	Yes	✓	No	
• Education Technology lab	Yes	✓	No	
• Computer lab	Yes	✓	No	
• Workshop for preparing teaching aids	Yes	✓	No	

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

44

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

35000/-

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

8236/-

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

6000/-

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

25600/-

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

Yes

9. Total number of posts sanctioned

	Open		Reserved	
	M	F	M	F
Teaching	2	-	4	1
Non-teaching	2	-	3	-

10. Total number of posts vacant

	Open		Reserved	
	M	F	M	F
Teaching	1	-	-	-
Non-teaching	7	-	-	-

11. A) Number of regular and permanent teachers

(Gender-Wise)

	Open		Reserved	
	M	F	M	F
Lecturers	2	-	4	1
Readers	—	—	—	—
Professors	—	—	—	—

- B) Number of temporary / ad- hoc/part- Time teachers /

(Gender -Wise)

	Open		Reserved	
	M	F	M	F
Lecturers	1	—	—	—
Readers	—	—	—	—
Professors	—	—	—	—

C) Number of teachers from

Same State	07
Other States	–

12. Teacher student ratio (programme -wise)

Programme	Teachers student ratio
D. Ed	–
B. Ed	1 : 12
M. Ed (Full Time)	–
M. Ed (Part Time)	–

13. A) Non-Teaching Staff

	Open		Reserved	
	M	F	M	F
Permanent	2	–	3	–
Temporary	–	–	2	1

B) Technical Assistants

	Open		Reserved	
	M	F	M	F
Permanent	–	–	–	–
Temporary	–	–	–	–

14. Ratio of teaching – non teaching staff

7 : 5

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

84.36%

16. Is there an advisory committee for the library?

Yes	✓	No	
-----	---	----	--

17. Working hours of the Library?

On working days	6:30 Hours
On holidays	–
During examination	6:30 Hours

18. Does the library have an Open access facility

Yes	✓	No	
-----	---	----	--

19. Total collection of the following in the library

a) Books	15095
- Text Books	184
- Reference books	14911
b) Magazines	17
c) Journals subscribed	
- Indian Journals	9
- Foreign Journals	1
d) Peer Reviewed Journals	
e) Back Volumes of Journals	
f) E-information resources	✓
- Online journals/e-journals	-
- CDs/DVDs	76
- Database	-
- Video Cassettes	-
- Audio Cassettes	-

20. Mention the

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

1284.00 Sq. Ft.

Seating capacity of the Reading room

40

21. Status of automation of Library

Yet to initiate

-

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 oriented / information literacy



Any other (Specify)



23. Are students allowed to retain books for examination?

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

24. Furnish information on the following

Average number of books issued/returned per day	30
Maximum number of days books are permitted to retained	
By the students	07 Days
By the faculty	160 Days
Maximum number of books permitted for issue	
For students	3
For faculty	10
Average number of users who visited/ consulted per month	8
Ratio of library books (excluding textbooks and book bank facility) to the number of students enrolled	149.11 : 1

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

14.16 %

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

	2011-12		2012-13		2013-14	
	No.	Total Cost (in Rs)	No.	Total Cost (in Rs)	No.	Total Cost (in Rs)
Text Books	-	-	03	42/-	-	-
Other Books	-	-	33	13200/-	97	10028/-
Journals/Periodicals	23	4009	23	4009/-	25	4209/-
Any other	-	-	-	-	-	-

Criterion V: Student Support and Progression

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

Programme	2011-12	2012-13	2013-14
D.Ed.	—	—	—
B.Ed.	02	03	03
M.Ed. (full Time)	—	—	—
M.Ed. (Part Time)	—	—	—

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

Yes	✓	No	
-----	---	----	--

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

1:12

3. Does the institution offers Remedial instruction?

Yes	✓	No	
-----	---	----	--

4. Does the institution offers Bridge courses?

Yes	✓	No	
-----	---	----	--

5. Examination Results during past three years

		UG			PG		M. Phil.		
	2011 -12	2012 -13	2013 -14	I	I I	II I	I	I I	II I
Pass Percentage	100	100	100	—	—	—	—	—	—
Number of First Classes	-	-	-	—	—	—	—	—	—
Number of Distinction	98	97	97	—	—	—	—	—	—
Exemplary Performances (Gold Medal and University rank)	—	—	—	—	—	—	—	—	—

6. Number of students who have passed competitive examinations during the last three years

	I 2011-12	II 2012-13	III 2013-14
NET	—	—	—
SLET/SET	—	—	—
Any other (specify) TAT/TET	02	06	17

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

Financial Aid	2011-12	2012-13	2013-14
Merit Scholarship	—	—	—
Merit-cum-means scholarship	—	—	—
Fee concession	—	—	—
Loan facilities	—	—	—
Any other (specify)			
Government Scholarship	46	71	67

8. Is there a health centre available in the campus of the Institution?

Yes		No	✓
-----	--	----	---

9. Does the institution provide Residential accommodation for:

Faculty	Yes		No	✓
Non-teaching Staff	Yes	✓	No	

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

Yes	✓	No	
-----	---	----	--

If yes, number of students residing in hostels

Men	03
Women	09

11. Does institute provide indoor and outdoor sports facility?

Sports Field	Yes	✓	No	
Indoor sports facility	Yes	✓	No	
Gymnasium	Yes		No	✓

12. Availability of restroom for women

Yes	✓	No	
-----	---	----	--

13. Availability of restroom for men

Yes		No	✓
-----	--	----	---

14. Is there transport facility available

Yes		No	✓
-----	--	----	---

15. Does the institution obtain feedback from students on their campus experience?

Yes	✓	No	
-----	---	----	--

16. Give information on the Cultural Events (Last year data) in which the institution participated / organized:

	Organized			Participated		
	Yes	No	Number	Yes	No	Number
Inter-Collegiate	–	–	–	✓	–	
Inter-University	–	–	–	✓	–	01
National	–	–	–	–	–	–
Any other (specify) State Level	–	–	–	✓	–	04

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	Out come (Medal Achievers)
State	1	3 rd Rank
Regional	—	—
National	—	—
International	—	—

18. Does the institution have an active Alumni Association?

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

If yes, give year of establishment

2005-06

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

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

20. Does the institution regularly publish a college magazine?

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

21. Does the institution publish its updated prospectus annually?

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

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

	Year -1 2011-12 (%)	Year -2 2012-13 (%)	Year -3 2013-14 (%)
Higher Studies	4%	5%	6%
Employment (Total)	80% (Approx.)	80% (Approx.)	80% (Approx.)
Teaching Non-Teaching	—	—	—

23. Is there a placement cell in the institution?

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

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

2011-12	2012-13	2013-14
—	—	13

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

- Academic guidance and Counseling

Yes	✓	No	
-----	---	----	--
- Personal Counseling

Yes	✓	No	
-----	---	----	--
- Career Counseling

Yes	✓	No	
-----	---	----	--

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 meeting of Academic and Administrative Bodies: (last year)

Governing Body / Management	08
Staff Council	04
IQAC / or any other similar body/committee	01
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies) CTE, Research	02 01

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

Loan Facility	Yes	✓	No	
Medical assistant	Yes		No	✓
Insurance	Yes		No	✓
Other (Specify)	Yes		No	✓

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

—	—	—
---	---	---

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 organization

2011-12	2012-13	2013-14
03	07	08

- b) Number of teachers who have sponsored for professional development programmes by the institution

National	06	12	14
International	—	—	—

- c) Number of faculty development programmes organized by the Institution:

04	06	07
----	----	----

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

05	08	09
----	----	----

- e) Research development programmes attended by the faculty

04	05	05
----	----	----

- f) Invited/endowment lectures at the institution

08	16	18
----	----	----

Any other areas (specify the program and indicate)

—	—	—
---	---	---

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

- a) Self-appraisal

Yes	✓	No	
-----	---	----	--

- b) Student assessment of faculty performance

Yes	✓	No	
-----	---	----	--

- c) Expert assessment of faculty performance

Yes		No	✓
-----	--	----	---

d) Combination of one or more of the above?

Yes		No	✓
-----	--	----	---

e) Any other (specify)?

Yes	✓	No	
-----	---	----	--

7. Are the faculty assigned additional administrative work?

Yes	✓	No	
-----	---	----	--

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

8 Hours

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

Grant-in-aid

33,834/-

Fees

17,500/-

Donation

—

Self-funded courses

—

Any other (specify)

Bank Interest

1119/-

9. Expenditure statement (for last two years):

	2012-13	2013-14
Total Sanctioned Budget	100%	100%
% spent on the salary of faculty	83.39 %	84.36 %
% spent on the salary of non-teaching staff	14.76 %	15.05 %
% spent on books and journals	-	-
% spent on development activities (expansion of building)	—	—
% spent on telephone, electricity and water	0.54 %	0.58 %

% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc	0.73 %	0.42 %
% spent on maintenance of equipment, teaching aids, contingency, etc.	0.22 %	0.26 %
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	-	-
% spent on travel	0.34 %	0.09 %
Any other (Specify and indicate) Fees Sent to Higher Edu., Audit Charges, Municipal Taxes etc.	1.03 %	0.47 %
Total Expenditure incurred	—	—

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

Surplus in Rs	Deficit in Rs
—	1,87,857/-
—	1,00,991/-
—	1,05,719/-

11. Is there an internal financial audit mechanism?

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

12. Is there an external financial audit mechanism?

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

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

Administration	Yes	✓	No	
Finance	Yes	✓	No	
Student Records	Yes	✓	No	
Career Counseling	Yes	✓	No	
Aptitude Testing	Yes		No	✓
Examinations/Evaluations/ Assessment	Yes	✓	No	
Any other (Specify)	Yes	—	No	—

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 sensitized to modern managerial concepts such as strategic planning, teamwork, decision-making, computerization and TQM?

Yes	✓	No	
-----	---	----	--

Criterion VII: Innovative Practices

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

Yes	✓	No	
-----	---	----	--

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

Yes	✓	No	
-----	---	----	--

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

Category		Men	%	Women	%
A	SC	-	-	8	8
B	ST	1	1 %	17	17 %
C	OBC	4	4 %	39	39 %
D	Physically challenged	2	2 %	1	1 %
E	General Category	2	2 %	30	30 %
F	Rural	3	3	55	55
G	Urban	4	4%	38	38%
H	Any other (specify)				

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

Category		Teaching Staff	%	Non-teaching Staff	%
A	SC	01	12.5 %	01	20 %
B	ST	01	12.5 %	02	40 %
C	OBC	03	37.5 %	—	—
D	Women	01	12.5 %	—	—
E	Physically challenged	—	—	—	—

F	General Category	3	37.5 %	2	40%
G	Any other (specify) Adhoc	—	—	3	-

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

Category	At Admission		On completion of course	
	Batch I 2012-13	Batch II 2013-14	Batch I 2012-13	Batch II 2013-14
SC	10	08	10%	08%
ST	25	18	22%	17%
OBC	42	43	42%	42%
Physically challenged	01	03	01%	03%
General Category	23	32	23%	31%
Rural	60	58	57%	57%
Urban	40	42	40%	40%
Any Other (specify)	—	—	—	—

Criterion I: Curricular Aspects

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

Vision, Mission & Objectives of the Institution

The Vision, Mission & Objectives of the V. T. Choksi Saravajnik College Education (VTCSE) are as under:

Vision:

All round Development of Teachers through Qualitative Training Programme for the Progress of the Self, Society, and Nation

Mission:

Application of Continuous and Comprehensive Training Programme to develop highly efficient, professional and Ethical teachers.

Goal:

Development of Self and Society through Teacher Education

Objectives : VTCSE has Function wise following Objectives:

Teaching-Learning (T-L):

1. To lay Philosophical and Psychological Foundation of Education through qualitative and intensive T-L Programme/Activities among the Pre & In-service Teachers of schools and colleges
2. To make the Pre & In-service Teachers and students of schools and colleges aware of Education Technology applying new approaches, techniques and modes of T-L like Active Learning, Activity based Learning, Experiential Learning, Collaborative Learning, ICT in Education etc.
3. To make the Pre & In-service Teachers and students of schools and colleges thinking, imaginative, understanding, responsive and active learner and citizen of the nation
4. To organize and conduct activities for all-round development of the stakeholders
5. To try-out and apply innovative and creative T-L approaches, techniques and modes for the benefits of the stakeholders
6. To prepare competent and effective teachers and effective teachers at all levels of education
7. To make efforts to create a sensitive, responsive and active society

Research:

1. To take up need based research projects having utility value with the help and assistance from government institutes like GCERT
2. To encourage the college and school teachers to take up Action Research and to assist them
3. To encourage the Trainees to carry out introductory and primary research work
4. To carry out Institutional Research Projects contributing in the field of education and research

Social Service:

1. To make the stakeholders aware of and active for the service to the society through different activities
2. To carry out Drives like Reading, Cleanliness, Social Awareness etc.
3. To carry out Awareness Programmes regarding Real Learning, T-L Experiences, Evaluation, Research etc.

4. To make the stakeholders sensitized and active for deprived children , special children, and the needy people
5. To develop T-L materials for special children with the help of trainees and experts

Extension:

1. To extend the T-L, Research and Social service activities to the government and non-government institutes through the Development & helping Hand programmes
2. To extend the T-L, Research and Social Service activities to the General and Special Institutes through Development & Helping Hand Programmes
3. To utilize different schemes of Government departments for the benefits of the stakeholders
4. To develop and establish relationship with government and non-government institutes and trying for collaborative activities or programmes for the benefits of the stakeholders

Addition after JRM Visit to the Institute

College of Teacher Educaiton- V. T. Choksi sarvajanik college of education, Surat(CTE-VTCSCE, Surat) has added the following Objective after the JRM made some suggestions in its report on Education in Gujarat and the process of restructuring stared taking place in the meeting of IASEs & CTEs of Gujarat:

- To make the CTE-VTCSCE, Surat an Active, Innovative, Creative and Productive Resource Center in the Field of Education that can contribute to build Responsive Society

Thus CTE-VTCSCE-Surat is AICPRC i.e.

- ✓ **Active :** All the Year Round Activities
- ✓ **Innovative:** Innovative Themes & Process of Training
- ✓ **Creative:** Developing Thinking & Creativity among the Facilitators & Learners
- ✓ **Productive:** TLMs, Handbooks, Modules, Workshop Designs, Materials by teacher educators and Trainees

The Vision, Mission & Objectives are communicated to the students through Orientation Programme & Meetings of the Members of the Students' Council and making them a part of the activity besides framing Students' Support Group; to the Teachers and the Members of the Alumni Association through meetings.

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)**

Generally after the decision about Curriculum Reform or Development taken by the Government of Gujarat and Veer Narmad South Gujarat University, Surat, The Syllabus Framing Committee at University Level is formed. The VTCSCE, Surat Staff-members are active members of the Syllabus Framing Committees and Board of Studies of VNSGU. The existing syllabus reframed in 2011-12 under the Convenership of Dr. Kishor Desai the then Dean of the Faculty was an Associate Professor of VTCSCE. The other Associate Professors and Lecturers, too worked either as the Convener or the members of different Courses Committees. Please, see the list below:

Contribution of VTCSCE Syllabus Framing Committee			
Name of Faculty	Convener of Course Committee of University	Member of Course Committee	Remark

		of University	
Prin. Dr.Vinod Patel	101,201		
Dr.Kishor Desai	103,203	-	Convener of Syllabus Framing Committee
Dr.Nalin Patel	-	103,203, 106-206(Science),	-
Dr.Vijay Sevak	-	102,202,	Convener of Syllabus Translation Committee
Dr.Narendra Gohil	-	101,201, 105(E), 205(E), 107-207 (Hindi)	-
Dr.Jayashre Jambusia	-	-	-
Dr.Pravin Parmar	-	105(D), 205(D),	-
Dr.Jayesh Goswami	-	-	-

Most of the Teachers of VTCSCE have written Supplementary Books, Modules, CDs and Supplementary Materials.

A List of the same is shown below:

No.	Name	Supp.Books	Modules	CDs	Support Material
1	Dr.Vinod Patel	0	0	0	√
2	Dr.Nalin Patel	0	1	3	√
3	Dr.Vijay Sevak	2	3	8	√
4	Dr.Narendra Gohil	0	0	0	√
5	Dr.Jayashre Jambusia	0	0	4	√
6	Dr.Pravin Parmar	0	1	0	√
7	Dr.Jayesh Goswami	0	0	0	√
8	Dr.Dilip Patel	0	0	0	√

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

Global Trends in TE and Value Added Programmes

Global Trends in TE like Diversity and Inclusive Education, Active Learning, ICT etc. are interwoven in different course subjects. Value Added Programme was introduced as one of the electives. In VTCSCE such programmes are introduced informally during last three years but in near future some programmes like ‘Speak Gujaratee Correctly’, ‘SCOPE’, iBLD, Life Skills through TiE, TiE for Teachers etc can be started.

Integration of Cross-cutting Issues

To integrate the cross-cutting issues like gender bias special sessions are planned on ‘Problems of a Girl and Empowerment of a Woman’ in Course 102 while working on Adolescence Education. Special awareness & guidance sessions by eminent doctors, social workers and educationists are organized in the college. In Course 101 and 201 Teacher in Emerging Indian Society, Constitutional Principles like Freedom, Equality and Fraternity are focused and transited through innovative techniques of Teaching.

Awareness Programmes on ‘What do we want: Pseudo or Real Learning?’, “Grow More Trees”, “RTI”, ‘RTE’ are organized. A list of it is given next:

Prin.Dr.Jagruti Patel (Law College)
 Prin.Dr.Urmila Nanavati (Education College)
 Smt.Geeta Shroff (Social Worker)
 Mr.Hasmukh Patel (DIG, Surat)
 Dr. Mukul Choksi (Sexologist and Psychologist)



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

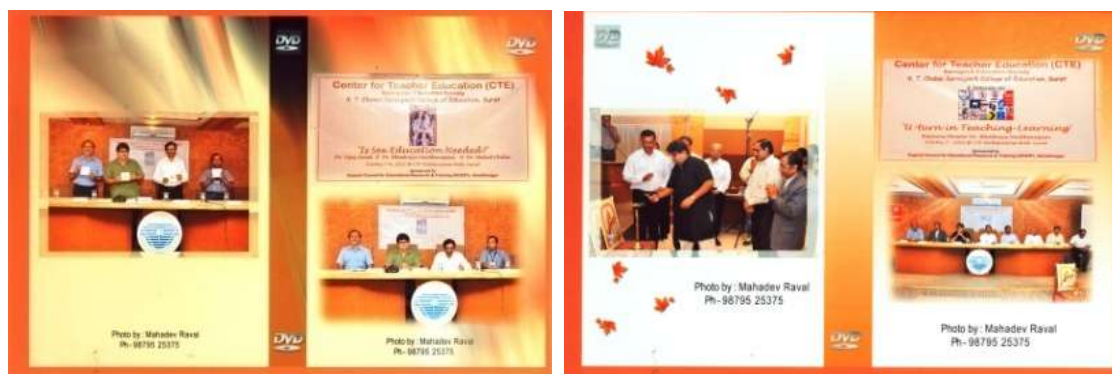
According to the need for the change mentioned in the National Curriculum Drafts of 2005 & 2009 the syllabus was framed by different Course committees studying the syllabuses developed in other Universities. Core & Elective Subjects were introduced besides CBCS and Semester system. Moreover, Value Education, ICT and Environment Education were introduced as Electives for in-depth study giving them separate identity although they were interwoven with some Core Courses. VTCSCSCE organizes seminars and workshops on national issues through CTE.

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

ICT for Curricular Planning

The use of ICT starts with the Prayer Session when the Teacher Educator demonstrates screening an Inspirational Video and interacting with the Trainees to make them prepare for accessing and utilizing (screening and interacting) ICT material for developing Life Skills among the Trainees. Following cycle of ICT activities is followed by the Teacher Educators and Trainees for Curricular Planning:

Accessing Drafts from Websites→ Accessing New Trends in TE→ Preparing T-L Materials (TLMs) → Teaching-Learning Experiences→ Assigning Tasks Using ICT (Participatory Approach) →Evaluation- Evaluating the materials prepared by the Trainees



6. Any other

Initiative & Contribution for Effective Curriculum Delivery & Transaction

Teaching-Learning Process, Research and Production of Support Materials have been focusing by VTCSCSCE, Surat since long i.e. well before it has been recognized as CTE. So, the material prepared by the college teachers or school teachers or trainees is made available to the teachers of DIETs, education colleges, schools and trainees of VTCSE and other institutes, through CTE, Surat with the support of GCERT, Gandhinagar without charging a single pie for the better cause

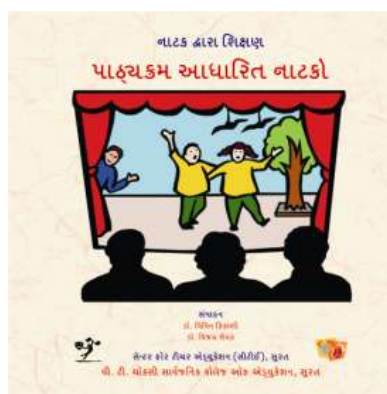
of education i.e. to expose innovative T-L techniques and to make the T-L process interesting and activity oriented hence effective.



CTE-VTCSCE, Surat has established a system to generate support materials after experimentation by the college teachers of other institutes in Surat, Bharuch and Narmada districts, too, through its Scheme of **'Financial Assistance to Lecturers for Research'** . A sum amount of grant is provided to them by CTE-VTCSCE, Surat.

Books & CDs published by CTE- Surat

Title Pages of the Books



V. T. Choksi Sarvajanic College of Education, Surat

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7. Institution's Contribution in Framing Other Curriculum

The VTCSCE faculty members are contributing their skills and expertise in framing different syllabuses at almost all levels of education like ITE (B.Ed. integrated), D.El.Ed. and Std.V-VIII and Std. VIII-X. They have worked as Text-book Writers for Secondary & Primary Education in the past.

Add-on Course Syllabus:

Moreover, one of the Innovative Institutional Projects of VTCSCE is developing syllabuses of Theatre in Education (TiE) through Participatory Research with the financial assistance of GCERT. It is going on well with the guidance and support of the Experts & Resource Persons of TiE-National School of Drama (NSD) providing regular training to the selected Secondary & Primary teachers of Surat. TiE Head Center is established in VTCSCE to attain the objectives of the project. The Working Group of 25-30 teachers is formed and named Theatre in Education Facilitators. They provide training to about 400 Secondary & Primary students named TiE Buddies regularly through TiE Sub-centers. Their experiences are shared through Facebook Group **TiE-VTCSCE-Surat** regularly.

The National level committee will be formed comprising the Experts in the field of Education, Research and Theatre in Education for finalizing the syllabuses taking into consideration the participatory research experiences. It is being carried out in a workshop mode through CTE, Surat.

TiE-VTCSCE-Surat

2011-12 to 2013-14



Dr. Vijay Sevak

Chief Facilitator, Researcher & Coordinator

Add On Courses & Syllabus Framing

- NAAC & RUSA

Theatre in Education

- TiE Foundation Course
- TiE Prilliminary Course
- TiE Advance Course

- Formation of National Level Committee

2/3/2015

VKS

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1.2 Academic Flexibility



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

Experiences- A Reflective Practice

VTCSCE gives much importance to the Trainees' Holistic Development through curricular & co-curricular activities planned well in the meetings of the Teachers, Members of the Students' Council and the conveners of the Saptadhara (Seven Bands). The activities are managed either by the concerned Dhara Trainees, the Support Group Members, or Subject Trainees under the guidance of the Teachers of VTCSCE. Following is the list of Area/Objective wise activities:

Area/Objective	Activities
Moral & Ethical Values	Prayer Assembly: Prayer, Thought for the Day, Reflections, Song, Inspiration Video & Interaction, Thursday Fund for Helping the Deprived Children Subject Activities: Integration of Values through Activities

	<p>where planned, Text-book Evaluation</p> <p>Mini Block & Block Teaching Activities: Special Children Activities</p> <p>CTE Activities: Workshops, Research Material Preparation & Working with the Visually Challenged Children (Concept Learning)</p> <p>Seven Band Activities: Awareness through Talks, Exhibition, Fine Arts, Literary & Performing Arts Activities</p> <p>Theme based Activity: College Magazine, Annual Cultural Programme & Exhibition</p> <p>CCRT Activity: Awareness Programmes</p> <p>TiE Activities: Workshops & Presentation at different places</p> <p>Competition Activity: Short-Film Making, Jingles Writing, Elocution, Dialogue Writing and performing etc.</p>
Employable & Life-skills	<p>Same as Shown Above + Life Skills through Drama (Swaroop Sampat Raval) Techniques + Project Work</p> <p style="text-align: right;">EduTain</p> 
Better Career Options	<p>Prayer Assembly: Quiz based on TAT & TET Examination</p> <p>Trainees as Resource Persons: ELT Karmayogee KRP-RPs, STTI RP, ASC RP, Researcher RPs</p>  <p>Support Group: RPs according to the Ex-Trainees' Skills</p> 

<p>Community Orientation</p>	<p>Project Work: Visually Challenged Children, Deprived Children, Senior Citizens, Social Workers, Teachers</p> <p>Awareness Programmes on Education / Learning: CCRT & CTE programmes</p> <p>Experiential Learning: Sub-unit wise work, TiE activities</p> <div data-bbox="775 358 1206 678">  </div> <p>Awareness Programmes on Social Issues: Street Plays on Self and Society under Janajagruti Abhiyan</p> <div data-bbox="823 815 1161 1068">  </div> <div data-bbox="614 1102 1324 1314">  </div>
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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?

Adequate Flexibility & Scope

The complete syllabus with Evaluation Design is suggested by the VNSGU. So, according to the format VTCSCE plans its Curricular and Co-curricular Action Plan and Evaluation Format. Keeping in mind the format the teachers of VTCSCE develop their T-L Techniques and Evaluation strategy. At the time of planning they give more importance to Innovative Practices and ‘Something More than the Syllabus’ activities. Moreover, trainees are encouraged to take part in some activities for which no marks/grades are assigned but they are helpful in real life situations. Thus, VTCSCE takes the advantages of the flexibility hidden in the syllabus outline.

This way, VTCSCE, after holding a series of workshops and seminar, has changed the Format of Lesson Planning in the subject of English after the introduction of ModCom Approach &

Functional English by the Department of Education in place of Structural Approach and Grammar-Translation Method of teaching English. The process took about two years to change the format under the guidance of the Course Designer of English Dr. Rajendrasinh Jadea and the Text-book Writers Dr. Sulabha Nataraj, Dr. Mahendra Chotalia and Dr. Vijay Sevak. They developed some Modules and Support Materials, too.

Accordingly, in other subjects, too, VTCSCE teachers don't compel the trainees to develop the lesson plan in a traditional fixed format but allow them to experiment innovative practices.

Please, see the list of the areas below where academic flexibility is enjoyed:

Area	Flexibility Enjoyed
Core Subjects	In T-L Process using Innovative Techniques & Sessions (Please, see the Andragogy & Different Modes of T-L like Seminar/Workshop & Project) in annexure
Elective Subjects	In the Selection of the Courses according to the Subject Teachers and Demand of the Trainees. (Course 105, 205) VNSGU Admission Committee assigns One Method while the Other Method is selected by the student. (Course:106,206& 107,207)
CBCS & Range of the Subject Options	CBCS is followed. Limited Range of the Subjects
Courses in Modular Form	In some subjects (Course 106-206 & 107-207) Modules are prepared. Moreover, teachers utilized IGNOU and BAOU Modules.
Credit Transfer & Accumulation facility	Not seen
Mobility within & across programme	Not seen
Enrichment Courses	In Pipeline. Syllabus Framing process is going on. Theatre in Education (TiE) as an Add-on Course
Practice Teaching	In Lesson Planning Design- Stage wise Learning Plans, iBLD Four Creative Lesson Plans
Submissions	In deciding the Theme & Mode
Others	'More than Syllabus' Activities Subject Clubs- "Hello, Friends!"-English Club, Magazine-Hollyhock,, Gujarati Club, Portfolio, Project Work on the Theme based on the Current Events etc, CCRT Kit Activities etc.

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

Value Added Programmes

Value Added Activities-Value Added Programmes were introduced informally during last three years but in near future some programmes like 'Speak Gujaratee Correctly', 'SCOPE', iBLD, Life Skills through TiE, TiE for Teachers etc can be started.

Additional Skill Oriented Activities- Computer Classes, Communication Development Classes, Theatre in Education (TiE), Society for Creation of Opportunity through Proficiency in English (SCOPE)

Community Orientation- Thursday Help, Drives (Real Learning, Reading, Cleanliness etc), Facilitating Special Children's Needs (TLM CDs)

Integration of Cross-cutting Issues-

As mentioned above to integrate the cross-cutting issues like gender bias special sessions are planned on 'Problems of a Girl and Empowerment of a Woman' in Course 102 while working on Adolescence Education. Special awareness & guidance sessions by eminent doctors, social workers and educationists are organized, too.

Awareness Programmes on 'What do we want: Pseudo or Real Learning?', "Grow More Trees", "RTI", 'RTE' are organized.

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

- Interdisciplinary/Multidisciplinary:** Integrating and Correlating Knowledge of Different Disciplines while Teaching, TiE, ICT, Arts in Education (CCRT - CTE Programmes)
- Multi-skill Development:** Through Active Learning and Experiential Learning through Band activities & CTE Training Programmes
- Inclusive Education:** Providing Exposure and Experience of Special Children and Education interwoven in course 101-201 & 102-202
- Practice Teaching:** Through Demonstration and Practicum credits / different types of Teaching Lessons Micro teaching to Creative Teaching(MT to CT)
- School experience / internship :** Through Demonstration and Practicum credits
Work Experience /SUPW: Through Co curricular Activities Integrating with courses and Band activities, Project work
- Any other (specify and give details)**

1.3 Feedback on Curriculum

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

VTCSCE has developed a system of modifying T-L process when and where required through the analyses of the feedback given by the trainees on the Feedback Form or the feedback provided during the Viva-voce. The Interaction & Guidance Sessions after the performance of the trainees in the Formative & Summative Evaluation also are taken into consideration to achieve the objectives of the course. The complete design of the syllabus and activities focusing on the all round development of the trainees is reflected in the T-L Action Plan.

Moreover, Curricular and Co-curricular performances of the trainee is more appreciated than merely scholastic performance not only by VTCSCE but SES, too.

Please, see the table below:

Activities	Objectives	Evaluation through (Whether attained or not?)
Assembly	To develop the moral and spiritual values among the Trainees.	Attained to some extent. Observation and Submission

	To give the platform to the trainees to express their thoughts.	
Display	To develop the skill of self learning and project activity	Attained. By Submission
Seven Band Activity	All round Development of Trainees	Attained. Band In charge evaluate the trainees of his/her group.
Theme Based Cultural Programme, College Magazine and Exhibition	To develop the creativity among the students.	Attained. By Performance
T-L & Practice Teaching	To develop professional competent	Attained. Feedback, Result & observation

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.

Mechanism to obtain Feedback & to Communicate to the University

As mentioned earlier in the point 1.3.1, for modifying activities, planning and syllabus the analysis of the Feedback data of Trainees, Parents, Employers and alumni are taken into consideration. Moreover, the analysis of the feedback communicated by the college representative to the university authorities in the Board of Studies meetings. VTCSCE Teachers keep in their mind the feedback of the Stakeholders when they have to work as the Members of Subject Committees.

Details of the Change

- (1) One year course of B.Ed. was divided into two semesters effective from the Academic Year 2011-2012.
- (2) CBCS curriculum is introduced from the Academic Year 2011-2012
- (3) Core course no. 101 to 104 are introduced in Sem (1) and 201 to 204 in Sem (2) respectively.
- (4) Foundation Courses are introduced in Sem (1) and Sem (2)
- (5) Method and content courses are combined into a single new course namely Contents and Methods of Teaching i.e. course 106-206 & 107-207 respectively
- (6) Each course is of 3 credit and is allotted 45 hours.
- (7) Change in the internal marks:
 - a. Theory in Sem (1) & (2) Total 700
 - b. Practice Teaching – Total 300
 - c. Other than Practice Teaching – Total 200
 - d. Consolidated Total 1200 marks
- (8) Off campus programme of one week was discontinued.
- (9) Internship programme is introduced.
- (10) Creative Lessons are introduced
- (11) Computer Practical Work is introduced
- (12) Two Activity based Lessons are introduced.
- (13) According to the opinions of the experts and feedback of the trainees format of the Lesson Plan especially in English is modified.
- (14) Feedback of the trainees for computer classes is started.
- (15) Introduction of Book Review is introduced

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

Contribution of VTCSCE to Curriculum Development

The VTCSCE, Surat Staff-members are active members of the Syllabus Framing Committees and Board of Studies of VNSGU. As mentioned above the existing syllabus reframed in 2011-12 under the convenership of an Associate Professor of VTCSCE. The other Associate Professors and Lecturers too worked either as the conveners or the members of different Courses Committees. Please, see the list below: (Some of them are the Members of the Boards, too.)

No	Teacher Educator	Board	Year
1	Dr.Vinod Patel	Representative of Philosophical and Sociological Foundation of Education	2009 to 2012
2	Dr.Nalin Patel	Chairman of Board of Educational Administration and Comparative Education, VNSGU	2012-15
3	Dr.Narendra Gohil	Representative of Board of Philosophy and Psychology, VNSGU	2012-15
4	Dr.Kishor Desai	Member of Board of Educational Technology, VNSGU	2012-14

Other Courses

The VTCSCE faculty members are contributing their skills and expertise in framing different syllabuses at almost all levels of education. They have worked as Text-book Writers for Secondary & Primary Education in the past. The other Associate Professors and Lecturers too worked either as the convenor or the members of different Courses Committees. VTCSCE Teachers have contributed their service for framing syllabuses like D.El.Ed.; B.Ed. II yrs: B.Ed. IV yrs Integrated & B.Ed. & M.Ed. II Yrs (VNSGU).

Add-on Course Syllabus:

Moreover, one of the Innovative Institutional Projects of VTCSCE is developing syllabuses of Theatre in Education (TiE) through Participatory Research with the financial assistance of GCERT. It is going on well with the guidance and support of the Experts & Resource Persons of TiE-National School of Drama (NSD) providing regular training to the selected Secondary & Primary teachers of Surat. TiE Head Center is established in VTCSCE to attain the objectives of the project. The Working Group of 25-30 teachers is formed and named Theatre in Education Facilitators. They provide training to about 400 Secondary & Primary students named TiE Buddies regularly through TiE Sub-centers. Their experiences are shared through Facebook Group TiE-VTCSCE-Surat regularly. JRM has appreciated the activity in its report on Education in Gujarat.

7.1.4 Infrastructural Facilities and Instructional Resources

The Colleges in general have adequate space and infrastructure facilities as per the norms. All CTEs are equipped with psychology lab, computer lab and science lab. The CTE at Surat has well established Theatre in Education and Drama in education centre. The hostel facilities are adequate for all male and female pre service and in-service teachers. There is well equipped library having more than 30,000 books in M.B. Patel College of Education, Anand. Others have also similar well equipped libraries.

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The National level committee will be formed comprising the Experts in the field of Education, Research and Theatre in Education for finalizing the syllabuses taking into consideration the participatory research carried out by CTE, Surat.

1.4 Curriculum Update

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

Major Curriculum Revision & Contribution to Quality Improvement

According to the Guideline of the Commissioner of Higher Education (CoHE) of Government of Gujarat the Syllabus for B.Ed. Course was revised in 2011-12.

Following were the major changes:

- Core, Elective & Selective Courses instead of General & Method Papers
- Papers of Content & Method are combined and named 'Contents & Methods of Teaching: English/Gujarati/Hindi/Science etc.
- Choice Based Credit System (CBCS) is introduced instead of Mark System. So, gap between time (Hours of T-L) and Marks is minimized.
- Load of contents is minimized as Semester System is introduced.
- Practicum is increased a bit. Internship is systematized and made a part of Internal Assessment.
- Trainees and Teacher Educators get considerable time for learning and teaching.
- Load of content on Trainees and Teacher Educators is curtailed.
- Assessment and Declaration of Results are made timely.

Link of Earlier Syllabus

<http://www.vnsgu.ac.in/AutoIndex-2.2.4/index.php?dir=Syllabus%20%282006-2007%29%20%282007-2008%29/Education%20Syllabus/>

Link of Existing Syllabus

<http://www.vnsgu.ac.in/AutoIndex-2.2.4/index.php?dir=Syllabus%20%282011-2012%29/Faculty%20of%20Education%20as%20per%20CBCS/>

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

Strategies adopted by Institute or Curriculum Revision & Update

Need Assessment

As mentioned earlier in the point 1.3.2, for modifying activities, planning and syllabus the analysis of the Feedback data of Trainees, Parents, Employers and alumni are taken into consideration.

From the Trainees' Feedback Form on T-L and Viva-voce, the Teacher Educators of VTCSCE concluded that:

- Weightage on Practicum should be increased.
- Load of content should be minimized
- Semester System should be introduced.

Changes advocated by the Institute Representative:

The analysis of the feedback was communicated by the college representative to the university authorities in the Board of Studies meetings. VTCSCE Teachers keep in their mind the feedback of the Stakeholders when they have to work as the Members of Subject Committees. Moreover, the Chief Coordinator of the Syllabus was from the VTCSCE. So, the following points were strongly advocated:

- Weightage on Practicum should be increased.
- Load of content should be minimized
- Semester System should be introduced.
- CBCS should be introduced.

Framing of Syllabuses

VTCSCE Teacher Educators as members of Subject Committee followed the guideline and the resolution made by the Syllabus Committee of the VNSGU for developing syllabuses of Core, Electives and Selective courses of B.Ed.

Changes made at VTCSCE

- Schedule was prepared according to Semester system
- Some Training Programmes are organized in tune with the applied syllabus.
- ABL and Student Centric Techniques were practised.
- ICT was given more importance.
- Sample T-L Designs were prepared.
- Support Materials were prepared by Teacher Educators of VTCSCE.
- After applying the changes for a year they were reviewed and suggestions were communicated to the University Authorities. So, minor changes were made in some courses.

1.5 Best Practices in curricular Aspects

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

Quality Sustenance & Quality Enhancement

VTCSCE Teacher Trainers took following measures for Quality Sustenance & Enhancement:

Planning

- T-L Designs at initial stage that turned into Andragogy i.e. T-L Action Plan in all the courses of B.Ed.
- Space for Autonomy in Lesson Planning

Development of Reference Material & Training

- Support Materials (Printed & E) Development
- ICT for all
- SCOPE
- Training Programmes for Trainees & Teacher Educators



Application/Execution

- ABL & Student Centric Techniques
- Course Units through Seminar/Workshop Mode and Project Mode

Evaluation

- Feedback for T-L
- Viva-voce

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

Best Practices of VTCSCE, Surat (Criteria 1- Curriculum)

1. Curriculum Framing Activity

1. Title:

Curriculum Framing Activity
by Teacher Educators of VTCSCE, Surat

2. Goal:

- Teacher Educators update themselves.
- Teacher Educators share and contribute their knowledge, experience and expertise.

3. The Context:

- Reform and Restructuring at all Levels of Education

- Directives & Documents from Central & State Departments of Education and VNSGU, Surat
- ABL and New Trends in T-L Techniques and Evaluation System

4. The Practice:

Process of the Activity

- Utilizing Internet & Library for Career Advancement
- Providing Exposure through Government Drafts & Documents
- Working in the Syllabus Framing Committee as an active member
- Discussing the Syllabus Draft in the Open Session
- Preparing the Final Draft of the Syllabus

- **Constraints:**
- Limited Time
- Some Faculty Members' inactiveness
- Acceptance Level for Innovations

5. Evidence of Success

- VTCSCE Faculty Member as the Chief Convener of the Syllabus Framing Committee
- VTCSCE Faculty Members in Different Course-Committees
- VTCSCE Faculty Members in Board of Studies
- One of the VTCSCE Faculty Members on the Core Committee of 4 year Integrated B.Ed. Syllabus of Indian Institute of Teacher Education (IITE) and D.El.Ed. Syllabus for DIETs of GCERT

6. Problems Encountered and Resources Required

- Shortage of Time for Preparation sometimes
- Some Faculty Members are not active

2. Lesson & Unit Planning according to ModCom Approach (Stage wise Learning)



Unit Planning- Prose & Poetry



3. ICT for All (since 2007)



4. Development of Books & Modules



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

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

A	Observation/Suggestions by NAAC in the First Assessment	Action Taken by VTCSCE
1.	Curricular Design & Development <ul style="list-style-type: none">The B.Ed. Course designed by VNSGU is offered by the college.Employability in schools is a major consideration in curriculum design.	<ul style="list-style-type: none">The B.Ed. Course is revised in 2009 and 2011 by the VNSGU. (After the Accreditation in 2008)Both the times VTCSCE faculty

	<ul style="list-style-type: none"> Besides the Principal who is the Dean of the Faculty one senior faculty member is involved in the curriculum development through membership in BOS of the university. 	<p>members are actively involved in the curriculum development through membership in BOS of the university or as the Membership in Subject wise Curriculum Development Committee.</p> <ul style="list-style-type: none"> One of the faculty member is involved in syllabus framing of B.Ed.(Integrated), and D.El.Ed.
2.	Academic Flexibility <ul style="list-style-type: none"> Flexibility in choice exists only amongst eight methods of Teaching. By design of the university syllabus the college has no flexibility in the choice of subjects to students. College follows annual system of examination. 	<ul style="list-style-type: none"> Two Groups are suggested by the Selective Courses Electives Courses are introduced. Semester System of Examination is followed.
3.	Feedback on Curriculum <ul style="list-style-type: none"> The college has developed a tool to take feedback on curricular delivery. Formal mechanism to review and utilize feedback for curriculum improvement, not in operation. 	<ul style="list-style-type: none"> The practice is continued modifying the Feedback Form on curricular delivery. Formal mechanism to review and utilize feedback for curriculum improvement is developed.
4.	Curriculum Update <ul style="list-style-type: none"> The existing B.Ed. course was revised in 2006. The frequency of the revision of syllabus depends on the university. 	<ul style="list-style-type: none"> The B.Ed. Course is revised in 2009-10 and 2011-12 by the VNSGU. (After the Accreditation in 2008) The B.Ed. Course is to be revised in 2015-16 according to the guideline of NCTE and the directives of CoHE.
5.	Best Practices <ul style="list-style-type: none"> Opportunity provided to all students for learning computer basics. 	<ul style="list-style-type: none"> The practice is continued and modified according to the needs of the student. The Book and Module on ICT are developed. Moreover, a computer instructor is appointed to provide training to the Trainees.

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

Sustenance & Quality Enhancement

As mentioned earlier in the Point 1.5.1, VTCSCE Teacher Trainers took following measures for Quality Sustenance & Enhancement after the Accreditation:

Planning

- T-L Designs at initial stage that turned into Andragogy i.e. T-L Action Plan in all the courses of B.Ed.

- Space for Autonomy in Lesson Planning

Development of Reference Material & Training

- Support Materials (Printed & E) Development
- ICT for all
- SCOPE
- Training Programmes for Trainees & Teacher Educators

Application/Execution

- ABL & Student Centric Techniques
- Course Units through Seminar/Workshop Mode and Project Mode

EEvaluation

- Feedback for T-L and Overall Feedback
- Viva-voce

Criterion II: Teaching-Learning and Evaluation

2.1 Admission Process and Student Profile

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

Publicity & Transparency in Admission Process Admission Processes & Policy

VNSGU has a centralized and on-line admission system on the basis of merit. It's fully computerized and transparent system in which the colleges of education have to work as Help Centers. VTCSCE is reputed for providing proper guidance and helping the aspiring applicants to fill up the forms on-line and to satisfy their queries properly.

VTCSCE Teachers enjoyed working on the panel of the B.Ed. Admission Committee of VNSGU and made some valuable suggestions to modify some criteria for merit. Please, see below the scheme of merit:

The image displays three panels related to the admission process and merit scheme. The left panel lists criteria for admission, including the requirement of a minimum 50% mark in the degree examination, the requirement of a minimum 50% mark in the degree examination, and the requirement of a minimum 50% mark in the degree examination. The middle panel shows the merit scheme table, which lists the criteria for admission and the corresponding merit points. The right panel shows the merit list table, which lists the names of the candidates and their merit points.

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

The Programme is advertised through newspaper and a website created by B.Ed. Admission Committee. The information regarding the admission process and criteria, cut-off point merit points is provided through it.

Criteria Adopted and Process of Admission

Scholastic Degrees, Performance (Percentages) in the degree examinations (B.A.-M.A.; B.Sc.-M.Sc.; B.Com.-M.Com.; B.Sc.-M.Sc.(Home Science), and Achievement in Co-curricular Activities are considered for the admission in the B.Ed. programme.. No Entrance Test or Aptitude Test or Interview is administered.

Applicants can count their merit after reading the broacher or when they fill up the form on line. Merit list is prepared subject wise and uploaded on the website of the B.Ed. Admission

Committee of VNSGU. The list of selected candidates with the names of the colleges is also uploaded stage wise. There is a facility to pay the fees directly in the Bank to confirm the admission. About six to seven rounds of admission take place every year.

વિષય ટીક વિદ્યાર્થીઓની ફાઇનલ દર્શાવતું અંદાજિત પત્ર															
ક્રમ	અંગ્રેજી	ગુજરાતી	હિન્દી	સંસ્કૃત	સા. વિ.	સા. શાસ્ત્ર	સા. મુ.	વિજ્ઞાન	અભિત	સમાજ	સામાજિક	કેરી	કૃષિ	સરકાર	કુલ
૧	૧૩	૧૨	૧૨	૧૨	૧૨	૧૩	--	૧૩	૧૩	--	--	--	--	--	૧૦૦
૨	૧૩	૧૨	૧૨	૧૨	૧૩	૧૨	--	૧૩	૧૩	--	--	--	--	--	૧૦૦
૩	૦૮	૦૭	૦૭	--	૦૮	૦૭	૦૭	૦૮	૦૮	--	--	--	--	--	૬૦
૪	૦૮	૦૭	૦૮	૦૮	૦૭	૦૭	--	૦૮	૦૭	--	--	--	--	--	૬૦
૫	૦૮	૦૭	૦૭	--	૦૭	૦૮	૦૮	૦૮	૦૭	--	--	--	--	--	૬૦
૬	૧૨	૧૨	૧૨	૧૨	૧૩	--	--	૧૩	૧૩	૧૩	--	--	--	--	૧૦૦
૭	૧૩	૧૩	૧૩	૧૩	૧૨	--	--	૧૨	૧૨	૧૨	--	--	--	--	૧૦૦
૮	૦૮	૦૮	૦૮	૦૮	૦૭	--	--	૦૭	૦૭	--	--	--	૦૭	--	૬૦
૯	૦૬	૦૫	૦૫	૦૬	૦૬	--	--	૦૬	૦૬	--	--	--	--	--	૬૦
૧૦	૧૩	૧૨	૧૩	૧૨	૧૩	૧૨	--	૧૩	૧૨	--	--	--	--	--	૧૦૦

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

Subject and Category wise Cut off Points for Admission in 2013-14 publicized by VNSGU B.Ed. Admission Committee.

Subjects	Categories					
	Open	SC	ST	OBC	Other State	Other University
Economics-Arts	150.6668	106.7167	0	0	0	0
English	111.5276	89.0833	74.236	146.7084	0	109.278
Gujarati	125.3472	0	124.9443	86.125	0	0
Hindi	115.7639	80.9584	110.3474	110.0695	0	0
History	118.8334	0	0	104.6806	0	0
Psychology	0	0	0139.2918	0	0	0
Sanskrit	98.6945	0	0	0107.9167	0	0
Sociology	0	0	136.4028	0	0	0
Economics-Commerce	125.4861	107.7778	57.2222	112.2638	0	0
Biology	146.9778	0	0	109.975	133.5	0
Chemistry	143.2667	0	104.95	0	0	154.9409
Computer	50.8	0	0	0	0	
Mathematics	96.8167	0	92.4917	0	0	
Physics	110.775	0	0	0	0	

Category wise Students Admitted to the Institute				
SC	ST	OBC	PH	General
15%	7%	27 %	3%	48%

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

Admission Policy

Admissions are finalized according to the Government rules and regulations regarding different categories of students. There is special provision for SC, ST, OBC, and Differently Abled students.

Following is the category wise students who got admission in VTCSCE:

Category	2009-10	2010-11	2011-12	2012-13	2013-14
Physically Handicapped	2	3	3	1	1
Visually Challenged	0	0	0	0	2

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

Provision for Assessing Students' Knowledge/Needs & Skill

There is no system for Entrance Test or Aptitude Test or Interview of the applicant applied by the university. But when the applicant gets the admission in the college, VTCSCE arranges Pre-Test in the Course- 106 & 107 to know the Student's basic knowledge in the subject.

Given below the sample analysis of the pre-test of the students of the year 2014-15.

PRE-TEST ANALYSIS YEAR-2014-15 SUBJECT - SCIENCE & TECHNOLOGY

OBTAINED MARKS (OUT OF 25)	FREQUENCY/NO. OF STUDENT
16	1
17	1
18	1
19	4
20	3
21	3
23	3
24	2
TOTAL	18

ROLL.NO	NAME	MARKS OUT OF 25	PERCENTAGE
1	AGRAWAL PREMLATA R.	21	84%
2	CHAUDHRI DHARTI V.	21	84%
3	CHEVLI RIMPAL H.	23	92%
4	DALAL SHAILY M.	19	76%
5	DOCTOR KUSH R.	19	76%

7	GAMIT RIPKA K.	16	64%
9	MAHANT JINAL B.	20	80%
10	PANWALA RABIYA R.	20	80%
12	PATEL ALPESH V.	18	72%
13	PATEL ARCHANA S.	19	76%
14	PATEL NILAM K.	21	84%
19	RANA MEGHA D.	19	76%
20	RATHOD POOJA G.	24	96%
22	SOLANKI HITESH R.	20	80%
23	TAILOR ASHISH M.	17	68%
24	UPADHYAY SHIVANI S.	23	92%
25	WADIA KAINAZ N.	24	96%

Data collection starts with Pre-Test in Elective subjects. After analyzing the Pre-Test score, the T-L Strategy is developed for the group. Then the progress of the students is evaluated through Submissions, Term Paper, and Internal Examinations.

T-L Feedback by the Teacher Educator during Practice Teaching and Suggestions, Viva-voce, too help evaluate the Academic Performance of the Trainee.

2.2 Catering to Diverse Needs

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

Bridge/Remedial/Add-on/Enrichment Courses and Creating Environment

The Admission Committee allots VTCSCE the students of diverse economic, cultural, religious, gender, and linguistic backgrounds according to the Government Rules. Differently able like Physically Handicapped and Visually Challenged Students, too, are allotted to VTCSCE.

Add on Computer and Language Classes bring near the diverse students. Pair, Group and Monitor activities during the first spell of Core and Elective Course Classes bring the diverse students closer. Working in a different group during Micro Teaching session provides another opportunity to mingle with one another and to be open having confidence besides helping others.

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

The Trainees have different styles of learning as Learners are developed according to the use of different senses and habit formation. Their socio-economic status to affect their personality as well as learning styles. The Trainee's Diverse Learning Needs are satisfied through Extra Classes of ICT and Language. Monitor System for Peer Learning, Learning in Pairs and in Group is, too, applied besides applying different techniques of teaching to appeal to the different senses and Learning Styles of the Trainees.

Following is the category wise data of the Students:

Catering to the Diverse Learning Needs of the Students

Following is the data of the Differently Abled Students:



Abled Students	2009-10	2010-11	2011-12	2012-13	2013-14
Physically Handicapped	2	3	3	1	1

Visually Challenged	0	0	0	0	2
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3. What are the activities envisioned in the curriculum for student teachers to understand the role of diversity and equity in teaching learning process?

Sensitization of the Staff & Students on Gender, Inclusion, Environment etc.

VTCSCE sensitizes its staff and trainees on Gender, Inclusion, Environment etc through arranging Lecture-Discussion Sessions by Eminent Academician in Law, Social Workers, and Educationists, showing Inspirational short movies on Life Skills besides holding TiE Workshops to develop & present Interactive Skits for Awareness.

<p>a) Awareness Programmes in Education</p>  	<ul style="list-style-type: none"> → Publications of Articles in the newspapers and magazines → Publications of Research Papers in Journals and its Distribution → Talks on Learning and Education → Power Point Programmes on Learning and Education → Workshop Series on Learning and Education → Writing Books on Education → Theatre in Education Activities → Lokjagruti Abhiyan
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4. How does the institution ensure that the teacher educators are knowledgeable and sensitive to cater to the diverse student needs?

- Identification of Advance Learners & their Needs through Observation and their Need through observation & Pre-Test
- Sensitivity Creation to Cater the Diverse Student Needs through Reading
- Creation of Support Group by Teacher Educator

The Teacher Educators try to identify the Trainees through Observation during the Introduction Session of the Trainees and note down their ability in different activities. Then during the First Unit Classes they are assigned some activities that helps to identify the initiative and competency of the Trainee in particular skill like Speaking, Writing, Drawing, Leadership etc.

Identification of Advance Learner starts with the Core and Elective Subject Classes applying Learner-centered and Group Learning Techniques. During Micro-Teaching and Term Paper Sessions some more students are identified. Then Monitor System is applied and they are made Group Leaders. Sometimes they are given special tasks to guide and facilitate the other students in planning lessons and in content improvement.

Some Advance Students are assigned tasks of teaching in Municipal schools adopted by SES. Some are assigned Research Work. Some are selected to work with the Special children, too. And some are even identified to work as Resource Persons in the Workshop for In-service Teachers, too, to satisfy their needs and to help others.



Following is the certificates of the Identified Students who not only facilitated their classmates, but worked as Resource Persons in District and State Level Workshops for In-service Teachers and at Academic Staff College, too.



Moreover, Some special skilled Trainees share responsibilities to train their classmates in Computer Technology, English Enrichment, Model making, or Music, Dance and Drama activities.

Thus, Identification of Advanced and Shy or Lagging-Behind Students by the Teacher Educators and Finding out the solution for their Development through Monitor System and applying different techniques and methods of Teaching-Learning show the understanding of the Diversity by the Teacher educator.

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?

Various Practices to Develop Knowledge & Skill to Diversity & Inclusion

‘Sarvajanic’ means ‘For All- Sarva Jana’ (not considering caste and creed etc.) All are equal as Learners. Education is made available to all particularly the students from the downtrodden strata of the society. So, the Teacher Educators of VTCSCE try to inculcate values like Acceptance, Patience, Love, Duty, Help, Encouragement, Positivism, etc among the Trainees through their approach, behaviour and activities like Inspirational Videos or lectures for creating atmosphere and understanding for equality.

Practices like Demonstration, Exposure, Pair Work, Group Work, Support Group, Monitoring System, and Techniques applied for T-L Strategy satisfy the Trainees’ diverse senses, learning styles and needs.

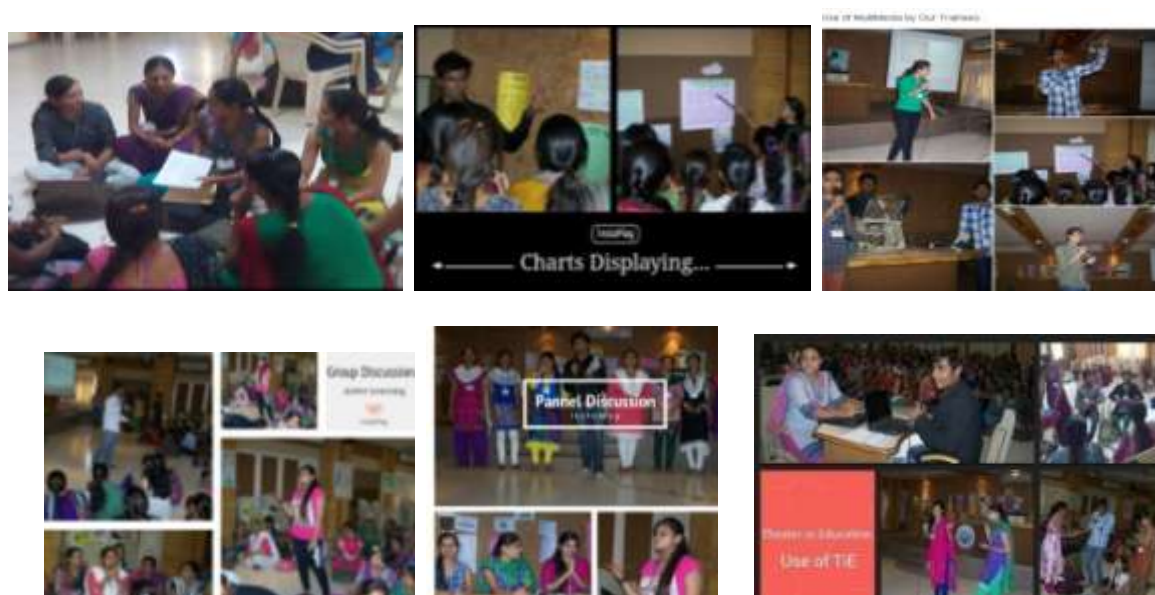
2.3 Teaching-Learning Process

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

Teaching-Learning & Evaluation Action Plan & Schedules Leading to Active Learning & Continuous & Comprehensive Evaluation

Teaching- Learning & Evaluation is VTCSCE is based on T-L Action Plan i.e. Andragogy prepared by the Teacher Educator to satisfy the diverse needs of the Trainees. So, Variety of Resources and Techniques of T-L are utilized by them. Given below some samples and Various Teaching Techniques:

Group Guidance, Charts, Multimedia, Group Discussion, Panel Discussion, Theatre in Education-TiE, Collaborative Learning etc.



(Field Visit-Language Laboratory and Day Celebration)



Evaluation

As mentioned earlier, VTCSCE plans its Academic Calendar, Andragogy (T-L Action Plan) keeping in mind the feedback received from the stakeholders during April & May. The Question Papers are set according to the Blue-Prints.

Format for Paper Setting Effective from 2011-12 (Semester-1 & 2) For Courses 101 to 105

Question No. →	1			2	3	Total
	A	B	C			
Unit-1	2(2)	2(1)	4(1)	5(1)	15(1)	28(06)
Unit-2	2(2)	4(2)	8(2)	10(2)	-----	24(08)
Unit-3	1(1)	4(2)	4(1)	-----	15(1)	24(5)
Total	5(5)	10(5)	16(4)	15(3)	30(2)	76(19)

Blue Print for B.Ed. and B.Ed Basic Semester-1 For Courses 106 to 107

Question No. →	1			2	3	Total
	A	B	C			
Unit-1	2(2)	2(1)	4(1)	5(1)	15(1)	28(06)
Unit-2	1(1)	4(2)	4(1)	-----	15(1)	24(5)
Unit-3	2(2)	4(2)	8(2)	10(2)	-----	24(08)
Total	5(5)	10(5)	16(4)	15(3)	30(2)	76(19)

**Blue Print for B.Ed. and B.Ed Basic Semester-2
For Courses 206 to 207**

Question No. →	1			2	3	Total
	A	B	C			
Unit-1	2(2)	4(2)	8(2)	10(2)	-----	24(08)
Unit-2	2(2)	2(1)	4(1)	5(1)	15(1)	28(06)
Unit-3	1(1)	4(2)	4(1)	-----	15(1)	24(5)
Total	5(5)	10(5)	16(4)	15(3)	30(2)	76(19)

Academic Questioning Papers:

(The yester year and T-L (calendar, Action Plan are attached in Annexure-II.)

From the T-L Action Plan it can be noted that most of the Self-learning, Peer Learning, Collaborative Learning, Experiential Learning, & Creative Learning techniques are utilized and the performance of the students are evaluated accordingly.

Moreover, From the VTCSCCE Calendar, it can be noted that Simulation, Micro Teaching, Practicum (On & Off the Field) and Internship are given due importance. Not to suffice but some units of Core Courses are planned in Seminar/ Workshop mode.

Basically, in VTCSCCE from its establishment Activity based Learning has been prioritized as its first Principal Dr. C. C. Shah was the pioneer of ABL in the South Gujarat region and established Activity based school according to the principles of Madam Montessori. The very first workshop planned by College of Teacher Education (CTE) was on 'Teaching Aids in the Classroom' when the college received the status of CTE.

IQAC's Role to Contribute T-L Process 2.3.1

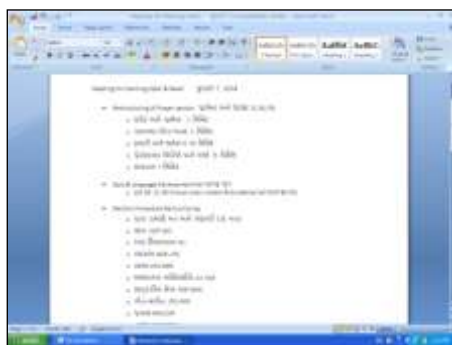
IQAC holds workshops for the exposure of novel techniques of T-L. E and Print Materials like CL, iBLD Learning etc are prepared for reference.

Following are some samples.



IQAC assigns the College Teachers to prepare Andragogy in their courses and holds a session for discussion to have a global view of it.

Following is the minutes of the IQAC Session:



Every year in July/August the College Teachers are asked to prepare their APIs to review their performances.

After designing and discussion over the T-L Action Plan, Observation during implementation by the Principal, Feedback by the Trainees after completion of the syllabus, Analysis of the Feedback and Discussion on the suggestions made by the Trainees, and API of the VTCSCE Teacher monitor and evaluate the T-L quality.

See below the samples of T-L Plan of a unit, Observation Note on it by the Principal and API (T-L only):

Course 102 Education Psychology, Learning and Measurement & Evaluation	
Credit: 1 Hour: 16-28	
Unit 1: (A) Psychology-Meaning, Concepts & Uses (Hour: 3)	
<ul style="list-style-type: none"> Word Game: Bubble Game on "Crimin" (Sing songs on "Mind") and "Mind" (Telling a story of 5th, Pannulal Puri "Maharajah Maroon" from "Panorama Rang") Discussion on the thinking of the characters' minds PPT: Education Psychology by VKS Problem Solving (Group Activity: Discussion within the Group, Note-making & Presentation, Discussion in the Class regarding the areas of Psychology) <ul style="list-style-type: none"> A Tall boy and a Short boy in the class A boy is not interested in study Twins: one is hyper active, the other is lazy A country boy comes to the city school-becomes passive A girl always punks others Group of 4 girls whisper and giggles in a corner 4 boys bully the class and enjoy teasing A boy slaps the teacher on the playground A teacher always loses his temper 	
What should the teacher think and do when such situation occurs?	
Assignment: Questions on the Definitions of "Education Psychology" (Hour: 2)	
(B) Growth & Development- Concept, Difference, Affecting Factors (Heredity & Environment) (Hour: 3)	
1. Birth-shedding Game (Parts of the Body - Its common work and Special work)	
Discussion Questions: <ul style="list-style-type: none"> Why could Special work be performed by some? What is the difference between Growth & Development? Are they independent or inter-dependent? How? How is one person different from the other? Why? How do Heredity and Environment affect the person's Growth and Development? -Bonus with Examples:	
2. Project Work: (Hour: 5)	
<ul style="list-style-type: none"> Child-Birth (Picture, Video, Photos, Whys, Twins, Unusual Children etc.) Select 5 children and find out how they are different from one another Select children and youth of 5-7, 8-10, 11-13, 14-16, 18-20 age group and prepare the Height-Weight chart. Interpret the data. 	
3. PPT: Growth & Development by VKS	

Observation Note by the Principal	
Name of Professor	Dr. Narendrasinh P.Gohil
Course	101- Teacher in Emerging Indian Society
Unit- 1	Impact of Indian Thought
Strength -	1. Techniques of introduction the unit is good. 2. Stimulus variation and intonation good. 3. Confidence very good...

Sample of API of a Faculty member

Category B3 Research and Academic Contributions

1. Published Papers in Journals (International Journals, National Journals, Regional Journals)

Sr.No.	Title with page no.	Journal	ISSN/ ISBN/ No.	Impact Factor/ Peer reviewed/ if any	No. of Citations	Referees (from and name/ position)	API Rating (0-4)
1	Standardized Research	International Journal of Research in Education	2015-16	Peer Reviewed	0	0	IT
2	Article of International Journal of Research in Education	International Journal of Research in Education	2015-16	Peer Reviewed	0	0	IT
3	Article of International Journal of Research in Education	International Journal of Research in Education	2015-16	Peer Reviewed	0	0	IT

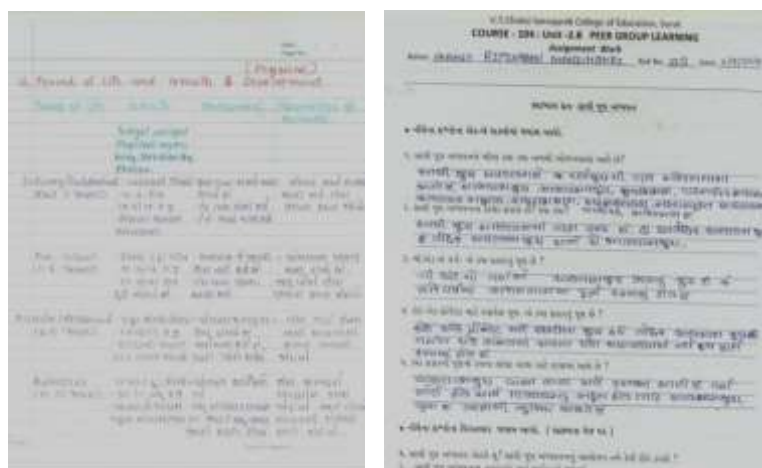
2. Published Papers in Books (International Publications, National Publications, Regional Publications, Book Publications)

Library Resources to augment the T-L Process

As VTCSCE is an oldest TE college of the VNSGU, it has a rich library having some rare books. The College Teachers utilize such books for reference and to make T-L process authentic and interesting.

Moreover, Library Work is assigned to the Trainees when they have to prepare notes sitting in the library. It's a regular practice of the college.

The trainees write the answers to the questions of Assignments in different Courses utilizing library resources. A sample of the Assignment in Course 102 & 204 is given below:



The VTCSCE, its Teachers and trainees took part in 'Vanche Gujarat Abhiyan' ('Operation Read Gujarat') and conducted a programme of reading using library books. Given below some photographs:



Moreover, College Teachers were sent to other colleges by the VNSGU under the 'Vanche Gujarat Abhiyan' to inspire the students for Reading Books. VTCSCE organizes Book fair, too. The faculty Member Dr. Vijay Sevak is invited as a Resource Person by NBT, New Delhi.

Wider Perspective of Teaching-Learning

VTCSCE believes in a wider area of its Teaching-Learning field. So, it is not restricted to its trainees only, it covers not only the Primary, Secondary and College Teachers of Gujarat but School Students & their Parents and Social Workers, too through its Institutional Projects, Seminar/Workshops, services rendered by VTCSCE Teachers and T-L Materials. So, the materials prepared by the VTCSCE under the banner of CTE are distributed to the Schools of Surat, DIETs of Gujarat and Teacher Education Colleges of VNSGU, Surat.

Below is the images of the materials provided to other institutes:



CDs published through CTE-Surat



Moreover, to formalize the system VTCSCE has formed Working Groups of Teachers to find out their needs, to carry out research work and to develop Support Materials in different subjects.

Following is the list of the **Working Groups**:

No.	Working Group in the subject	Teachers
1.	English	20
2.	Gujarati	20
3.	Hindi	20
4.	Sanskrit	15
5.	Social Science	16

6	Science	11
7	Theatre in Education	30

VTCSCE provides guidance and assistance to the teachers of other TE colleges to develop Need based Materials in their subjects that can be proved helpful in T-L Process.

Following is the list of the material developed:

Research Assistance Tools		
Year	Materials Developed	Name of Faculty
2008-2009	Fun & Fluency with Functions (Standard VIII, IX & X)	Dr. Vijay Sevak
2006-2010	Aptitude Test in Writing (Gujarati)	Dr. Vijay Sevak
2009-2010	Computer in Mathematics	Dr. Kinnary Patel
2009-2010	Computer Assisted Programme (CAL) in Gujarati	Jayshree Jambusia
2009-2010	Variety of Questions in Mathematics	Parul Naik
2009-2010	Action Research	Meena Parmar
2009-2012	Know Your City (SURAT)	Dr. Vijay Sevak
2010-2011	Study Method of Social Science	Mr. Pravinchandra Parmar
2010-2011	Multi Media Package in Social Science	Dr. Dilip M. Patel
2010-2011	Video-filming & Tests in Gujarati	Miss Ila J. Rathod
2010-2011	Sanskrit Grammar with Play & Games	Miss Maya J. Patel
2010-2011	Power Point Programme in Economics	Dr. Anil R. Singh
2010-2011	Computer Assisted Programme in Sanskrit	Miss Tejal B. Rana
2011-2012	Power Point Programme in Gujarati Jodni	Dr. Jayashree Jambusia
2011-2012	Listening-Speaking Development Programme in Gujarati for the Trainees	Dr. Vijay K. Sevak

Impact:

SES understands the function of CTE and wider perspective of T-L activities in VTCSCE. In the same way, VTCSCE Teachers and Students understand that the SES is a stream of inspiration. It not only accepts and recognizes the Teachers and Students' potential but facilitates and encourages them sending to esteemed institutes of the nation like Center for Cultural Resources & Training (CCRT) New Delhi, Theatre in Education (TiE) Unit of National School of Drama (NSD) New Delhi, Academic Staff College (ASC), Rajkot etc. for Short and Long Term Training Programmes.

Moreover, through variety of planned T-L Techniques the trainees experience and enjoy T-L Process. They remember the content of learning easily as they mention in the feedback form. Moreover, the students who have gone abroad for further study and settled over there opine

telephoning the Teacher Educators that variety of T-L experiences have enriched and helped them a lot in schools in foreign countries, too.

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

Learner-centric Learning Mode

Most of the Teachers of VTCSCE have come out of Lecture Technique. They apply Learner-centric, activity based, productive Techniques, Methods and Approaches of Teaching-Learning Process as can be seen in the Teaching-Learning Action Plan shown below:

Course:107-Hindi

Moreover, VTCSCE plans a Special Session like 'Learning through Seminar/Workshop Mode' or 'Learning through Project Mode' during each Semester to provide better exposure of Learner-centric Individual & Group Learning T-L Process.

Pre-service Workshops/Seminars based on Syllabus by CTE are regular features for the Trainees. Some of the Trainees get benefit of Workshops under Institutional Projects like TiE & CL where they get unique experience of Innovative Teaching-Learning Process.

Students are provided E-material-Compact Disc with Links for learning on their own at their convenient time, place and pace with which they can be connected directly to the links for the topic.

Some of the Demonstrations, PPTS, and Printed Materials are uploaded on U-Tube, Author-Stream, Power Show and even on Social Website like Facebook.

Assignment/Library Work is a regular feature in Core Courses as shown earlier.

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

Nurturing Critical Thinking, Creativity & Scientific Temper

During orientation of the Syllabus the Trainees are informed about different T-L Techniques. Then they are introduced some of the techniques like Problem Solving, Discussion in Group,

Collaborative Learning in the first units of Core Courses. In Electives, too, they are provided opportunity to think, to confer, to imagine and to create. Basically, thinking having different perspectives, imagining, doing and creating are encouraged for Real Learning instead of Rote Learning.


Given below the detailed outline of the T-L Process for Unit 1 of Course 102 and the photographs of the trainees where they are engaged in the process of discussing and finding out conclusions and solutions of the problems they are provided to confer.

Teaching-Learning Plan of a Unit (102-Education Psychology)

Course 102 & 202 Contents & Methods of Teaching: English						
Unit	Topic & Subtopic	Techniques of Teaching	T-L Mode	Evaluation	Hours	Remarks
Unit 1						
a.	Survey of English Language 1. Characteristics 2. English as a Second Language	Why have you selected English as your principal subject? What is Language? - Based Video Discussion & PPT	Interactive	Observation & Rubric-based Scoring	2	
b.	Present Position of Teaching & Learning English in Gujarat & India	Issues in English in Gujarat & India	Reading & Interaction	Classroom	1	
c.	Role of Mother Language in Learning English as a Second Language	How MT affects SL? Collection of Examples	Small Project & Presentation	Presentation	2 + 2	
d.	Expected Minimum Level of Learning Competencies at the end of Mid-VIII, OS & 3	Reading the syllabus (Self & Reflecting on it)	Reading & Interaction	Writing in the Lesson Plan	1	
e.	Lesson Planning: Plans based on Functions, Vocabulary, Pronunciation, Poetry, and Composition	Reading Sample Lesson & Discuss	Reading & Interaction	Observation & Watching the Performance	3	
f.	Unit g. Communication h. Teaching-Learning Materials (TLM) i. Teaching-Learning Experiences	Debate/Forum Experimentation & Production Workshop ELL	Discussion & Experimental Learning Workshop	Observation & Watching the Performance	12 + 3	

Some of the Special Sessions like What do we want- ‘**Pseudo or Real Learning?**’ ‘**Thinking on Thinking (iBLD)**’ and ‘**Creativity**’ based on thinking having different perspectives, imagining, doing and creating are organized for the Trainees. Some of the slides from the programmes are shown below:


Pseudo-Learning or Learning?
- An Introspection



Vijay K. Sevak
V.T.Choksi Sarvajani College of Education, Surat

UGC- Smt. C.R.Gardi Academic Staff College
Saurashtra University, Rajkot- 360 005

Creativity



in d Classroom

Dr. Vijay K. Sevak
V.T.Choksi Sarvajani college of Education
Surat

Moreover, under the banner of CTE, VTCSCE holds Pre-Service Seminars and Workshops aiming at nurturing thinking, imagination, and creativity. **The photographs and video clip** shows the Trainees’ Participation in the T-L Process.





Even the Skits and Plays prepared for Awareness Programmes or Annual Programme are developed applying the techniques of Improvizations and Process Play giving importance to sensitivity, originality and expression. The **photographs** of the activity shows the involvement of the Trainees.

Process & Skit/Plays for Education



For developing the skill of Creative Writing, VTCSCCE holds workshops. The writings of the trainees are selected for **'Parisheelan'**- a College Magazine published every year. Not only for **'Parisheelan'**, but for **'Hollyhock'** a newsletter of **"Hello Friends!"- English Club**, too, the Trainees edit and write different pieces keeping in mind the columns of it. The complete newsletter is prepared by the trainees. Project **'Learning through Publishing Newsletter'** is in pipeline in Course 106 & 206 i.e. Contents & Methods of Teaching: English. A sample of some pieces from **'Parisheelan'** and **'Hollyhock'** is given below:



Learning/Measures for Enhancement of Social & Economic Relevance

VTCSCE Trainees stand out as teachers in the society as they have rich exposure and experience. So they are in demand.

Following are some of the measures for enhancement of social and economic relevance:

- **Club Activities-** For providing 'More than Syllabus', 'Working Together', 'Building Professional Skills', 'Leadership Training' experiences
- **Portfolio-** For learning 'Keeping Record Systematically' and 'Presenting Oneself Effectively'
- **Workshops-** For providing 'Learning by Doing' & 'ABL' experiences besides 'Working Together'
- **Involving Trainees for Social Causes-** To develop helping and contributing attitude towards the weaker section of the society (Help, CL & Process Drama P4P & TiE for Senior Citizens)
- **Institutional Projects by CTE & Adaptation Project by SES-** For involving the Trainees in innovative, academic, productive and creative projects to work with different groups of the society (CL, TiE, Remedial Programme)
- **Campus Interview-** For providing opportunity for interaction to both i.e. Employers & Employee
- **Parisheelan, Exhibition & Annual Cultural Programme-** For providing an experience of collecting money for an academic purpose of an educational institute.

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.

Additional Training in Models of Teaching

VTCSCE Teacher Educators believe in ICT Integrated Blended Learning (iBLD). So, some of the Teacher Educators have developed iBLDs for some Units under the guidance of Prof. Marmar Mukhopadhyay- Ex- Head of NIPA.



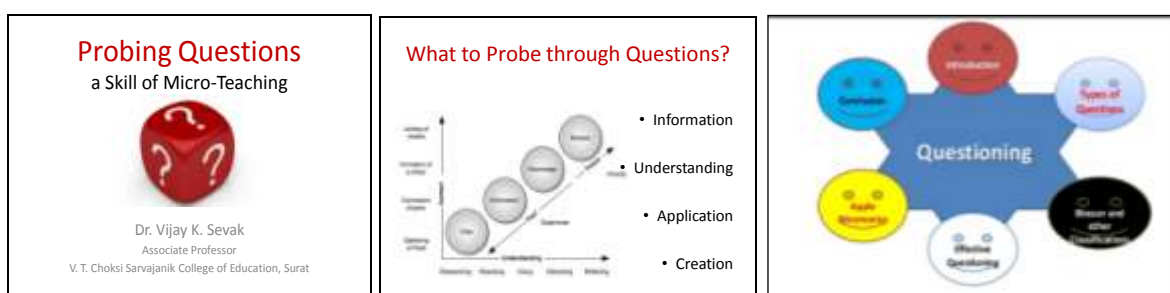
Generally before the Unit Planning Session, in some of the subjects Creative Learning Model is demonstrated besides distributing Support Material on it. Hence, Poetry Teaching-Learning becomes joyful and creative.

5. Does 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.

Micro-Teaching

12 Day Micro-Teaching Session is the first step toward Actual Practice Teaching in the classroom in a Simulation Mode. It helps a lot to the trainees in gaining confidence and mastery over the focused skill. For Micro-Teaching Session Four Skills i.e. Introduction of a Lesson/ Pre-Task, Probing Questioning, Illustrating with Examples and Stimulus Variation combined with Reinforcement are selected. The Trainee has to prepare a Micro-Lesson Plan under the guidance of the Teacher Educator indicating the points where Components of the Skill are used. The trainee, after the Teacher Educator's demonstrations on 4 skills, has to give total 8 lessons i.e. 2 lessons on each skill in each Method s/he selected. The performance of the Trainee is documented and discussed in detail in a group.

Micro Teaching



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

Practice Teaching in Schools

After Micro-Teaching Session there is Pre-Practice Teaching Session where the Trainees have to prepare the lesson plan for a 35-40 minute class on a given topic assigned by the subject teacher of the school. In the first two spells of the Pre-Practice Teaching, the Trainees try to understand the classroom situation and exposed to the real T-L Experience or Process. After 2 experiences in each method s/he becomes confident. Then s/he tightens the belts for Practice Teaching i.e. the 3rd & 4th spell.

In the 3rd & 4th spell the Trainee has to give 2 lessons in each method. The 5th is the last spell in the first semester where the Trainee has to prepare 2 Creative Lessons using variety of techniques of teaching in each method. In the 1-5 spells the trainee has to give only 1 lesson per day.

In the second semester there is a Block Teaching Programme (BTP). It's a Unit Planning session where a trainee has to plan for 4 lessons in each method. It's a session where the Trainees have to perform the duty as an appointed teacher of the school like signing in a muster register, taking classes, engaging classes as a proxy teacher, doing school's daily activities, organizing co & extra-curricular activities, and observing other trainees' lessons, too. Moreover, during BTP the trainees are assigned introductory Research Work and Case-Study Work in different groups. Report Writing on 'My BTP' is another activity. Presentation of a Report through BTP group through PPT, too, is an interesting activity when the group members share their experiences.

Following is the complete schedule for the Practice Teaching Programme:

No. & Spell	Lessons/Programme & Semester	Total Lessons per Student	Schedule-Duration	Activity during the Schedule	Sp. Features
1 I	Introduction to Macro Teaching I		1 Day	Listening-Speaking Watching	Seminar & Demonstration Clip Use of ICT
1 II	Introduction to Lesson Plan (Method wise) I		2 Days	Demonstration, Discussion Support Materials	Support Materials Use of ICT
2 I	Pre-Practice I	2 + 2 = 4 Planning	6 days	Planning, Guidance	Workshop Working in Groups
2 II	Pre-Practice I	2 + 2 = 4 Executing	12 Days	Performing, Observing, Guidance	Workshop Working in Groups
3 I	Practice Mini-Block I	2 + 2 = 4 Planning	6 Days	Planning, Guidance	Workshop Working in Groups
3 II	Practice Mini-Block I	2 + 2 = 4 Executing	4/5 Days	Planning, Guidance	Workshop Working in Groups
4 I	Creative Lesson Planning I	2 + 2 = 4	6 Days	Planning Guidance	Applying different Techniques & Mode Preparation for Unit Planning
5 I	Introduction to Unit Planning II		3 Days	Listening-Speaking Watching	Seminar & Demonstration Clip
5 II	Unit Planning II	4 + 4 = 8	7/8 Days	Planning, Guidance	Workshop Working in Groups
5 III	Unit Planning II	4 + 4 = 8	7/8 Days	Planning Guidance	Applying different Techniques & Mode for teaching of a Unit
6 I	Introduction to Internship		1 Day	Listening-Speaking Reading	Discussion Session
6 II	Internship Planning &	5 + 5 = 10	7/8 Days	Planning Guidance	Applying different

Leaflets- Spiraled Books- Unit Planning, iBLD Unit Planning



Books- Micro & Macro

Micro-Teaching & Macro Teaching Sample Lesson Plans



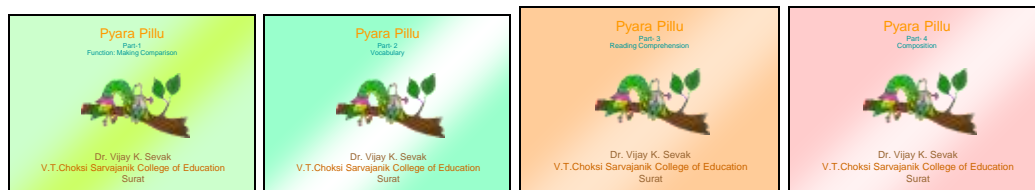
Vijay Sevak

College of Teacher Education (CTE)
V. T. Choksi Sarvajani College of Education, Surat

2013-14

Electronic Material:

PPTs





Virtual Teacher



<https://www.youtube.com/watch?v=N3T2SLrduNo>
https://www.youtube.com/watch?v=QgfN7_Z7x-8&spfreload=10
https://www.youtube.com/watch?v=KvO_22miFw
https://www.youtube.com/watch?v=x_bSrb6pWxs

On-Line Lecture (BISAG – SANDHAN)



The Teacher Educators give Demonstration Lessons, too in the actual School Classrooms to make the Trainees understand the real classroom situations, the Teacher's Role besides application of the T-L Techniques, Strategy and Skills.

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

Internship

Internship Programme takes place after completion of the Block-Teaching Programme. The Trainees in a group of 5-6 get the permission of the school authority and visit the school for 7-10 days. During Internship, too, the Trainees have to work as an actual teacher of the school shouldering the academic and administrative responsibility of the subject teacher of particular standard. VTCSCCE has developed a separate Workbook with Manual for the Internship Programme that the Trainees have to fill up and submit it completing the internship programme.



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.

Preparing the Plans Collaboratively

When the schedule for Practice Teaching is declared the Trainees have to visit the school for getting the unit on which they have to develop plans and perform in the class. So, at the time of giving the unit the Subject Teacher gives some tips to the Trainees. Then they prepare the plan in pairs or in a group. Then the plan is discussed with the Teacher Educator. The plan is approved after required modifications. The Trainees then give lessons in the class. The performance of the Trainee is evaluated by the Facilitator with Observation Remarks and giving Grade for it. Then the Observation Remarks are discussed with the Group by the Facilitator. So, at all stages of preparing the plan divergent thinking techniques are applied and Peer besides Collaborative Learning take place that reflect the teamwork of the Trainee, a Subject Teacher, and a Mentor/Facilitator.



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

Preparation of Trainees for Managing Diverse Learning Needs of School Students

In a class Trainees are of different strata and culture besides having their abilities, achievements, interests, personalities, and learning styles. They are very important factors in Learning. So, keeping in mind the diversity, the Teacher Educators have developed the Andragogy of their subjects giving due weightage to the joyful, active and experiential learning that affect all the senses of human. As it has been mentioned earlier, the T-L Action Plan includes many interactive, appealing and effective techniques of teaching. (Action Plan) Earlier, during Orientation Session, these points are highlighted for the discussion.

Moreover, Visually Challenged or Deaf & Dumb Students and their Special Schools are exposed to the Trainees so that they can come to know about different skills and styles of Teaching-Learning. Some selected Trainees are provided the teaching experiences in the Special Schools, too, during Mini Block Teaching Programme.



SES, too, has adopted some lagged behind schools where it runs Remedial Programmes for the benefits of the students. Some of the Trainees are associated with the project going on there to teach English, Mathematics and Science. Thus, they get experience of teaching to academically and economically poor students.

Sr.No.	Year	Name of Trainees	Subject	Name of School
1	2013-14	1.Meena Ravtole	Science & Technology	V.T.Choksi Haripura Primary School
2		2.Pankaj Patel	English	
3		3.Arti Chaudhri	Mathematics	
4	2014-15	1.Dipali Chauhan	English	G.& G.V.Kadiwala Primary School
5		2. Pooja Rathod	Mathematics	
6		3. Nilam Patel	Science & Technology	
7		1. Surbhi Lashkari	English	T.&T.V. Sarvajanik High School, Nanpura
8		2. Kinjal Gamit	Mathematics	
9		3. Archna Patel	Science & Technology	
10		1. Rushita Trivedi	English	V.T.Choksi Haripura Primary School
11		2. Premlata Agarwal	Mathematics	
12		Rabiya Panwala	Science & Technology	

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

Technologies & Facilities for Effective Teaching-Learning

VTCSCE has is equipped with a Computer Laboratory access to Internet facility. Moreover, it has LCD projectors in the classrooms and Multipurpose Hall having facility of E-learning Resources and to connect with 'Sandhan' the programmes of Knowledge Consortium of Gujarat (KCG). Moreover, the Compact Discs having the complete content of Course 102-202 & 106-206 (English) developed by Dr. Vijay Sevak and distributed to the Trainees help them to understand the subject topics. His Demonstrations and PPTs prepared in Bhaskaracharya Institute for Space Applications and Geoinformatics (BISAG) and by Gujarat Council of Educational Research & Training (GCERT), Gandhinagar and Gujarat Institute of Education Technology (GIET), Ahmedabad for larger target audience of Teachers & Students are uploaded on You Tube. Dr. Vijay Sevak has rendered his service as a Designer, Script-Writer, Performer and Director in Project 'English through Air' and 'Virtual Classroom'.

<https://www.youtube.com/watch?v=N3T2SLrduNo>
VCP-Episode-1-21_08_2014-part-1 (17.44 Mnt)

https://www.youtube.com/watch?v=QgfN7_Z7x-8&spfreload=10
VCP-Episode-1-21_08_2014-part-2 (16.42 Mnt)

https://www.youtube.com/watch?v=KvO_22miFw
VCP-Episode-2-22_08_2014-Part-3 (3.27 Mnt)

https://www.youtube.com/watch?v=x_bSrb6pWxs
VCP-Episode-2-22_08_2014-Part-2 (17.44 Mnt)

Dr. Sevak is associated with Project 'ICT integrated Blended Learning iBLD' under the guidance of Prof. Marmar Mukhopadhyaya.





Some of the programmes are uploaded on educational websites like Author-Stream and Power Show. The most viewed programme of Dr. Vijay Sevak is 'Importance of English'. Given below the latest report of viewership.

<http://www.authorstream.com/vksevak/>
<http://www.powershow.com/users/vksevak>


NGO

- iBLD Learning
- ETMA





- Concept Learning
- Children Theatre Workshop
- P4P



Workshop for Teachers of Physically Challenged Children's Schools of Gujarat

The College Teachers have developed PPTs in their subjects that support T-L process. The teachers and the students have made groups of their subjects for interaction on social media like Facebook and What's App.



The College Teachers have tried the Content Generator Freeware 'Course Lab' and 'Hot Potato', too.

The Teacher Educators give Demonstration Lessons, too.

2.4 Teacher Quality

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

VTCSCE Staff Collaborative Practice Teaching Plans

VTCSCE academic staff having high morale and team spirit is very enthusiastic to learn and apply new trends and techniques of T-L. They not only encourage students to work in pairs and group but to stimulate the trainees to work with In-service teachers, too, during workshops, practice teaching and Internship programme. Interaction with other Trainees and In-service teachers of subjects benefit them. See the photograph below of working in a group that leads to Peer Learning.



Given below the details of the Working Groups of In service Teachers of different Schools:

No.	Working Group in	In Service Teachers
1.	English	20
2.	Gujarati	20
3.	Hindi	20
4.	Sanskrit	15
5.	Social Science	16
6.	Science	11
7.	Theatre in Education	30

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

Adhoc Lecturers Ratio of the Student-Teacher during Practice Teaching

When there is a vacancy of an academic or an administrative staff due to retirement of a senior faculty, SES facilitates VTCSCE to have adhoc staff. Following is the detail of ad-hoc staff of last five years:

Year	Adhoc Lecture	Course
2008-09	1. Bhavesh Ghelani 2. Bhavesh Thakar	1. Sanskrit Method 2. Accountancy Method
2009-10	1. Bhavesh Ghelani 2. Bhavesh Thakar	1. Sanskrit Method 2. Accountancy Method
2010-11	1. Bhavesh Ghelani 2. Bhavesh Thakar	1. Sanskrit Method 2. Accountancy Method
2011-12	1. Bhavesh Ghelani 2. Resma Pathak	1. Sanskrit Method 2. Accountancy Method
2012-13	1. Khyati Patel	1. Accountancy Method

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

Mechanism to give Feedback to the Students for Performance Improvement

Micro Teaching- Guidance + Grades & Marks + Discussion

Macro Teaching- Guidance + Grades & Marks + Discussion

Submissions-

Sr. No.	Semester-I	Semester-II
1	Term Papers	Practical Work
2	Teaching Aids, Course-107	Teaching Aids-207
3	Assignments, Course-106	Assignments, Course-207
4	Experimental Work	Book Review
5	Computer Practical Work: Word & PPT	Computer Practical Work: Excel & Internet
6	-	Observation Book

Internal Examinations- Guidance + Marks + Guidance

VTCSCE has developed a mechanism to appreciate the Trainees for their Support Group Activities giving them Appreciation Certificate or making the Trainee Monitor of the Group or the Helping Hand to another Trainee.

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

Updation of the Trainees on the Policy Directions & Educational Needs

The Trainees are made updated on the Policy Directions and Educational Needs through arranging lectures of the Resource Persons and Seminar/Workshop on the Education Drafts and latest trends and techniques in Education.

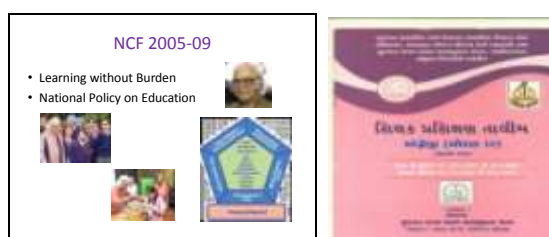
Moreover, ABL, ICT and Communication Skills are tried to be strengthened through Special Arrangement in the Time-Table, Holding Workshops and Providing Support Materials.

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

Keeping Pace with the Recent Developments & Teaching Methodologies

Latest Curriculum Drafts and Manuals published by the Government and seminars are utilized by the Teacher Educators and Trainees.

- They keep themselves update exposed to the materials.



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.)

Staff Development Programmes

VTCSCE keeps update its staff sending the Teachers to ASC for Orientation & Refresher Programmes to enhance the teacher quality. Given below the list of the lecturers who attended Orientation and Refresher Programmes during last five years:

a) Nomination to Staff Development Programmes (Table)

Academic Staff Development Programmes	Number of Faculty Nominated					
	08-09	09-10	10-11	11-12	12-13	13-14
Refresher Courses	2	-	-	-	3	-
HRD Programmes	4	7	6	9	7	9
Orientation Programmes	1	-	-	-	-	-
University Programmes	2	3	2	5	4	3
Other Institutes' Programmes	3	9	4	5	8	8
Summer/Winter Schools, Workshops, etc.	-	-	1	-	1	-

Not to suffice some faculty members are invited to render their services as Resource Persons, too, as mentioned earlier.

a) Faculty Training Programmes conducted by VTCSCE:

Moreover, VTCSCE organize and conduct Workshops for its Teachers under the Faculty Development Programme under CTE. See the list below:

FT Programmes	No. of Programmes
T-L Methods/Approaches	6
Handling New Syllabus	4
Content/Knowledge Management	3
Selection, Development & Use of Enrichment Materials	11
Assessment	-
Cross-cutting Issues	8
Audio Visual aids/Multimedia	6
Open Education Resources (OERs)	2
T-L Material Development, Selection & Use	11

b) Percentage of Faculty

Invited as Resource Persons by External Professional agencies

Faculty	2008-08	2009-10	2010-11	2011-12	2012-13	2013-14
Prin.Dr.Vinod Patel	1	4	3	4	6	5
Dr.Nalin Patel	1	2	1	2	1	2
Dr.Vijay Sevak	13	9	4	10	9	8
Dr.Narendra Gohil	-	3	1	-	-	2
Dr.Jayshri Jambusia	-	-	1	1	-	1
Dr.Pravin Parmar	1	-	1	-	-	-
Dr.Jayesh Goswami	-	-	-	-	-	-

○ **Participation in External Workshops/Seminars/Conferences by International/National Professional Bodies**

Participation- Workshop/Seminar/Conference - International-National-State-Regional												
Faculty	2008-08				2009-10				2010-11			
	International	National	State	Regional	International	National	State	Regional	International	National	State	Regional
Prin.Dr.Vinod Patel	-	2	2	2	-	-	2	3	1	1	3	1
Dr.Nalin Patel	-	-	-	-	-	-	-	-	-	-	-	-
Dr.Vijay Sevak	-	2	3	3	-	3	3	3	-	-	1	3
Dr.Narendra Gohil	-	-	2	2	-	-	3	-	-	-	-	-
Dr.Jayshri Jambusia	-	-	2	2	-	-	-	2	-	-	-	-
Dr.Pravin Parmar	-	-	1	1	-	-	2	-	-	1	-	-
Dr.Jayesh Goswami	-	-	-	-	-	-	-	-	-	-	-	-

Participation- Workshop/Seminar/Conference - International-National-State-Regional												
Faculty	2011-12				2012-13				2013-14			
	Inter	National	State	Regional	Inter	National	State	Regional	Inter	National	State	Regional
Prin.Dr.Vinod Patel	1	1	1	2	-	1	2	1	-	-	1	1
Dr.Nalin Patel	1	-	-	-	-	-	-	-	-	-	-	-
Dr.Vijay Sevak	-	1	-	1	-	-	3	3	-	-	1	3
Dr.Narendra Gohil	1	-	-	1	-	-	3	2	-	-	-	-
Dr.Jayshri Jambusia	1	-	-	1	-	-	-	2	-	1	1	2
Dr.Pravin Parmar	1	-	-	1	-	-	-	-	-	-	-	-
Dr.Jayesh Goswami	-	-	-	-	-	-	-	-	-	-	-	-

Presented Papers

Faculty	2008-09				2009-10				2010-11			
	Inter	National	State	Regional	Inter	National	State	Regional	Inter	National	State	Regional
Prin.Dr.Vinod Patel	-	-	-	-	1	1	-	2	-	1	2	2
Dr.Nalin Patel	-	-	-	1	-	1	-	2	-	1	2	
Dr.Vijay Sevak	-	1	-	1	3	-	2	1	-	1	-	
Dr.Narendra Gohil	-	-	-	2	-	3	3	2	-	2	-	
Dr.Jayshri Jambusia	1	-	2	1	1	-	-	-	-	-	2	
Dr.Pravin Parmar	-	-	-	-	-	1	-	2	-	-	1	
Dr.Jayesh Goswami	-	-	-	-	-	-	-	2	-	-	-	

Faculty	2011-12				2012-13				2013-14			
	Inter	National	State	Regional	Inter	National	State	Regional	Inter	National	State	Regional
Prin.Dr. Vinod Patel	1	-	-	-	-	-	-	-2	-	-	-	-
Dr.Nalin Patel	1	-	1	1	-	-	-	-	-	-	1	2
Dr.Vijay Sevak	-	-	-	-	-	2	-	1	-	-	-	-
Dr.Narendra Gohil	1	-	-	-	-	-	1	1	-	-	-	-
Dr.Jayshri Jambusia	1	-	1	-	-	-	-	3	1	1	2	2
Dr.Pravin Parmar	1	-	1	1	-	1	-	-	-	-	-	-
Dr.Jayesh Goswami	-	-	-	-	-	-	-	-	-	-	-	-

Policies/systems to Recharge Teachers

VTCSCE encourages its Teachers to attend Orientation, Refresher, and other Enrichment/Development Programmes which help them to grow as better professionals. It provides them Duty Leaves or Study Leaves. Moreover, CTE-VTCSCE provides Financial Assistance & Guidance not only to its Teachers but Teachers of other TE Colleges, too. Please See **the List** of beneficiary Lecturers in Cri.3 Point:3.1.1.

VTCSCE Teachers have published Books/Support Materials and released Compact Discs with the help of CTE grants.

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

Recognition/Awards at State/National/International Level

With the support, encouraging attitude and environment of the institute and SES, VTCSCE Teacher Educators have received the following Recognition or Awards at different levels:

Sarvajanik Shikshan Ratna Award	
Year	Professors' Name
2009	Dr.Vijay Sevak
2010	Dr.Kishorsinh Desai
2011	Dr.Nalinchandra Patel
2012	Dr.Narendrasinh Gohil

Recongnition and Awards of Dr. Vijay Sevak

Year 2008-2009

Award/Recognition/Achievement	Type of Work	Institute
CALL 4 ELT (Publication of the 1 st CD Set based on B.Ed. English in Gujarat)	Writing	Hello, Friends!- English Club
Sanctioning of a Research Project on Functional Grammar in ELT	Research	GCERT, Gandhinagar
‘Sarvajanik Shikshanratna’ Award	T-L, Research & Extension	Sarvajanik Education Society, Surat
Appointed as a State Coordinator for ICT in Education Programme	Module Making & Conducting Workshops	STTI, Gandhinagar
Selection as a Script-writer for Supplementary Readers in English for Std. VIII & X	Writing	GSTB, Gandhinagar
Appreciation Letter	T-L, Research & Extension	Sanjeevanee Kelavane Mandar, Damaka

Year 2009-2010

Award/Recognition/Achievement	Type of Work	Institute
Selection as a Resource Person for BISAG Tele-Conference	Demonstration & Training	GCERT, Gandhinagar
Appointment as a Teacher-Trainer of CCRT	Training & Coordination	CCRT, New Delhi
Acceptance of the Suggestion for a Grant Scheme for Lecturers for Need based Research	Training & Coordination	GCERT, Gandhinagar
Appointment as a Supervising Teacher for Ph.D.	Guidance	VNSGU, Surat

Year 2010-2011

No.	Award/Recognition/Achievement	Type of Work	Institute
1	Appointment as a Member in the Core Committee of IITE	Syllabus Framing	IITE, Gandhinagar
2	Appointment as a member in the Core Committee on CCE	Designing an Evaluation Format	GS&HSB, Gandhinagar
3	Appointment as a Member in the Core Committee on Curriculum Reform & Syllabus Framing	Designing Curriculum & Syllabus of English	GCERT, Gandhinagar
4	Appointment as a Member in the Advisory Committee of DIET, Surat	Planning of Programmes of DIET, Surat	DIET, Surat
5	Appointment as a Key Resource Person for iBLD Learning	Material Development & Training to Sec. Teachers	GS&HSB, Gandhinagar & ETMA, Gurgaon

6	Sh. Kanchanlal Mamavala Puraskar for Art & Culture sponsored by Sh. Vasudev Smart	Performing & Writing	Rashtreey Kala Kendra, Surat
7	Appreciation Letter from CCRT, New Delhi to work effectively as a Teacher Trainer	Training & Documentation	CCRT, New Delhi
8	Selection as a Dramatist & Director for Newly Launched 'Sagarkhedu' Scheme	Writing, Directing & Performing a Play 'Deekareeyun' in Gujarat	Commissioner- Youth Services & Cultural Activities, Gandhinagar
9	Appreciation of a Skit in the National Convention on Students' Quality Circles	Writing a Skit	National Students' Quality Circles, Hyderabad
10	Appointment as a Teacher Trainer	Training to the Teachers	CCRT, New Delhi
11	Appointment as a Member in the Education Committee	Guidance	Andhjan Shikshan Mandal, Surat
12	Appointment as a Supervising Teacher for M.Phil.	Guidance	VNSGU, Surat

Year 2011-2012

Award/Recognition/Achievement	Type of Work	Institute
Felicitated as a Visiting Faculty for SCOPA (Oct 8, 2011)	Literature & Theatre Activity with the PA Students	Sarvajanik College of Performing Arts (SCOPA), Surat
Nominated Member- Research Advisory Committee in Education, VNSGU, Surat (Nov 22, 2011)	Guidance	VNSGU, Surat
Invited for a Performance of 'Chhuttie' in Multilingual Rabindro Mahotsava at Delhi (Sponsored by Ministry of Culture, Delhi) (Dec 16, 2011)	Writer & Director	Bikalp, New Delhi

Year 2012-2013

No.	Award/Recognition/Achievement	Type of Work	Institute
1	Literature & Theatre Activity Expert in the 1 st National Book Fair of Ahmedabad	Literature & Theatre Activity with the Children	NBT, New Delhi & Ahmedabad Municipal Corporation
2	Appointment as a State Research Committee Member	Research Guidance & Sanctioning Grants	GCERT.Gandhinagar
3	Appreciation Letter	Interaction & Reporting	NSD, New Delhi
4	Theatre in Education Researcher & Expert	Organizing Workshops & Syllabus Framing for Participatory Research	GCERT.Gandhinagar

Year 2013-2014

No.	Award/Recognition/Achievement	Type of Work	Institute
1	Appointment as a State Research Committee Member	Research Guidance & Sanctioning Grants	GCERT.Gandhinagar
2	Appointment as a Core Committee Group for the Syllabus Framing of D.El.Ed. and B.Ed. (II Years)	Planning & Framing Syllabus	GCERT.Gandhinagar
3	Appointment as a Subject Expert in English & TiE for the Syllabus Framing of D.El.Ed. and B.Ed. (II Years)	Framing Syllabus	GCERT.Gandhinagar
4	Theatre in Education Researcher & Expert	Organizing Workshops & Syllabus Framing for Participatory Research	GCERT.Gandhinagar

Year 2014-2015

No.	Award/Recognition/Achievement	Type of Work	Institute
1	Appointment as a Supervising Teacher for M.Phil. and P.G. Teacher for M.Ed. Dr. Nalin Patel Dr. Narendra Gohil Dr. Jayshree Jambusia Dr. Pravin Parmar	Research Guidance & Teaching- Learning	VNSGU, Surat

Evaluation of Teachers by Trainees & Quality Improvement of T-L

VTCSCE has introduced the system of Evaluation of its Teachers by Trainees. The feedback provided by the students is discussed in the Evaluation Meeting helps the Teachers to understand not only his/her personality but technology of Teaching, too, to plan T-L Action Plan for the next year.

Given below **the Feedback Form filled up for Evaluation** by the Trainees:

Questionnaire Information of Learning in Learning					
No.	Name of Subjects	Techniques of Learning	1 No.	2 No.	3 No.
1	Education Technology	Information of Learning	Yes		
2	General Education	General Education	Yes		
3	History, Literacy & Civics	History - National History	Yes		
4	Language & Development	Language	Yes		
5	Area of Health & Life	Area of Health & Life	Yes		
6	Mathematics	Mathematics	Yes		
7	Physical Science, Introduction	Physical Science	Yes		
8	Area of Mathematics & Life	Area of Mathematics & Life	Yes		
9	Mathematics	Mathematics	Yes		
10	Physical Science, Introduction	Physical Science	Yes		
11	Area of Mathematics & Life	Area of Mathematics & Life	Yes		
12	Mathematics	Mathematics	Yes		
13	Physical Science, Introduction	Physical Science	Yes		
14	Area of Mathematics & Life	Area of Mathematics & Life	Yes		
15	Mathematics	Mathematics	Yes		
16	Physical Science, Introduction	Physical Science	Yes		
17	Area of Mathematics & Life	Area of Mathematics & Life	Yes		
18	Mathematics	Mathematics	Yes		
19	Physical Science, Introduction	Physical Science	Yes		
20	Area of Mathematics & Life	Area of Mathematics & Life	Yes		
21	Mathematics	Mathematics	Yes		
22	Physical Science, Introduction	Physical Science	Yes		
23	Area of Mathematics & Life	Area of Mathematics & Life	Yes		
24	Mathematics	Mathematics	Yes		
25	Physical Science, Introduction	Physical Science	Yes		
26	Area of Mathematics & Life	Area of Mathematics & Life	Yes		
27	Mathematics	Mathematics	Yes		
28	Physical Science, Introduction	Physical Science	Yes		
29	Area of Mathematics & Life	Area of Mathematics & Life	Yes		
30	Mathematics	Mathematics	Yes		
31	Physical Science, Introduction	Physical Science	Yes		
32	Area of Mathematics & Life	Area of Mathematics & Life	Yes		
33	Mathematics	Mathematics	Yes		
34	Physical Science, Introduction	Physical Science	Yes		
35	Area of Mathematics & Life	Area of Mathematics & Life	Yes		
36	Mathematics	Mathematics	Yes		
37	Physical Science, Introduction	Physical Science	Yes		
38	Area of Mathematics & Life	Area of Mathematics & Life	Yes		
39	Mathematics	Mathematics	Yes		
40	Physical Science, Introduction	Physical Science	Yes		
41	Area of Mathematics & Life	Area of Mathematics & Life	Yes		
42	Mathematics	Mathematics	Yes		
43	Physical Science, Introduction	Physical Science	Yes		
44	Area of Mathematics & Life	Area of Mathematics & Life	Yes		
45	Mathematics	Mathematics	Yes		
46	Physical Science, Introduction	Physical Science	Yes		
47	Area of Mathematics & Life	Area of Mathematics & Life	Yes		
48	Mathematics	Mathematics	Yes		
49	Physical Science, Introduction	Physical Science	Yes		
50	Area of Mathematics & Life	Area of Mathematics & Life	Yes		
51	Mathematics	Mathematics	Yes		
52	Physical Science, Introduction	Physical Science	Yes		
53	Area of Mathematics & Life	Area of Mathematics & Life	Yes		
54	Mathematics	Mathematics	Yes		
55	Physical Science, Introduction	Physical Science	Yes		
56	Area of Mathematics & Life	Area of Mathematics & Life	Yes		
57	Mathematics	Mathematics	Yes		
58	Physical Science, Introduction	Physical Science	Yes		
59	Area of Mathematics & Life	Area of Mathematics & Life	Yes		
60	Mathematics	Mathematics	Yes		
61	Physical Science, Introduction	Physical Science	Yes		
62	Area of Mathematics & Life	Area of Mathematics & Life	Yes		
63	Mathematics	Mathematics	Yes		
64	Physical Science, Introduction	Physical Science	Yes		
65	Area of Mathematics & Life	Area of Mathematics & Life	Yes		
66	Mathematics	Mathematics	Yes		
67	Physical Science, Introduction	Physical Science	Yes		
68	Area of Mathematics & Life	Area of Mathematics & Life	Yes		
69	Mathematics	Mathematics	Yes		
70	Physical Science, Introduction	Physical Science	Yes		
71	Area of Mathematics & Life	Area of Mathematics & Life	Yes		
72	Mathematics	Mathematics	Yes		
73	Physical Science, Introduction	Physical Science	Yes		
74	Area of Mathematics & Life	Area of Mathematics & Life	Yes		
75	Mathematics	Mathematics	Yes		
76	Physical Science, Introduction	Physical Science	Yes		
77	Area of Mathematics & Life	Area of Mathematics & Life	Yes		
78	Mathematics	Mathematics	Yes		
79	Physical Science, Introduction	Physical Science	Yes		
80	Area of Mathematics & Life	Area of Mathematics & Life	Yes		
81	Mathematics	Mathematics	Yes		
82	Physical Science, Introduction	Physical Science	Yes		
83	Area of Mathematics & Life	Area of Mathematics & Life	Yes		
84	Mathematics	Mathematics	Yes		
85	Physical Science, Introduction	Physical Science	Yes		
86	Area of Mathematics & Life	Area of Mathematics & Life	Yes		
87	Mathematics	Mathematics	Yes		
88	Physical Science, Introduction	Physical Science	Yes		
89	Area of Mathematics & Life	Area of Mathematics & Life	Yes		
90	Mathematics	Mathematics	Yes		
91	Physical Science, Introduction	Physical Science	Yes		
92	Area of Mathematics & Life	Area of Mathematics & Life	Yes		
93	Mathematics	Mathematics	Yes		
94	Physical Science, Introduction	Physical Science	Yes		
95	Area of Mathematics & Life	Area of Mathematics & Life	Yes		
96	Mathematics	Mathematics	Yes		
97	Physical Science, Introduction	Physical Science	Yes		
98	Area of Mathematics & Life	Area of Mathematics & Life	Yes		
99	Mathematics	Mathematics	Yes		
100	Physical Science, Introduction	Physical Science	Yes		

2.5 Evaluation Process and Reforms

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

Collection & Analysis of the Trainees' Data & their Use for Planning

VTCSCE gives importance to both- Quantitative & Qualitative Data of and from the Trainees for Planning.

Following are the samples of Collection & Analysis of the Progress Card for Practicum, Submission Marksheet, and Portfolio, Open Session & Guidance, Feedback & Action Plan, Suggestions by Trainees

Monitoring & Communicating Progress & Performance

Progress & Performance Card of the Trainees are prepared to record the progress in Teaching. Moreover, Continuous Evaluation Record of Assignments, Submissions & Projects are maintained separately.

Course wise Analysis of the Result, too, is made and declared before the Open Session. Given below the overall result of the last three years:

Result of last three years									
Type of Institutions: Education (B.Ed.)									
Year	2011-2012			2012-2013			2013-2014		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Dist.	26	72	98	14	83	97	07	90	97
I Class	-	-	-	-	-	-	-	-	-
II Class	-	-	-	-	-	-	-	-	-
Pass class	-	-	-	-	-	-	-	-	-
Fail	-	-	-	-	-	-	-	-	-
Absent	-	01	01	-	-	-	-	-	-
Total	26	73	99	14	83	97	07	90	97

Monitoring to Ensure Achievement of Learning Outcomes

The T-L process of the Teacher Educator is observed and discussed in the T-L Meeting. In every July API of the Teacher educator is prepared. Quality Improvement Meeting by IQAC.

Using Assessment/Evaluation Outcomes as Indicators

VTCSCE besides The Teacher Educator keeps the record of the Trainees to use it as an indicator. Some samples of Model Answer sheets are shown to the Trainees as indicators.

Following are the samples of evaluation and a page from the Model Answer sheet:

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

Evaluation Reforms by University & Institute

Whatever change in Evaluation System is introduced by the university, VTCSCE has to follow it. Whatever autonomy it gets is utilized in Internal Evaluation by giving interesting, challenging and life related Assignments. Given below the Topics for Assignment:

Through Institutional Project 'TiE', VTCSCE is trying to introduce Qualitative Evaluation.

Formative & Summative Assessment Approach

VNSGU has provided the formats for the Formative & Summative Assessment. The ratio of F&S is 2:3. VTCSCCE enjoys autonomy within the formats. The Assignments & Project Work proved very effective in terms of preparing notes that helps in Summative Assessment. Moreover, F&S Assessment makes Trainees study continuously, not only at the time of examination.

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

Awareness about Evaluation Processes

The Trainees are made aware of the complete Evaluation Scheme and Process in the Orientation Programme through Prospectus and Explanation-Discussion in a special session in the first week of the commencement of the B.Ed. Programme. Moreover, they are explained about the Internal & External Evaluation Process and Marking Scheme as and where required. Given below the Scheme of Evaluation:

Transparency in Internal Assessment

Whatever grades or marks are got by the Trainees are made known to them. The grades for Practicum are known immediately after the performance while the grades/marks for Submissions are declared to the trainees on the Result Day of the internal Terminal test.

For Formative Evaluation the overall development of the Trainees are taken into account, so variety of activities are included in it like Experimental Work, Project Work, Case study, Communication Skill (Viva-voce, SCOPE) etc. Given below the scheme of Formative Assessment:

C. Consolidated Evaluation Summary				
No. / Sr.	Particulars	Formative Evaluation	Internal Evaluation	Total
1	Macro Lesson	100	100	200
2	Practicum	100	100	200
3	Other than Practicum	100	100	200
Total		300	300	600

D. Details of other than practice teaching Evaluation is given below.				
Semester I				
Other than Practice teaching				
No. / Sr.	Particulars	Marks	Time (in hours)	Grade
1	20 Experiments / Assignments	100	100	
2	200 Experiments / Assignments	100	100	
3	200 Experiments / Assignments	100	100	
4	200 Experiments / Assignments	100	100	
5	200 Experiments / Assignments	100	100	
6	200 Experiments / Assignments	100	100	
7	200 Experiments / Assignments	100	100	
8	200 Experiments / Assignments	100	100	
9	200 Experiments / Assignments	100	100	
10	200 Experiments / Assignments	100	100	
Total Marks		1000	1000	

Semester II				
Other than Practice teaching				
No. / Sr.	Particulars	Marks	Time (in hours)	Grade
1	20 Experiments / Assignments	100	100	
2	200 Experiments / Assignments	100	100	
3	200 Experiments / Assignments	100	100	
4	200 Experiments / Assignments	100	100	
5	200 Experiments / Assignments	100	100	
6	200 Experiments / Assignments	100	100	
7	200 Experiments / Assignments	100	100	
8	200 Experiments / Assignments	100	100	
9	200 Experiments / Assignments	100	100	
10	200 Experiments / Assignments	100	100	
Total Marks		1000	1000	

Redressal of Grievances with reference to Evaluation

Initially some of the Trainees are not comfortable with the grades they are given for their Macro Lesson performances. So they express their dissatisfaction at the time of Discussion Session after the performances. At that time the Teacher Educator tries to make them understand about the T-L Experiences they have applied besides discussing the remarks the Observer Teacher Educator has made in the Journal of the Lesson Plans. It is a challenging task for the Teacher Educator to make them come out of traditional way of Teaching-Learning Process generally they have passed through during their study for many years. So, the Teacher Educator tries to cultivate real learning attitude among them through the exposure and application of variety of Teaching-Learning Techniques in the Core and Elective Courses.

Moreover, after every spell of the Programme there is an Open Session be it Micro Teaching, Macro Teaching or Submissions. On the Result Declaration Day there is always a Guidance Session for better performance.

Besides a Suggestion Box to know the problems and suggestions regarding the college or hostel there is a system of Redressal Time every month where a Teacher Educator interacts with the Group of 12-13 Trainees in a meeting before the Redressal Action Meeting of the Teacher Educators takes place with the Principal.

Clearly Stated Outcomes & Awareness of Teachers & Students

For the awareness of the Trainees the Syllabus and its outcomes are discussed with the Trainees in the Orientation Session and before starting the Theory Spell, sometimes after the completion of the unit, too.

Given below the Outcomes of the Core Courses of 101-201 and a Comprehensive Mark sheet of the Trainees for a sample:

Roll No.	Term Exam	Practical Work	Teach. Aids	Book Revise	Obs. Book	Co-Cur. Activity	Comp. Practi	Viva-voce	Internship	Total	Other P.T.	Pract. Track	Annual Lesson	Grand Total
	35	30	20	20	18	30	10	20	25	200	100	100	100	380
1	25	26	19	18	8	23	9	14	18	160	80	85	81	246
2	24	27	19	17	9	23	8	11	20	158	79	82	74	234.5
3	30	27	20	18	8	20	9	10	23	177	89	90	80	270.5
4	27	29	20	18	9	24	8	10	19	170	85	95	85	265
5	27	28	19	18	8	23	8	15	23	169	85	95	81	260

V.T.Choksi Sarvajani Collage Of Education, Lal Banglow, Surat										
Result of First Test: 2013-14										
ROLL NO	C-201 50	C-202 50	C-203 50	C-204 50	C-205 50	C-206 50	C-207 50	GRAND Total	350 Convert in to 35	%
1	34	43	38	37	48	34	43	277	28	79.14
2	31	36	30	38	42	26	40	243	24	69.43
3	45	38	43	38	45	42	45	296	30	84.57
4	37	38	40	38	43	32	43	271	27	77.43
5	37	38	38	36	43	33	44	269	27	76.86

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

ICT Use in Assessment & Evaluation Processes

- For Paper-setting in M.S. Word
- Informing the Received Grades in Excel
- Preparing Evaluation Sheets in Excel

2.6 Best Practices in Teaching -Learning and Evaluation Process

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

Andragogy (Teaching-Learning Action Plan)

Sl. No.	Unit & Sub-unit	Techniques of Teaching	T-L Mode	Evaluation	Hours	Remarks
Unit I						
1.	Significance of English Language 1. Characteristics 2. English as a Second Language	Why have you selected English as your principal subject? What is Language? - Based Video Discussion & PPT	Interactive	Observation & Problem Solving	5	
2.	Present Position of Teaching & Learning English in Gujarat & India	Status of English in Gujarat & Indian English	Reading & Interaction	Observation	1	
3.	Role of Mother Language in Learning English as a Second Language	How MT affects SL? Collection of Examples	Small Project & Presentation	Presentation	2 x 1	
4.	Expected Minimum Level of Learning Competencies at the end of Unit VIII, IX & X.	Reading the syllabus book & Reflecting on it	Reading & Interaction	Writing in the Lesson Plan	1	
5.	Lesson Planning: Plans based on Functions, Vocabulary, Pronunciation, and Composition	Reading Sample Lessons & Discussion	Reading & Interaction	Observation & Watching the Performance	5	
6.	Unit & Competencies a. Teaching-Learning Materials (TLM) b. Teaching-Learning Experiences	Discussion Brainstorming & Production Workshop CLL	Discussion & Experiential Learning Workshop	Observation & Watching the Performance	15 x 1	

Best Practices of VTCSCE, Surat

1. Andragogy (Teaching-Learning Action Plan)

1. Title:

Andragogy (Teaching-Learning Action Plan)
by the Teacher Educator

2. Goal:

- Teacher Educator designs unit wise Teaching-Learning process.
- Teacher Educator includes variety of Techniques and Modes for Teaching-Learning Process to appeal diverse needs of the Trainees.
- Teacher Educator organizes ABL.
- Teacher Educator has a complete and comprehensive picture of the Andragogy that covers Objectives to Evaluation.
- Trainees enjoy Learning that leads them to better understanding of the subject.

3. The Context:

- Earlier a Tried out practice in two subjects
- CBCS and Semester System made the Teacher Educator to take into account the variable of Time
- Diverse Needs of the Students and ABL
- Getting together of different generation

4. The Practice:

Process of the Activity

- Designing Unit & Sub-unit wise Objective based T-L Activities and Evaluation
- Allotting Time to each activity
- Collecting/Preparing T-L Materials
- Teaching-Learning applying the Activities
- Taking Feedback from the Trainees for the T-L Activity
- Making Modifications accordingly

○ Constraints:

- Requirement of Time for Feedback and its Analysis
 - Some Trainees give mechanical Feedback
 - Present Examination System

5. Evidence of Success

- Allotment of Time to all Sub-units
- Systematic Planning appeals the Learner
- Application of variety of Techniques of Teaching-Learning
- Unit wise Evaluation
- Positive Feedback from the Trainees

6. Problems Encountered and Resources Required

- Stereo type Reflection for the technique sometimes
- Shortage of Time
- No consideration for Detailed Planning

2. Utilizing Arts in Education for Creative Learning

Best Practices of VTCSCE, Surat (Criteria 2 & 7)

1 Title:

Multi-Dimensional Extra-Curricular Academic Activity

Annual Cultural Programme, Publication of Yearly Magazine 'Parisheelan' & Exhibition focusing the Theme based on the Current Topic/s of the Year

2 Goal:

- Trainees understand the Importance of PPP i.e. Public Private Partnership (PPP) and pass through the Experience of Making & Utilizing Fund for a Noble Cause.
- Trainees pass through the Process of Project Method of Learning and reach the Highest Level of Learning i.e. Creative Learning.
- Trainees become aware of Current Topics and Happenings in India and Abroad.
- Trainees learn the Combination of Art Forms and Academics.
- Trainees understand the importance of Culture/Arts in Academics and vice-versa.

3 The Context:

- The Grant-in-Aid College has a limited fund for Extra-curricular Activities like Annual Cultural Programme or Publication of a Magazine.

- Providing a Model of Well Designed & Organized Cultural Activities for Learning & Awareness in Society
- Understanding, Maintaining & Transiting Culture among the Generation

4 The Practice:

Process of the Activity

- Meeting with the Students' Council discussing the Goal, Context and Process of **Multi-Dimensional Extra-Curricular Academic Activity**
- Announcing the Plan & Schedule for Making Fund
- Announcing the Theme of the Project
- Selecting the Items for Music, Dance and Drama; Selecting the Items for '*Parisheelan*'; and Selecting the Items for Exhibition; Designing the Events
- Sharing Responsibilities
- Rehearsing & Editing
- Performing & Exhibiting
- Documenting

○ Constraints:

- Limited Time
- Limited Money
- Present Examination System

5 Evidence of Success

- Appreciation by the viewers
- Process of Learning to work as an artist
- Appreciation by CCRT, New Delhi and YSCA, Gandhinagar and Assigning Project of Awareness through Arts
- Regular Publication of a College magazine '*Parisheelan*'
- Publication of Plays
- A Rich Experience for Trainees

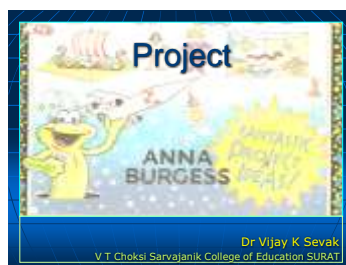
6 Problems Encountered and Resources Required

- Shortage of Time and coping with it devoting holidays
- Shortage of Fund and Time sometimes results into cut in pages of a magazine or cancelling exhibition
- Limited weightage for Co & Extra-curricular activities

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

Through

- T-L Strategy (Approach, Mode, Techniques, Materials, & Practice)
- ICT Use by the Teacher Educators & Trainees
- Project Work and Mode



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

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

2.2.1 Admission Process & Student profile <ul style="list-style-type: none"> • The Admissions are made on the basis of merit index by the University Central Admission Committee. • Reservation Policy of the state government is followed. • A good representation of girl students and the college attracts students of good merit. 	<ul style="list-style-type: none"> • The practice is continued through Online Admission System. • The practice is continued. • The practice is continued.
2.2.2 Catering to the Diverse Needs <ul style="list-style-type: none"> • Equity is ensured through good discipline and transparency • The natural ambience and sanitation of the college is significant. • The college needs to develop mechanism for identifying slow learners to cater to their learning needs. 	<ul style="list-style-type: none"> • The practice is continued. • The practice is continued. • Monitor System is applied and Assignment Work is given to them.
2.2.3 Teaching-Learning Process <ul style="list-style-type: none"> • Lecture-cum discussion and Demonstration Methods using transparencies and some Power-Point Presentations are the main teaching strategies adopted for teaching. • Involvement of students for project work and assignments is noteworthy. • The Pre & Post Practice Teaching Skill Development Programme of the institutions constitutes Micro-Teaching followed by Stray Lessons, Block Teaching coupled with Internship. 	<ul style="list-style-type: none"> • Variety of Techniques and Modes of Teaching-Learning are applied. Action Plan for T-L (Andragogy) is developed. • The practice is continued. • The practice is continued.
2.2.4 Teacher Quality <ul style="list-style-type: none"> • All the permanent faculty members have doctorate degree. • The faculty is qualified and committed with high morale. • The faculty takes active part in professional competency development programme like seminars, conferences and refresher/orientation courses. 	<ul style="list-style-type: none"> • All the permanent faculty members have doctorate degree. • The faculty is qualified and committed with high morale. • The faculty takes active part in professional competency development programme like seminars, conferences and refresher/orientation courses.

2.2.5 Evaluation Process & Reforms <ul style="list-style-type: none"> • There is a provision of 50 % internal marks for all curricular activities. • The mid-term assessment of students' progress is done through class tests. • Process of evaluation is made known to the students at the beginning of the academic year. 	<ul style="list-style-type: none"> • There is a provision of 50 % internal marks for all curricular activities. • Semester System is followed. (The mid-term assessment University Examination) • The practice is continued.
2.2.6 Best Practices in Teaching-Learning & Evaluation <ul style="list-style-type: none"> • Rotation of the students and teachers from one school to the other during Practice Teaching • Asking each student to write an institutional project report 	<ul style="list-style-type: none"> • The practice is continued. • The practice is continued. Moreover, introductory research work is assigned to the Trainees during Mini Block & Block Teaching Programmes.

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

As mentioned earlier,

- Teaching-Learning Action Plan
- Teaching-Learning through Seminar/Workshop Mode in Core Courses
- Teaching-Learning through Project Mode in Core Courses
- ICT Use by Teacher Educators and Trainees
- Activity based Learning with ERIC
- Peer Learning & Collaborative Learning
- Theatre in Education- Experiential Learning
- Learning through Movies
- Unit Assignments
- Arts in Education through Project Mode

Criterion III: Research, Consultancy & Extension

3.1.1 How does the institution motivate its teachers to take up research in education?

Institute's Motivation for Research

Research Guidance Center

VTCSCE has 7 (5 for M.Phil. and 2 for Ph.D.) Recognized Supervising Teachers for Research work. It is a Research Guidance Center for the registered research students, the Teacher Educators of Colleges of Education and DIET Lecturers.

Moreover, research is one of the functions of CTE. So, Grant allotted from MHRD through GCERT is utilized for Research Projects Schemes and conducting Training Workshops in Research. Under the banner of CTE the lecturers of not only VTCSCE but other education colleges situated in the jurisdiction of CTE- Surat are allotted the sum amount of money to carry out Action Research or Experimental Research.

It is a matter of pride for CTE-VTCSCE, Surat to note that the 'Scheme of Financial Assistance to Lecturers for Research' was introduced first in CTEs of Gujarat after the suggestion made by the coordinator of CTE-Surat and a Member of the Research Advisory Committee (RAC) of GCERT, Gandhinagar in the Annual Meeting of CTE-IASE by GCERT. Moreover, the guideline for the scheme is modified according to the observations and suggestions of the Research Committee Members of CTE, Surat.

The Research Committee has been formed in VTCSCE since the Research Projects Scheme was introduced in 2009-10. The committee members look into the proposals, sanction them, provide guidance to the lecturers and make suggestions to maintain the quality of research work and to strengthen the scheme.

Efforts to Attract Researchers & Experts

CTE-VTCSCE issues a circular for the scheme of 'Financial Support to the Lecturer'. Besides conducting the workshop for providing guidance to the aspiring Lecturer-Investigator by eminent research experts of Gujarat. After modifying the proposal the Lecturer-Investigator starts his/her work. The Lecturer-Investigators are allowed to use library as well as computer laboratory. Thus VTCSCE make efforts to attract researchers and experts.

Some long term Institutional Research Projects like developing and standardizing aptitude test have been carried out in past. Developing Syllabus of Theatre in Education (TiE) and Concept Learning (CL) are two long term ongoing Institutional Research Projects supported by GCERT Gandhinagar.

The lecturers are asked to take up B.Ed. Syllabus based, Theme based and Utility oriented Research Projects so that they can contribute to the area of Material Development and Teaching-Learning Technology. Moreover, the developed material can be utilized in the TE institutes.

Percentage for Research in Budget & Its Utilization

Following is the CTE Grant & Its Heads of Expenditure

Year	Expenditure	Head	Percentage
2008-09	48,000	Aptitude test	11.49
2009-10	35,954	Aptitude test	8.61
	38,000	Research Assistance to Lecturers	9.11

	2,16,076	Project	51.78
	77,354	Research	18.54
		Total	88.04
2010-11	1,35,000	Need based Research Grant to Lecturers of Education Colleges	67.5
2011-12	69,000	Project	34.5
	70,286	Research	35.14
		Total	69.64
2012-13	17,640	Research Guidance work shop Dec 9- 10, 2012	2.52
	121275	Research (Lecturers) March 28, 2013	17.32
	3,35,792	Institutional Research Project	47.97
	25212	TiE Project (Small) Feb 3-5, 2013	3.60
	8318	Publication of Research Papers	1.18
		Total	72.60

No.	Year	Grant Alloted	Grant Spent	Grant Surrendered	Remarks
1	2001-02	-	-	-	Grant was not Alloted.
2	2002-05	-	-	-	Grant was not Alloted.
3	2005-06	1,00,000	1,00,000	-	
4	2006-07	6,60,000	5,19,956-98	1,38,888-00	
5	2007-08	3,75,000	2,41,580	1,33,420	
6	2008-09	4,17,500	2,83,500	1,34,000	
7	2009-10	4,17,300	3,10,300	1,07,000	
8	2010-11	2,00,000	2,00,000	-	
9	2011-12	2,00,000	2,00,000	-	
10	2012-13	7,00,000	7,00,000	-	
11	2013-14	6,00,000	6,00,000		

Seed Money for Research by SES

Sometimes SES Remedial Projects are taken up in which VTCSCE Teacher-Educators and Trainees are involved.

Financial Assistance for Student Research Projects

The Trainees for SES Remedial Projects get the benefits of learning research methodology through experience besides incentive of Rs. 1000. Following is the year wise list of the Trainees. Who works in these remedial projects:

2013-14

No	Name	Subject	School Name
1	Pankaj Patel	English	VTC Primary school, Haripura, Surat
2	Arti Chaudhry	Mathematics	VTC Primary school , Haripura, Surat
3	Mina Ravtole	Sci. & Technology	VTC Primary school, Haripura, Surat

2014-15

No	Name	Subject	School Name
1	Rabiya Panwala	Science	V.T.Choksi, Haripura, Surat
2	Archana Patel	Science	T&TV, Nanpura, Surat
3	Nilam Patel	Science	Kadiwala, ringroad, Surat
4	Pooja Rathod	Maths	Kadiwala, ringroad, Surat
5	Kinjal Gamit	Maths	T&TV, Nanpura, Surat
6	Premlata Agrawal	Maths	V.T.Choksi, Haripura, Surat
7	Dipali Chauhan	English	Kadiwala, ringroad, Surat
8	Rushita Trivedi	English	V.T.Choksi, Haripura, Surat
9	Surbhi Lashkari	English	T&TV, Nanpura, Surat

Moreover, Ex-Trainees who have completed M.Ed. and Ex-Ad-hoc Lecturers of the college are given opportunity to work as Research Assistants for CTE Institutional Projects.

1. Bhavesh Ghelani
2. Khyati Patel

Financial Assistance for Research Project to the Teacher Educator**2008-09**

No	Investigator & Study	Grant in Rupees
1	Dr.Vijay Sevak: Development & Standardization of a Writing Aptitude Test in Gujarati (Major Research Project of GCERT)	48,000/-

2009-10

No	Investigator & Study	Grant in Rupees
1	Dr.Vijay Sevak : Development & Standardization of a Writing Aptitude Test in Gujarati (Major Research Project of GCERT)	35954/-

No	Investigator & Study	Grant in Rupees
1	Dr. Kinnary Patel: A Study of the Use of Computer in Teaching the Concepts of Mathematics at Secondary Level	8,000
2	Jayshree Jambusia: Development & Effectiveness of a Computer Assisted Learning Programme as a Self-learning Technique for B.Ed. Trainees of Gujarati	10,000
3	Parul Naik: Development & Effectiveness of Variety of Question-papers in Mathematics at Secondary Section	10,000

4	Meena Parmar: A Study of the Problems of the Teachers of Bardoli due to Increasing Number of Students in the Class	10,000
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2010-11

No. & Year	Investigator	Title & Grant
1 2010-11	Mr. Pravinchandra D. Parmar V.T.Choksi Sarvajanik College of Education, Surat	Development & effectiveness of a Supervised Study Method in Teaching of Social Science of Std. IX (Grant Rs. 15,000)
2 2010-11	Dr. Dilip M. Patel Vivekanand College for B.Ed., Surat	Development & Tryout of a Multimedia Package in the Subject of Social-Science of Standard IX (Grant Rs. 15,000)
3 2010-11	Miss Ila J. Rathod Kamala college of Education, Kholwad	Video-filming & Tests on the Poems of Gujarati Syllabus of Std. VIII (Grant Rs. 15,000)
4 2010-11	Miss Maya J. Patel B.J.Patel College of Education, Bardoli	Teaching of Sanskrit Grammar with Play-Games & Activities to the Students of Std. VIII (Grant Rs. 3,434)
5 2010-11	Dr. Anil R. Singh Shikshan Bharti College of Education, Surat	Development & Tryout of Microsoft Power Point Programme in Economics-Std. XI (Grant Rs. 15,000)
6 2010-11	Miss Tejal B. Rana Vivekanand College for B.Ed., Surat	Development & Tryout of the Computer Aided Teaching in Sanskrit for Std.VIII (Grant Rs. 13,482)

2011-12

No. & Year	Investigator	Title & Grant
1 2011-12	Dr. Jayashree C. Jambusia V. T. Choksi Sarvajanik College of Education, Surat	Errors in Writing Gujarati Spellings by the Education Trainees- Reasons & Remedy (Grant Rs. 23,000)
2 2011-12	Sh. Pravin Parmar V. T. Choksi Sarvajanik College of Education, Surat	Problems of Trainees in Social Science and their Remedy (Grant Rs. 23,000)
3 2011-12	Dr. Vijay K. Sevak V. T. Choksi Sarvajanik College of Education, Surat	Listening-Speaking Development Programme in Gujarati for the Trainees (Phase I) (Grant Rs. 23,000)

2012-13

No. & Year	Name & Institute	Title & Grant
1 2012-13	Dr. Narendra Gohil V. T. Choksi Sarvajanik College of Education, Surat	Development & Tryout of a Linear Programme on Mahatma Gandhijee's Educational Contribution (Grant Rs. 15,000)

2 2012-13	Manali N. Desai B.J.Patel College of Education, Bardoli	A Comparative Study of a Dramatization Method and a Traditional Method on Populationa Education (Grant Rs. 15,000)
3 2012-13	Dr. Kinnary Patel B.J.Patel College of Education, Bardoli	Development & Tryout of Self-learning Material in the Subject of Environmental Education on the Unit of Bio-Diversity for B.Ed. Trainees (Grant Rs. 15,000)
4 2012-13	Dr. Arunbhai N. Patel Smt. P. N. Naik College of Education, Umarakh	Development & Tryout of a Multi-media Package on Defense-Mechanism and Conflict (Grant Rs. 15,000)

No. & Year	Name & Institute	Title
5 2012-13	Dr. Anand J. Bhatt Smt. P. N. Naik College of Education, Umarakh	A Comparative Study of Effectiveness of CMC Method and Traditional Instructional Method in Teaching of Courseware (Grant Rs. 15,000)
6 2012-13	Dr. Jayesh D. Patel Jay Jalaram Talimi Snatak Mahavidyalaya, Thava	Development & Tryout of a Computer Assisted Programme on Swami Vivekanand's Thoughts on Education (Grant Rs. 15,000)
7 2012-13	Dr. Bhaveshkumar I. Raval Sh. Mahavir Vidyamandir Trust B.Ed. College, Pandrasara, Surat	Development & Tryout of Computer Assisted Instruction on Distance Education (Grant Rs. 15,000)
8 2012-13	Chetan R. Patel Sh. Mahavir Vidyamandir Trust B.Ed. College, Pandrasara, Surat	Development & Tryout of Computer Assisted Instruction Programme on Educational Technology and School Management (Grant Rs. 15,000)
9 2012-13	Institutional Research Project (Total 3 Yrs) VTCSCS, Surat (Dr. Vijay K. Sevak)	Concept Learning for Visually Challenged Students (Training & Material Development) (Grant Rs. 88,985)

10 2012- 13	Institutional Research Project (Total 6 Yrs) VTCSCE, Surat (Dr. Vijay K. Sevak)	Developing Syllabus for Diploma in Theatre in Education (Training & Material Development) (Grant Rs. 2,46,807)
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Following are some striking features of Research function of VTCSCE:

- **Autonomy to the Principal Investigator:** The Principal Investigator works independently without intervening of the superiors.
- **Timely Availability or Release of Resources:** Grant utilized for the purpose of Research is released on time by GCERT, Gandhinagar. So, VTCSCE doesn't find any problem to disburse it to the beneficiaries of the scheme.
- **Adequate Infrastructure & Human Resources:** VTCSCE has adequate infrastructure (Rich Library & E-facility) and human resource (Resource Persons) for research work.
- **Time-off, Reduced Teaching Load, Special Leave etc. to Teachers:** Without taking any of the benefits like reduced teaching load or special leave VTCSCE Teacher Educators take up individual and institutional research projects.
- **Support in Terms of Technology & Information Needs:** VTCSCE has not only a rich library with internet access but computer laboratory, too for information needs.

Facilitate timely Auditing and submission of Utilization Certificate to the Funding Authorities: VTCSCE gets completed the audit and utilization certificate procedure and sending the audit report to the GCERT regularly in time.

Formation of Research Committee & its Recommendations.

CTE – VTCSCE Surat has research committee comprising of experts in research in Gujarat to make policy for taking up research subjects and allotting grants to the lecturers. Some recommendations regarding the need based research and to develop materials in school and education college subjects were made after reviewing the yester year's research reports.

Sr.no.	Resource Persons	Designation
1	Dr.Bhadruyu Vachhrajani	Director, Academic staff college, Rajkot
2	Dr.Ramesh Kothari	CASE, M.S.Uni. Baroda
3	Dr. Nalin Pandit	Ex-Director Gujarat Council of Educational Research & Training, Gandhinagar
4	Dr. Navneet Rathod	Professor- Dept. of Edn., Bhavnagar University, Bhavnagar
5	Dr.Chandrakant Bhogayata	Professor- Dept. of Edn., Bhavnagar University, Bhavnagar
6	Dr.Kantibhai Likhya	Vidyanager
7	Dr.S.S.Shukla	Aso.Professor, Department of Education, Ahemdabad
8	Dr.Dipikaben Shah	Education Department, VNSGU, Surat
9	Dr. Artee Kasvekar	Reader- Dept. of Edn., Gujarat Vidyapeeth, Ahmedabad
10	Dr.Ramesh Patel	CASE, M.S.Uni. Baroda

Efforts to Attract Researchers & Experts

CTE-VTCSCE issues a circular for the scheme of 'Financial Support to the Lecturer'. Besides conducting the workshop for providing guidance to the aspiring Lecturer-Investigator by eminent research experts of Gujarat. After modifying the proposal the Lecturer-Investigator starts his/her work. The Lecturer-Investigators are allowed to use library as well as computer laboratory. Thus VTCSCE make efforts to attract researchers and experts.

3.1.2 What are the thrust areas of research prioritized by the institution?

Priority & Strategies for Planning, Upgrading & Creating Innovative Research Areas

VTCSCE values Research work on the basis of its innovativeness, productiveness and utility in Teaching-Learning that go well with the rationale shown in the Curriculum Drafts of the Government of India. So, Material Development and T-L Strategy are its main Focus Areas. Accordingly, the Teacher Educators prepare proposals after studying the curriculum drafts, identifying and understanding the need of the hour to be sanctioned by the Research Committee of CTE.

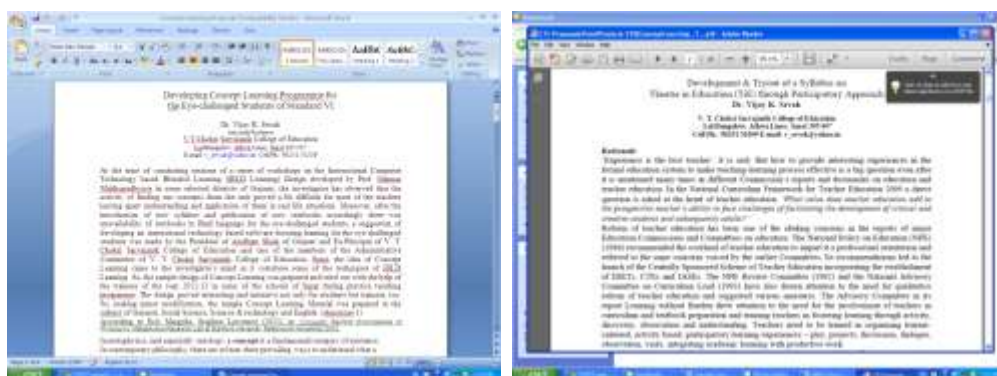
To the Trainees unit based Simple Survey and Remedial Research on a small scale are assigned that they have to carry out during the Block Teaching Programme.

Sometimes during Block Teaching Programme Case Study of a School on a Small Scale is assigned.

For developing Data Analysis Skill training for using Computer Programme or Soft ware is imparted.

As VTCSCE has a College Center of CCRT, New Delhi, Projects on 'Know Your City' & 'Know Your Taluka/District' are assigned to the Social Science Trainees.

Following are the VTCSCE's two ongoing and Innovative Institutional Projects:



Thrust Areas

VTCSCE has focused on Material Generation and Teaching-Learning Technology since long so that whatever material is generated and T-L techniques applied and tried out can be utilized either in the TE institutes or Primary/Secondary schools.

Interaction in Undertaking Inter-Disciplinary Research (Thrust)

CTE-VTCSCE has undertaken a six year Institutional Project of 'Developing Syllabus of TiE for Teachers through Participatory Research'. It is a **Multidimensional Project** that covers the foundation components of TiE i.e. Self, Family, Society and Education aiming at sensitizing Children, Family Members, Teachers, and Society Members about Self and Surroundings through the techniques of Applied Dramatics. It's an **Interdisciplinary**

Research Project that covers the areas of Education, Dramatics, Philosophy, Psychology, Sociology and Education Technology. For a series of workshops on different aspects of TiE the Resource Persons from TiE-NSD, New Delhi; Performing Arts- M.S.University, Vadodra; and Center for Social Research, Surat are invited. The National Level Committee for Framing Syllabus of TiE will be formed comprising the experts from TiE, Education, Research, and Curriculum Designing.

Syllabus Framing Design for TiE

ક્રમ No.	વર્ષ Year	પ્રવૃત્તિ Activity
<ul style="list-style-type: none"> Introduction & Exposure Stage 	2012-13 નાટક દ્વારા શિક્ષણ પાઠ્યક્રમ આધારિત 'નાટકો પુસ્તકનું લોકાર્પણ	<ul style="list-style-type: none"> પાઠ્યક્રમ આધારિત નાટ્યલેખન કાર્યશિબિરમાં ઉપરાંત કળાકીય પ્રવૃત્તિમાં ભાગ લીધેલા માધ્યમિક શિક્ષકો અને જિલ્લા શિક્ષણ અને તાલીમ ભવનના અધ્યાપકો માટે વર્ગખંડ નાટક (Classroom Drama) અને શિક્ષણમાં નાટ્યકળાનો વિનિયોગ (Theatre in Education) પરનો પ્રારંભિક કાર્યશિબિર Introductory Workshop for Teachers on DiE & TiE (NSD-TiE Resource Persons- Global Resource) Introductory Workshops for Teachers on Self & Family (Practicing TiE Resource Person- Local Resource) Small Projects Practising DiE & TiE with School Children Group for 7 Days (21 Hours) + Parents Session & Culmination
1 Exposure, Experience & Observation Stage	2013-14	<ul style="list-style-type: none"> ઓગસ્ટથી જાન્યુઆરી પ્રતિ સપ્તાહ એક દિવસ ખાસ બાળકો તથા સેવાકાલીન ,બાળકો (શનિવાર) અને પૂર્વતાલીમ શિક્ષકો માટે નાટકના સારવારલક્ષી ઉપયોગ અને નાટક દ્વારા વ્યક્તિત્વ વિકાસનો કાર્યક્રમ નેશનલ સ્કૂલ ઓફ -થિએટર ઇન એડ્યુકેશન વિભાગ) નવી દિલ્હીના માળખા અને માર્ગદર્શન પ્રમાણે (નેશનલ સ્કૂલ ઓફ ડ્રામા નવી દિલ્હીના સહકારથી , દિવસનો નાટ્યનિર્માણ કાર્યશિબિર 30 બાળકો માટે Introductory Workshops for Teachers on Self, Family, Society & Education (Practicing TiE Resource Person- Local Resource) Practising DiE & TiE with School Children for 2 Hours a Week of the Academic Year (Total 88-90 Hours) + Parents Sessions & Culminations Introductory Workshop for Teachers and Children on Process Drama & Production oriented Play (NSD-TiE Resource Persons- Global Resource/ Local Resource) Cultural Exchange with Other State's Children through Process Drama
2 Exploration & Formation Stage	2014-15	<ul style="list-style-type: none"> ઓગસ્ટથી જાન્યુઆરી પ્રતિ સપ્તાહ એક દિવસ ખાસ બાળકો તથા સેવાકાલીન ,બાળકો (શનિવાર) અને પૂર્વતાલીમ શિક્ષકો માટે નાટકના સારવારલક્ષી

		<p>ઉપયોગ અનેનાટક દ્વારા વ્યક્તિત્વ વિકાસનો કાર્યક્રમ નેશનલ સ્કૂલ ઓફ -થિએટર ઇન એડ્યુકેશન વિભાગ) (ર્શન પ્રમાણેનવી દિલ્હીના માળખા અને માર્ગદર્શન ,ડ્રામા</p> <ul style="list-style-type: none"> શિક્ષકો માટે થિએટર ઇન એડ્યુકેશન અંગેનો પાઠ્યક્રમ વિકસાવવો . Practising Process & Production oriented Drama with School Children for 2 Hours a Week of the Academic Year (Total 88-90 Hours) + Parents Sessions & Culminations Introductory Workshop for Teachers on Education, Learning, ABL & Evaluation- Global Resource & Local Resource) Core Group Meeting for Developing Syllabus on TiE
3 Formation & Try-Out Stage	2015-16	<ul style="list-style-type: none"> ઓગસ્ટથી જાન્યુઆરી પ્રતિ સપ્તાહ એક દિવસ કાલીનખાસ બાળકો તથા સેવા બાળકો (શનિવાર) અને પૂર્વતાલીમ શિક્ષકો માટે નાટકના સારવારલક્ષી ઉપયોગ અને નાટક દ્વારા વ્યક્તિત્વ વિકાસનો કાર્યક્રમ નેશનલ -થિએટર ઇન એડ્યુકેશન વિભાગ) સ્કૂલ ઓફ ડ્રામા (નવી દિલ્હીના માળખા અને માર્ગદર્શન પ્રમાણે , શિક્ષકો માટે થિએટર ઇન એડ્યુકેશન અંગે વિકસાવવામાં આવેલા પાઠ્યક્રમની અજમાયશ અને સંશોધન કાર્ય Practising Process & Production oriented Drama with School Children for 2 Hours a Week of the Academic Year (Total 88-90 Hours) + Parents Sessions & Culminations Introductory Workshop for Teachers on Story Telling & Dramatization & Evaluation- Global Resource & Local Resource) Core Group Meeting for Developing Syllabus on TiE

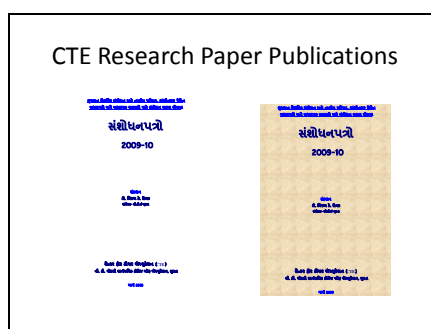
<p>4 Try-Out & Modification Stage</p>	<p>2016-17</p>	<ul style="list-style-type: none"> • ઓગસ્ટથી જાન્યુઆરી પ્રતિ સપ્તાહ એક દિવસ ખાસ બાળકો તથા સેવાકાલીન ,બાળકો (શનિવાર) ટે નાટકના સારવારલક્ષીઅને પૂર્વતાલીમ શિક્ષકો મા ઉપયોગ અને નાટક દ્વારા વ્યક્તિત્વ વિકાસનો કાર્યક્રમ નેશનલ સ્કૂલ ઓફ -થિએટર ઇન એડ્યુકેશન વિભાગ) નવી દિલ્હીના માળખા અને માર્ગદર્શન પ્રમાણે (• શિક્ષકો માટે થિએટર ઇન એડ્યુકેશન અંગે વિકસાવવામાં આવેલા પાઠ્યક્રમની અજમાયશ અને સંશોધન કાર્યને આધારે જરૂરી સુધારાવધારા- • Practising Story Telling & Dramatization & Evaluation with School Children for 2 Hours a Week of the Academic Year (Total 88-90 Hours) + Parents Sessions & Culminations • Core Group Meeting for Developing Syllabus on TiE • Trying Out TiE Syllabus at VTCSCE, Surat
<p>5 Application Stage</p>	<p>2017-18</p>	<ul style="list-style-type: none"> • ઓગસ્ટથી જાન્યુઆરી પ્રતિ સપ્તાહ એક દિવસ ખાસ બાળકો તથા સેવાકાલીન ,બાળકો (શનિવાર) અને પૂર્વતાલીમ શિક્ષકો માટે નાટકના સારવારલક્ષી ઉપયોગ અને નાટક દ્વારા વ્યક્તિત્વ વિકાસનો કાર્યક્રમ નેશનલ સ્કૂલ ઓફ -ડ્યુકેશન વિભાગથિએટર ઇન એ) નવી દિલ્હીના માળખા અને માર્ગદર્શન પ્રમાણે (• શિક્ષકો માટે થિએટર ઇન એડ્યુકેશન અંગેના પાઠ્યક્રમનો જરૂરી સુધારાવધારા સાથે અમલ- • Core Group Meeting for Modifying Syllabus on TiE • Modifying & Finalizing TiE Syllabus • Administrative Procedure with the VNSGU, Surat for the Recognition of the Syllabus on TiE • Application of TiE Syllabus at VTCSCE, Surat

Thus, CTE-VTCSCE has the following Thrust Areas:

Prioritized Research Areas: T-L Materials, T-L Process, ABL & Experiential Learning



Contribution in: Case Study, Development & Standardization of an Aptitude Test, Action Research, Material Generation & its Experimental Research, Participatory Research (Title Pages)



Interaction in Undertaking Inter-Disciplinary Research

CTE-VTCSCE has undertaken a six year Institutional Project of ‘Developing Syllabus of TiE for Teachers through Participatory Research’. It is a **Multidimensional Project** that covers the foundation components of TiE i.e. Self, Family, Society and Education aiming at sensitizing Children, Family Members, Teachers, and Society Members about Self and Surroundings through the techniques of Applied Dramatics. It’s an **Interdisciplinary. Research Project** that covers the areas of Education, Dramatics, Philosophy, Psychology, Sociology and Education Technology. For a series of workshops on different aspects of TiE the Resource Persons from TiE-NSD, New Delhi; Performing Arts- M. S.University, Vadodara; and Center for Social Research, Surat are invited. The National Level Committee for Framing Syllabus of TiE will be formed comprising the experts form TiE, Education, Research, and Curriculum Designing. (The detailed schedule is shown in point 3.1.2)

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

CTE-VTCSCE allots grants to Teacher Educators to take up Action Research in their colleges to develop T-L Materials and T-L Strategy. 09 Colleges and 17 Teacher Educators are benefitted through the Research Assistance Scheme of CTE-VTCSCE.

Moreover, VTCSCE Faculty Members including the Principal are interested in research work. So, they take up Research Projects that benefit the Trainees involving them into the work. Research Guidance Sessions are held for better understanding of the Research Assignment during Block

Teaching Programme. Surveys carried out on ELT during Karmayogee Training Programme for Resource Persons and In-service Teachers by Dr. Vijay Sevak has contributed a lot in planning and practicing ModCom Approach and Functional English in the schools of Gujarat.

Research Papers on Training Programmes

• Language Rich Environment

- Suggestions by the Investigator
- 1. Key Resource Persons (KRPs) and Resource Persons (RPs) Teachers should be made clear about the concept and objectives of the Reding and Supplementary Reading through Intensive Training Programme on it.
- 2. Key Resource Persons (KRPs) and Resource Persons (RPs) Teachers should be intensively trained in the making of supplementary reading materials, developing comprehension tasks and transiting the content of the Supplementary Reading Lessons.
- 3. Supplementary Reading Lessons (!) or Supplementary Reader should not be made the part of the examination. They can be models for the examination. For the examination unseen reading material should be asked. Moreover, variety of exercises and tasks should be included in the question paper.
- 4. The format of the Supplementary Reading Lessons and Supplementary Reader should be changed according to its concept.
- 5. KRPs and RPs should be exposed to innovative (Functional rather than Traditional) Transitional, Practicing and Evaluative Exercises and Tasks sufficiently to assimilate their concepts and functions during the intensive training programme. Demonstration and Workshop Mode can be proved beneficial.
- 6. The theme for the training programme for KRPs & RPs should be finalized earlier having a

Project Assigned by Other Institutes

- Project 'Language Development through Drama' by WZCC, Udaipur
 - Project Surat by CCRT, New Delhi
 - Project by C.Z. Shah Education Trust



Moreover, VTCSC Faculty Members Lead the Research Projects they have taken up. Research Workshops are held by them under the banner of CTE, IASE and SES.

They are engaged in Individual or Collaborative Research Activity. Some Individual Research Projects on ELT are carried out without taking help from any agency. (Ready, Steady & Go; Fun & Fluency with Functions)

Individual Projects

- VKS & Other Faculties
- English Easy English
Development & Tryout of A Functional Syllabus in English for Primary Level Section (Standard V,VI,VII) - District Institute of Education & Training (DIET), Surat; 2006.
- Fun & Fluency with Functions
Development & Tryout of A Functional Syllabus in English for Secondary Level Section (Standard VIII, IX & X)-Gujarat Council of Educational Research & Training; Gandhinagar, 2008.

Project Action Research and Project Aptitude Test were carried out by GCERT in which two of the Faculty Members have worked as Principal Investigator.

Writing Aptitude Test (Gujarati) published by CTE-Surat



Small Research Projects, Minor Research Projects, and Institutional Research Projects are carried out under the banner of CTE-VTCSCSCE, Surat.



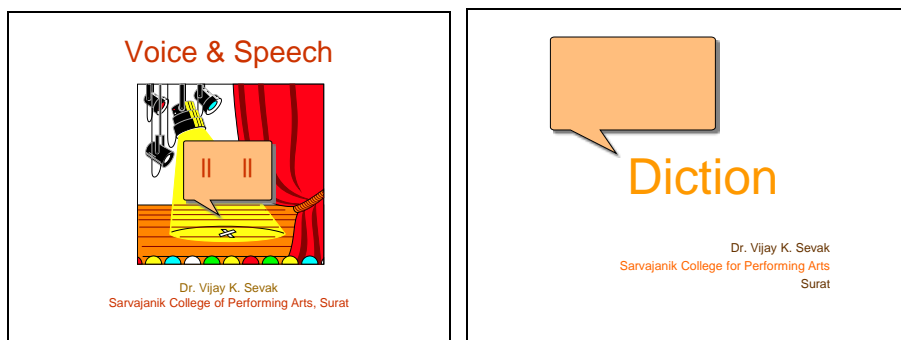
Outcome & Impact Lab to Land

The research projects of GCERT-Gandhinagar and CTE-Surat are pragmatic and realistic in nature. So, the material developed and findings of the research can be applied in the colleges and schools.

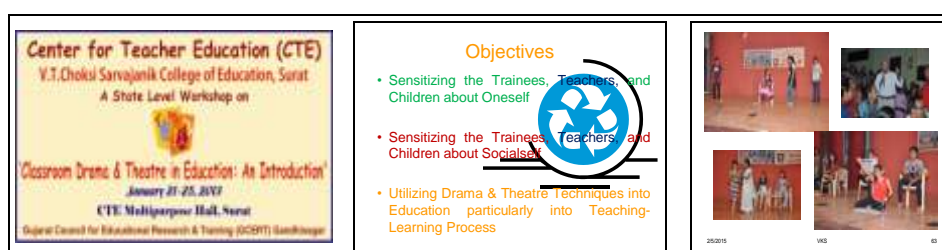
Following are the examples of the application of the research projects of GCERT and CTE:

- The process of improvement took place in DIETs by GCERT after DIET Case Study Reports.
- The process of improvement took place in schools having below 25 percent results of the students after implementing suggestions made in the Remedial Studies.
- The scenario of teaching English at Secondary level is changed after the continuous efforts of Preparing Textbooks, Preparing Modules, Designing and Conducting Workshops and Seminars and Research Work on them. Functional English & Techniques of Communicative Approach are applied in the schools and TE colleges of Gujarat.
- Aptitude Tests in different school subjects for the students of Standard IX are developed and standardized at Gujarat level to help them select the proper stream/course for further study. Any secondary school of Gujarat can contact the DEO of the district and get the Aptitude Tests for guiding their students.
- The teachers of English and the Principals could understand Input Rich Environment techniques and the importance of English Club in the school to develop English Atmosphere in the classroom and school.

The tools for Speech Development Programme in the Mother-tongue Gujaratee are developed and applied not only on the school students but on the college students of Dramatics and on the announcers to be of AIR in VANEE Training Programme.



- The CDs in the four school subjects of Gujaratee, Social Science, Science & Technology and English developed during the Institutional Project ‘Concept Learning’ are utilized for Eye challenged students of Standard VI. (Please, See Cri.1 Point No. 1.3 & Cri. 2 Point No.2.3.9)
- Institutional Project ‘Theatre in Education’ has become a call of the day for Active Learning and it has started to Proliferate from Primary to Higher Education Level. It has created the demand in Private Sector, too. The techniques of TiE are applied in T-L process of VTCSC, Surat.



Developing Scientific Temper & Research Culture among Students

VTCSC Teacher Educators who have taken up research projects for CTE or DIET involve some Trainees in research activities like Material Generation, Data Collection and Statistical Analysis of the data to expose the field of research in education and to pass through the experience of research procedure. (2012-13 batch, 2014-15 batch)

In Remedial Work Projects by SES, too, some of the Trainees are involved. The details were given in the point 3.1.1

All the Trainees are assigned Surveys & Projects like Case Study of a school and correlation between the Achievement scores of two subjects result on small scale during Block-Teaching Programme.



In CTE Projects Ex-Students work as Research Assistants when and where required.

All these activities create scientific temper and research culture among the Trainees and encourage some to join M.Ed. programme after getting B.Ed. degree.

VTCSC Teacher Educators take up Research Projects getting benefits of the Research Scheme. Moreover, two long term Institutional Projects are going on in the area of Theatre in Education and Concept Learning.

Concept Learning

- Achievements
- Need based Teaching-Learning Software
- Involvement of Pre & In-service Teachers
- Linkage


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

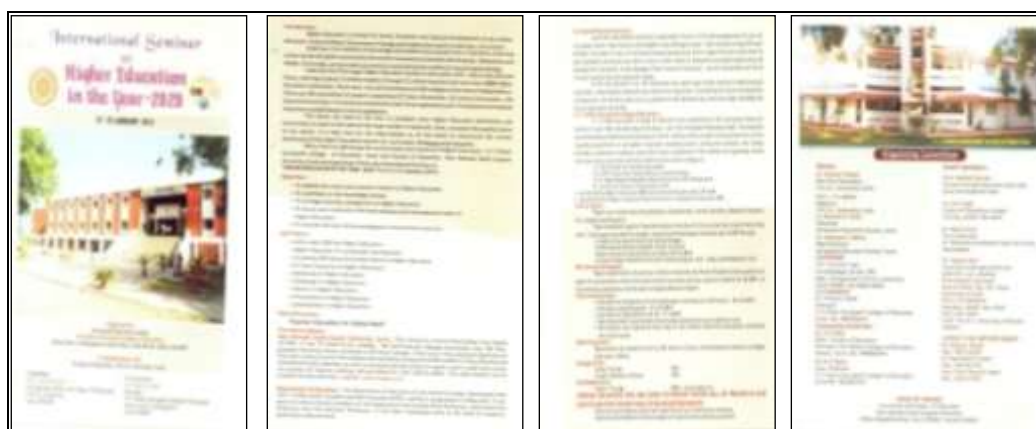
Workshops/ Sensitization-Training Programmes by CTE-VTCSCE

CTE-VTCSCE since 2001 has been inviting research proposals for the scheme of 'Financial Assistance to Lecturers for Research'. For better understanding and guidance the Training Workshops are held regularly.

Year wise Training Programme & Names of the Resource Persons

Sr.no.	Resource Persons	Designation
1	Dr.Bhadruyu Vachhrajani	Director, Academic staff college, Rajkot
2	Dr.Ramesh Kothari	CASE, M.S.Uni. Baroda
3	Dr. Nalin Pandit	Ex-Director Gujarat Council of Educational Research & Training, Gandhinagar
4	Dr. Navneet Rathod	Professor- Dept. of Edn., Bhavnagar University, Bhavnagar
5	Dr.Chandrakant Bhogayata	Professor- Dept. of Edn., Bhavnagar University, Bhavnagar
6	Dr.Kantibhai Likhiya	Vidyanager
7	Dr.S.S.Shukla	Aso.Professor, Department of Education, Ahemdabad
8	Dr.Dipikaben Shah	Education Department, VNSGU, Surat
9	Dr. Artee Kasvekar	Reader- Dept. of Edn., Gujarat Vidyapeeth, Ahmedabad
10	Dr.Ramesh Patel	CASE, M.S.Uni. Baroda

VTCSCE has organized an International Conference on 'Education in 2020'.





Workshops/Seminars/Conferences attended by Faculty Members (5 Years)

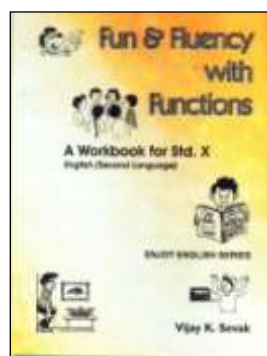
No	Name	Total Workshops/Seminars/Conferences attended by Faculty Members
1	Dr. Vinod Patel	18
2	Dr. Nlin Patel	08
3	Dr. Vijay Sevak	91 (81 As a Resource Person + 10 As a Participant)
4	Dr. Narendra Gohil	17
5	Dr. Jayshree Jambusia	10
6	Dr. Pravin Parmar	16

3.2 Research & 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.

Research Achievements

- **Research Contributing to Product Improvement:** VTCSCE Teacher Educator Dr. Vijay Sevak has developed Functional Grammar according to ModCom Approach of teaching English after working as a Text-book & Module Writer; Writing Aptitude Test in Gujarati as a part of a Major Research Project by GCERT; and T-L Designs according to Theatre in Education Techniques.
- **Research Studies Benefitting the Community or Improving the Services:** ‘Project Fun & Fluency with Functions’ has benefitted not only to the teachers of English but to the students, too. Same is the case with ‘Project Theatre in Education’ that has been benefitting the Working Group Teachers i.e. TiEFs and Working Group Students i.e. TiE Buddies. ‘Project Concept Learning’ has been benefitting the visually challenged students, ‘Project Ieshvarne Name Vanee (Speaking in the Name of God)’- a Listening-Speaking Programme has been benefitting not only to school students but to the announcers and actors to be i.e. the students of Performing Arts college. VTCSCE Teacher Educator Dr. Vijay Sevak got an opportunity to work as one of the Resource Persons in the ‘Project iBLD’ under the guidance of Prof. Marmar Mukhopadhyaya, sponsored by Government of Gujarat where he developed a sample of iBLD and imparted training to the teachers of English of Vadodara, Anand and Surat districts and evaluated the iBLDs prepared by them. Findings of the study made the foundation for Project Virtual Classroom



Lecturers' Experimental Research Projects under the CTE scheme has benefitted the school teacher and the college trainees.

Research Inputs Contributing to New Initiatives & Social Development: 'Project Fun & Fluency with Functions' has supported the process of change in teaching approach of English i.e. Switching over to Functional English and ModCom Approach from Structural Approach. VTCSCE is the first education college of India that started applying Theatre Techniques of TiE scientifically and systematically aiming at developing syllabus of TiE for Teachers. The series of workshops on TiE has created not only the atmosphere for Activity based Learning but demand for TiE Techniques in the schools. Some Handbooks and CDs are contributing in the field of Teaching & Learning and Experiential Learning. 'Project Concept Learning' has contributed to the Learning of visually challenged students and 'Project Ieshvarne Name Vanee (Speaking in the Name of God)'- a Listening-Speaking Programme has contributed to the field of Regional Language (Mother tongue) Development.



VTCSCE Teacher Educator Dr. Vijay Sevak got an opportunity to work as one of the Resource Persons in the 'Project iBLD' under the guidance of Prof. Marmar Mukhopadhyaya, sponsored by Government of Gujarat where he developed a sample of iBLD and imparted training to the teachers of English of Vadodara, Anand and Surat districts and evaluated the iBLDs prepared by them. Findings of the study made the foundation for 'Project Virtual Classroom (VCP)'.

- **Publication of Research Journal**

VTCSCE has published compilations of the research papers by the beneficiary Lecturer-Investigators of the CTE-Surat scheme of Financial Assistance to Lecturers.

Publication of Research Journal

VTCSCE has not published a Research journal yet but the compilations of the research papers by the beneficiary Lecturer-Investigators of the CTE-Surat scheme (As shown in 3.1.2) are prepared

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

Research Facilities for Students & Research Scholars

Following are the facilities for Research in the college Library:

No.	Facilities	Details
1	Reading Corner	√
2	Research Corner	Inflibnet, Thesis, Dissertations
3	E-Corner	Wi-Fi, E-Books, i-Net
4	Printing Facilities	1+1 Printers
5	Scanning Facilities	One Scanner
6	Issuing Facilities	√
7	Display Facilities	√
8	Book Bank Facilities	√

Resource	Total Number
Books	15095
Encyclopedia	09
Yearbooks	05
Magazines	17
National Journals	09
International Journals	01
A-V T-L Resources	26
Software	Soul 2.0
Internet Access	√

Following are the Number of Thesis, Dissertations, Books on Research, Journals, and Project Reports in the Library:

Thesis	Dissertation	Books	Journals	Project Report
61-Ph.D.	M.Ed.-180+M.Phil-2=182	22	02	25

Psychology Laboratory:**List of the Tests**

No	Test Name	Author
1	HSPQ: Personality Measurement test	Dr.J.H.Shah
2	Minor Intelligence test	Dr.J.H.Shah
3	16 PFQ	Dr.J.H.Shah
4	List of Student Problems	Dr.J.H.Shah
5	self Concept experiment	Dr.J.H.Shah
6	Scale of social economical states	Dr.R.S.Patel
7	Speed and Accuracy test	Dr.R.S.Patel
8	Count Eligibility test	Dr.R.S.Patel
9	Group Logic test (verbal)	Dr.C.C.Pathak
10	Logical Eligibility test	Dr.H.N.Tapodhan
11	Desai-Bhatt Group Intelligence test	Dr.K.G.Desai
12	Shukla Test for the Gujarati Students Intelligence Measurement	Dr.C.L.Bhatt, Shukla

Computer Laboratory: Programme (Software List)

No.	Software	Details
1	Soul Software	1
2	Microsoft Office	4
3	Movie Maker	2
4	Sound Cutter	2
5	Video Cutter	2

Guidance: Research Supervising Teachers

Research Guides (Ph.D. & M.Phil. Supervising Teachers' Names)		
No.	Name	Guides
1	Dr.Vinod Patel	Ph.D. & M.Phil.
2	Dr.Vijay Sevak	Ph.D. & M.Phil.
3	Dr.Narendrasinh Gohil	M.Phil.
4	Dr. Nalin Patel	M. Phil.
5	Dr.Pravinchandra Parmar	M.Phil.
6	Dr.Jayshri Jambusia	M.Phil.

SES Research Center: Library & Small Projects: SES (List)

SES Research Center: Library



Small Projects

SES Remedial Projects

No	Project Title	Year
1	Diagnostic and Remedial Educational Project for Academically weak students	2013-14
2	Diagnostic and Remedial Educational Project for Academically weak students	2014-15

Library Resources

Following are the details of the library:

Encyclopaedia:	09
Research Abstracts:	14
Research Journals:	02
Year Books:	05
Thesis:	182
Dissertations:	61
Project Reports:	25
INFLIBNET Facility:	√



Photo of a foreign student for research work

Collaborative Research Facilities

VTCSCE has following Collaborative Research facilities:

Research Assistance: GCERT

E-Corner: INFLIBNET

Computer Laboratory: New Technology- Data Analysis Software

Psychology Laboratory

Research Facilities Outside

Research facilities are available at VTCSCE Library and Computer Laboratory besides VNSGU Library and SES Research Center.



Use of Equipment & Research Facilities by Faculty & Staff

The Teacher Educators of VTCSCE and the Lecturer-Investigators make use of a Reference Materials in the Library, a Computer Lab, Soft wares & Psychological Tests of the college. List/Number of Reference Materials for Research, Name of the Softwares, and Psychology Tests. (As shown above)

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

Publication of ICT/Technology related Instructional Materials

Year wise details are shown below:

No.	Title	Name	Year
1	ICT for ELT	Vijay Sevak	2008-09
2	ABC of Computer	Bhavesht Thakar	June, 2009

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

A) Organised by the institution

B) Attended by the staff

C) Training provided to the staff

Training Programmes/Workshops on Material Development

A) Organised by the institution (CTE)

Following are the details:

No.	Year	Title & Place	Participants	Expenditure
1	May 31- June 2- 2008	RP Training Std.VII-X English (SL) VTCS College of Edn., Surat Swami Narayan Gurookul, Ved-Surat (Surat Urban)	174	1,86,131
2	Feb 13 to 15, 2009	Poetry- Feeling language within the Language- English (SL) VTCS College of Education, Surat (Surat Urban)	34	15,676
3	May 24-26, 2009	RP Training Std.X English (SL) VTCS College of Edn., Surat Swami Narayan Gurookul, Ved-Surat (Surat Urban)	154	1,95,012
4	Feb 18 to 20, 2010	Poetry- A Language within the Language- English (SL) Amity School, Bharuch (Narmada)	31	21,064
5	Aug 16-18, 2010	Syllabus based Play-writing Multipurpose Hall	21	Rs. 13,409
6	September 26- 28, 2010	Adolescence Education Multipurpose Hall- Surat	100	26,613
7	Feb 16-18, 2012	Adjustment in Life Surat	160	37669
8	Feb 21-23, 2012	Defense Mechanism Surat	160	25,033

9	March 9, 2012	Creativity in Education Kamrej-Surat	60	4300
10	Oct 7- 8, 2012	Sex Edn Surat	154	37851
11	Dec 8-10, 2012	Intelligence Surat	100	37236
12	Jan 21- 25, 2013	DiE & TiE Surat	106	2,21,595
13	March 13-16, 2013	KavyaShikshan Surat	81	86653
14	Sept 2012-March 2013	Concept Learning (1, 2 & 3) Surat	153	88985

- Organized and Conducted by the Institute's Staff Members (CTE)**

No	Name	Organized by CTE
1	Dr. Vinod Patel	02
2	Dr.Nalin Patel	03
3	Dr.Vijay Sevak	10
4	Dr.Narendra Gohil	03
5	Dr.Jayashree Jambusia	07
6	Dr.Pravin Parmar	06

- Attended by the Staff** (As mentioned in Point:3.1.4)

- Training Provided to the Staff (CTE)**

No	Date	Subject & Title	Expenditure
1	29-9-10 to 1-10-10	Teaching of Technology	20,000/-
2	03-03-2012 to 05-03-2012	Educational Technolgy	19,570/-
3	07-10-12, 08-10-12	U Turn in Edn	16,541/-
4	21-01-2013 to 25-01-2013	DiE & TiE	2,21,595/-

3.2.5 List the journals in which the faculty members have published papers in the last five years. Following is a list of Publication of Books, CDs & Research Papers of Lecturers separately Year wise (From API)

Publication by Faculty Members

Following is year wise list of Publication of Books, CDs & Research Papers of Lecturers

No	Name	Books	CDs	Research Paper
1	Dr. Vinod Patel	05	00	05
2	Dr.Nalin Patel	11	00	01
3	Dr.Vijay Sevak	02	05	06
4	Dr.Nrendra Gohil	06	00	07
5	Dr.Jayashree Jambusia	05	00	04
6	Dr.Pravin Parmar	01	00	01

List of the published books, CDs, Research Papers and Research Articles

Dr. Vinod Patel

Sr. No.	Book Title Editor & Publisher*	ISSN/ISBN No.
[1]	[2]	[3]
01	Teacher's Hand Book of Science Std. VII (Sem. I) Text Book base for Upper Primary	978-81-8461-631-6
02	Teacher's Hand Book of Science Std. VIII (Sem. I) Text Book base for Upper Primary	978-81-8461-638-5
03	Teacher's Hand Book of Science St. VI (Sem.II) Text Book base for Upper Primary	978-81-8461-683-5
04	Teacher's Hand Book of Science St. VII (Sem.II) Text Book base for Upper Primary	978-81-8461-690-3
05	Teacher's Hand Book of Science St. VIII (Sem.II) Text Book base for Upper Primary	978-81-8461-697-2

Sr. No.	Title with Page No.	Type of Book & Authorship	Publisher & ISSN/ISBN
[1]	[2]	[3]	[4]
01	Teacher's Hand Book of Science Std. VII (Sem. I)	Text Book for Upper Primary	Gurjar Prakashan Ahmedabad
02	Teacher's Hand Book of Science Std. VIII (Sem. I)	Text Book for Upper Primary	Gurjar Prakashan Ahmedabad
03	Teacher's Hand Book of Science Std. VI (Sem. II)	Text Book for Upper Primary	Gurjar Prakashan Ahmedabad
04	Teacher's Hand Book of Science Std. VII (Sem. II)	Text Book for Upper Primary	Gurjar Prakashan Ahmedabad
05	Teacher's Hand Book of Science Std. VIII (Sem. II)	Text Book for Upper Primary	Gurjar Prakashan Ahmedabad

Sr. No.	Title with Page No.	Journal
[1]	[2]	[3]
01	A Study of pupils' attitude towards Disaster Management in Curriculum and Co-curriculum activities after earthquake in Gujarat[P. No. 37 - 38]	International Journal of Education for Human Services

Sr. No.	Book Title Editor & Publisher	ISSN/ISBN No.
[1]	[2]	[3]
01	Teacher in Emerging Indian Society. B. Ed. Syllabus Shri Gajanan Pustakalay, Surat	---
02	Teacher in Emerging Indian Society B. Ed. Syllabus Amol Prakashan, Ahmedabad	---
03	Teacher's Hand Book of Science Std. VI (Sem. I) Gurjar Prakashan, Ahmedabad	978-81-8461-624-8

Sr. No.	Title with Page No.	Type of Book & Authorship	Publisher & ISSN/ISBN
[1]	[2]	[3]	[4]
01	Teacher in Emerging Indian Society	B. Ed. Syllabus	Shri Gajanan Pustakalaya, Surat
02	Teacher in Emerging Indian Society	B. Ed. Syllabus	Amol Prakashan, Ahmedabad
03	Teacher's Hand Book of Science Std. VI (Sem. I)	Text Book base for Upper Primary	Gurjar Prakashan, Ahmedabad

Sr. No.	Book Title Editor & Publisher	ISSN/ISBN No.
[1]	[3]	[4]
01	Text Book of Research for M. Ed. students : Techniques of Research (State Publication)	---

Sr. No.	Title with Page No.	Type of Book & authorship	Publisher & ISSN/ISBN
[1]	[2]	[3]	[4]
01	Techniques of Research	Regional Publication Text Book of Research for M.Ed. students	Gurjar Pkakashan Ahmedabad

Dr. Nalin Patel

Sr.No	Title with page no.	Book, title,editor & publisher	ISSN/ ISBN No.
2	Bharatma Shikshan Pranalino Vikas. Page-464	Amol- Varishen Prakashan- Ahmedabad. Year-2008-09	-
3	Vignan ane Technologynu Adarsha Adhyapan. Page 316	Amol- Varishen Prakashan- Ahmedabad Year-2008-09	-
4	Bhartiya Shikshanna Prashno ane Pravaho. Page- 364	Nirav Prakashan	-

5	Bharatma Shikshan Pranalino Vikas. Page-464	Amol- Varishen Prakashan- Ahmedabad. Year-2008-09	-
6	Vignan ane Technologynu Adarsha Adhyapan. Page 316	Amol- Varishen Prakashan- Ahmedabad Year-2008-09	-
7	Vikasman Bhartiya Samajma shikshak. Pages-254	Amol-Varishen Prakashan- Ahmedabad. Year-2011.	-
8	Vignan & technologynu Adhyapan Pages-358	Amol- Varishen Prakashan- Ahmedabad. Year-2011	-
9	Vignan & technologynu Adhyapan Pages-358	Amol- Varishen Prakashan- Ahmedabad. Year-2011	-
10	Vikasman Bhartiya Samajma shikshak. Pages-254	Amol-Varishen Prakashan- Ahmedabad. Year-2011.	-
11	Vignan & technologynu Adhyapan Pages-358	Amol- Varishen Prakashan- Ahmedabad. Year-2011	-
12	Vainanikonu Jivancharitra 1. Albert Aainstain 2.Jagdishchandra Bose.	Gajanan Prakashan Surat	Ongoing

Sr.No.	Title with page no.	Journal	ISSN/ ISBN No.
1.	Project Method in the Development of self Instructional Learning (Sil) Programme.	International e-Journal for Education & Mathematics.	2320-2971 (on line)

Dr. Vijay Sevak
Research Papers

Sr. No.	Title	Journal/Book	Page No.	Vol. No.	Month
1.	‘Sahjeevan Matenun Shikshan’	Madhyamik Shikshan ane Pareekshan, GS&HSB, Gandhinagar	6-7	Vol. 6	Nov 2008
Sr. No.	Title	Journal/Book	Page No.	Vol. No.	Month
1.	A Test for Supplementary Reading in English	Journal of Education & Psychology, Sardar Patel University, Vallabh Vidyanagar	33-44	Vol. 66- No. 01	April-June 2009
2.	A Test for Supplementary	Quest in	23-33	Vol. XXXIII-	Oct 2009

	Reading in English	Education, Gandhi Shikshan Bhavan, Mumbai		No. 04	
3.	Language-Rich Environment in English: a Survey Report	ELT Quarterly, ELTAI, H. M. Patel institute of English, Vallabh Vidyanagar	36-42	Vol. 09- No.01	Nov 2009
Sr. No.	Title	Journal/Book	Page No.	Vol. No.	Month
1.	Input Rich Environment in English: a Survey Report	ELT Quartely ISSN 0975 0258	15	Vol. 13, Issue 3-4, 2012	Dec 2012
2.	Development through Process-centered Drama	E-Reflection ISSN 2278-120- X	280	Vol I, Issue V	Nov-Dec 2012

Books/ Internet Published

Sr. No.	Title	Publisher	Edition	Date
1.	CALL 4 ELT (a CD on B.Ed. Syllabus of English)	Hello,Friends!- English Club, VTCSE, Surat	First	Sept 2008
2.	Supplementary Reader in English for Std. VIII & X	GSTB, Gandhinagar	First	July 2008

Sr. No.	Title	Publisher	Edition	Date
1.	vijaysevak<<kavilok	Blog: Kavilok	-	2009
2.	Vijaysevak's ghazals	Blogspot	-	2009
3.	vijaysevak@authorstream	author STREAM	-	2009

Sr. No.	Title	Publisher	Edition	Date
1.	તરૂણાવસ્થા વસંત કે : ?વંદોળ: CD	CTE- Surat Govt.Publication	First	Sept 2010

Sr. No.	Title	Publisher	Edition	Date
1.	નાટક દ્વારા શિક્ષણ : પાઠ્યક્રમ આધારિત 'નાટકો- a book	CTE- Surat Govt.Publication	First	Jan 2013
2.	નાટક દ્વારા શિક્ષણ : તપાઠ્યક્રમ આધારિ 'નાટકો- a CD	CTE- Surat Govt.Publication	First	Jan 2013

3.	જાતીય શિક્ષણ જરૂરી છે?- a CD	CTE- Surat Govt.Publication	First	Oct 2012
4.	બુદ્ધિ- a CD	CTE- Surat Govt.Publication	First	Dec 2012

2013-14

No.	Name & Designation	Title	Journal with ISSN/ISBN Number/ Govt.Publication	Int/Nat/ Regi/Loc	Vol.No & Issue No.	Page No.	Month & Year
	Vijay K. Sevak Associate Professor						
1	”	Theatre Techniques in Teaching-Learning (Ed.)	Handbook CTE, Surat	State	-	-	Aug-2013
2	”	I'm Different: Skits & Plays on Education	Handbook CTE, Surat	State	-	-	Mar-2014

Dr. Narendra Gohil Publication of Books

1.	Ghandhijeenu Shaikshanik Pradan (Gujarati)	Gajanan Publication, Surat	April:2009
2.	Ghandhijee Ane Dadajeena Shaiksanik Vicharoni Tulana (Gujarati)	Marut Prakashan, Kamrej Char Rasta, Surat.	April:2009
3.	Vikasman Bharatiy Samajma Shikshak (Gujarati)	Gajanan Publication, Surat	August:2009
4.	Bharatma Shikshan Pranalino Vikas	Nirav Prakashan, Amdavad	2009-10
5.	Hindi Adhyapan Paddhati (Hindi)	Gajanan Publication, Surat	February:2010
6.	Vishvana Vividh Dharmo (Gujarati)	Goorjar Prakashan, Ahmadabad ISBN:978-81-8461-52-9	October-2011
7	Ghandhijeenu Shaikshanik Pradan (Gujarati) Page-52	Gajanan Publication, Surat ISBN:978-93-82930-35-8	June-2013
8	Ghandhijee Ane Dadajeena Shaiksanik Vicharoni Tulana (Gujarati) Page-52	Gajanan Publication, Surat ISBN:978-93-82930-37-2	June-2013
9	Hindi Adhyapan Adhyapan Padhhatishastra (Hindi) Page-108	Gajanan Publication, Surat ISBN:978-93-82930-38-9	August-2013
10	Pujya Dadajee Pandurang Athavalejee Nu Shikshan Chintan (Gujarati) P.16	Gajanan Publication, Surat ISBN:978-93-82930-36-5	September-2013
11.	Gandhijee Nu Shikshan Chintan	Gajanan Publication, Surat	October-2013

	Raikhik Abhikram Ni Rachana (Gujarati) P.32	ISBN:978-93-82930-39-6	
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● **Publication of Research Paper and Article**

No.	Title of Article/Paper	Magazine	Publication	Month and Year
1.	Narendra Etale Narendra	Balsrushti, Year-13, Vol.10 Page No.34-36	Gujarat Rajya Shala Pathaya Pustak Mandal, Gandhinagar.	October-November-2012
2.	A Study of Gandhijee's Thoughts on Co-education	International Educational E-Journal: Vol.II, Issue-II, Page No.17-19 ISSN2277-2456	www.oijrj.org	Apr-May-June: 2013
3.	A Study of Pandurang Athavale's Thoughts of Education for Women	International e-Journal for Education and Mathematics Vol.02, No.02, Page-01-04 ISSN:2320-2971	www.iejem.org	April:2013
4.	A Comparative Study of M.K.Gandhi's and P.V.Athavale's Thoughts on Education for Women	International e-Journal for Education and Mathematics Vol.02, No.03, Page-23-29 ISSN:2320-2971	www.iejem.org	June:2013
5.	Development and Tryout of Linear Program on Educational Contribution of Mahatma Gandhijee	Shikshan Chintan International Journal Vol.02, No.03, Page:1-16 ISSN: 2278-5647	www.edupublication.com (ereflection journal)	May-June:2013
6.	A Comparative Study of Mohandas Gandhi's and	Shikshan Chintan International	www.edupublication.com (ereflection journal)	July-August:2013

	Pandurang Athavale's Educational Contribution	Journal Vol.02, No.04, Page:1-15 ISSN: 2278-5647		
7.	Gandhijee's Thoughts on Punishment	Aditya Kiran Vol.10, Issue:09 ISSN: 0974-4667	http://www.kshiti.com/img/Punishment-issue.pdf Kshiti Publication, Ahmedabad:380063	December-14

Dr. Jayashree Jambusia
Books

Sr. No.	Title of Book	Type of Book with ISSN/ISBN No.	Publication Month, Year	Published By-	Year Duration
1	"Gujarati nu Adarsh Adhyapan"	B.Ed. Course Syllabus based Reference Book	June, 2010 (Co-Authors-05)	Amol-Varishen Publication, Ahmedabad	2010-11
2	"Gujarati nu Adhyapan"	B.Ed. Course Syllabus based Reference Book	June, 2011 (Co-Authors-09)	Amol-Varishen Publication, Ahmedabad	2011-12

Chapters in Book/CD-

Sr.No.	Title of Research Paper with Pg.No.	Name of Book/CD with ISSN/ISBN No.	Publication Month, Year	Published By-	Year Duration
1	Research Paper on "Education from Womb" Pg.No.94-96	CD- "Sanshodhan-Special Issue" Theme- Liberating Learning ISSN No. 0975-4245	7-9 June, 2013	www.sanshodhan.net	2013-14
2	CD- "Kavya Shikshan - Path Ayojan"	CD- "Poetry Education-Gujarati"	15-16 March, 2013	CTE, Surat in Collaboration with- GCERT, Gandhinagar	2013-14
3	Research Paper on- "M-Learning as a part of E-Teacher Education" Pg.No. 158-162	Book- "Changes and Challenges in Teacher Education" ISBN No. 978-81-923585-6-7	19 October, 2013	Smt. J.J.K.Graduate Teachers' College, Rajkot (Gujarat)	2013-14

Published Research Papers in Journals / E-Journals

Sr. No	Title with page no.	Journal & Issue	ISSN/ ISBN No.
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			(Year Duration)
1	“Education from Womb” Pg. No.94-96	E-Journal- “Sanshodhan” www.sanshodhan.net Issue- Nov.2011	ISSN : 0975-4245 2011-12
2	“Project Method in the Development of SIL Programme” Pg.No. 18-22	E-Journal- “Internation E-Journal for Education and Mathematics” Issue- October, 2013	ISSN : 2320-2971 2012-13
3	“Computer and Internet in Teaching-Learning Process”	E-Journal- “Midas Touch International Journal of Commerce, Management and Technology” Issue- November,2013	ISSN: 2320-7787 2012-13
4	“Gandhiji Par Ram-Prabhav” (Research Article in Hindi) Pg.no.148-151	<i>Vidyawarta</i> (International Multilingual Research Journal) Editor- Dr.Bapu G.Gholap {Published from- Harshwardhan Publication Pvt.Ltd., Limbaganesh, Beed (Maharashtra) Issue- Jult-Sept.,2014	ISSN : 2319 9318 (MAH/MUL/03051/2012) 2014-15

Dr. Pravin Parmar

Sr.no.	Title with page no. (Books, CDs & Research Papers)	Publication	ISSN/ ISBN No.	Year/Date
1	Development & Effectiveness of Supervised study method in Teaching of Social Science-std.-9 (page-7)	International Multidisciplinary E-Journal (IMEJ), Pune, Mharastra, India (Vol.1,Issue-2,Feb.2012-page-101 to 107)	ISSN-2277 – 4262	February-2012
2	Roll of Teacher in Twenty first century (page no. 33-38) (Study Article)	SHIKSHAN DARSHAN. A Peer reviewed journal. Vadodara, Gujarat, India, October-December-2013, year-2, issue-4,	ISSN-2319-202X,	October-December-2013
3	Book (208 Page)	Educational and Mental Measurement (Publisher- Gajanan Prkasan, surat) (P.D.Parmar and B.H.Ghelani)	-	June-2010

Impact Factor- Publication of Books & CDs and Research Work of VTCSCE has contributed a bit in the area of Material Development and Teaching Technology hence created an image as a Resource Center for the School & College Teachers, Students & Society Members.

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

Research Awards, Honors, & Recognition

Following is the details of the VTCSCE Teacher Educators' Awards & Recognition:

Research Awards:

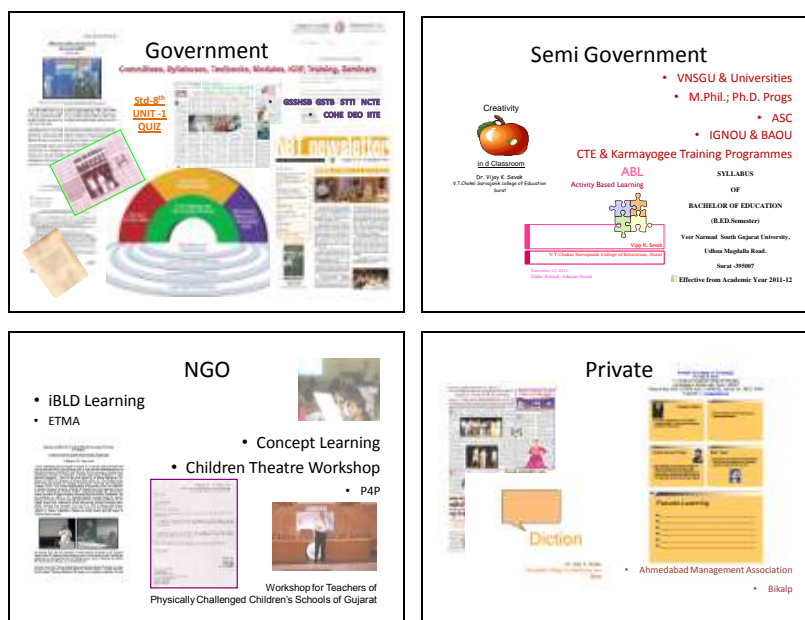
Dr. Vinod G. Patel

		(Shown in point 3.1.1)				
Interdisciplinary	2012-13 to March 2014	TiE				
Industry Sponsored	-	-	-	-	-	-
Students' Research Projects		VTCSCE Submissions	SES	12,000/-	12,000/-	12,000/-

3.3 Consultancy

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

Consultancy Services in the Institute



Not formally; but on small scale informally Training Programmes for 4 Days on 'Theatre in Education: Process Drama' for Social Workers and Volunteers of 'Parenting for Peace (P4P)' group and 1 Day for Senior Citizens associated with 'Sahitya Sangam' were organized and conducted successfully.



A One Day Training Programme on 'Theatre in Education (TiE): Introduction' was organized and conducted successfully for the Students of Department of Fine Arts-VNSGU too, was organized

and conducted. There is a possibility to start a **TiE Sub-center for Puppet & Muppet Play under the guidance of TiE Head Center-VTCSCE, Surat** at the Department of Fine Arts.

There are other areas like ELT, Action Research, Teaching Technology like TiE, iBLD etc. can be explored as the staff-members are used to conduct Seminars/Workshops individually.

Policy for Promoting Consultancy

Informal Talk at Local (SES) & State (GCERT) Level has initiated but no progress has been made.

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 publicise the available expertise.

Utilization of the Staff Members to Undertake Consultancy

As mentioned earlier there is potentiality for Consultancy in the areas of TiE, ELT, Action Research, Teaching Technology like CL & Project Work, iBLD & Blended Learning etc. At individual level VTCSCE Teacher Educators design and conduct workshops but at institutional level it can be started after matured decision and completing due procedures. Informal talk has been initiated at local and state level.

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?

Consultancy & Revenue

No revenue is generated through consultancy as no formal consultancy is provided. Whatever activities carried out are part of social or academic service to the society or as Extension services.

3.3.4 How does the institution use the revenue generated through consultancy?

Use of the Revenue

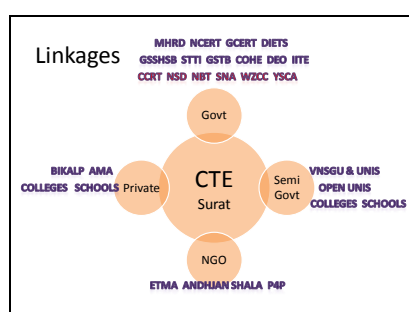
No revenue, no use.

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 programmes, partnering with NGO's and GO's)

Community Benefitted from the Institution

Research, Extension Work for Social Justice & Empowerment of the Deprived



VTCSCE has a rich history of its Extension Services through Extension Center under the Government scheme. The service has been continuing through CTE or Projects assigned by other agencies. 'Project Language Development through Drama' was assigned by West Zone Cultural Center (WZCC), Udaipur to Dr. Vijay Sevak in the year 2005. It was a 21 Day Workshop conducted for about 65 Slum Area Students of Surat Municipal Primary School. A research paper focusing on Language Development through Process Drama was prepared and published in the journal 'E-Reflection'. Given below the photos of activity and a paper:



Government of Gujarat's Department of Youth Services & Cultural Activities, Gandhinagar assigned an Awareness Project about the Conservation of Nature through Drama to Dr. Vijay Sevak in which he dramatized a story, prepared and performed a play 'Deekariyun' all over Gujarat involving the Trainees to spread the message of not harming the balance in nature.



Concept Learning is an Institutional Research Project of Developing Compact Discs in the four subjects of Standard VI for visually impaired students. Two batches of Trainees were involved in the project. They had a Share in Material Development, Experiment, Data Collection and Data Analysis.

CTE-VTCSCE organized and conducted P4P Workshop on Process Drama for social workers and volunteers in which some Trainees were included. They prepared and presented interactive skits regarding social issues.

Please, note that the details of these projects were already given earlier.

Moreover, TiE-VTCSCE Head center has organized Social Awareness Programme in which TiE-VTCSCE. Head center and its Sub-centers in schools performed Interactive process Plays at different places of Surat city in February 2015



Promotion of Institution-Neighbourhood-Community Network and Students' Engagement & Holistic Development

VTCSCE engage its Trainees in academic as well as social work. Some of the Projects and activities are mentioned below:

Project:

- 'Project Deekariyun' was an awareness programme regarding the Conservation of Nature through Drama for the people who live on the sea-shore of Gujarat. VTCSCE Teacher Educator Dr. Vijay Sevak was assigned the project by Gujarat Government's Department of Youth Services & Cultural Activities which was successfully completed by him writing a play, preparing a play with the Trainees, performing it in the five towns/cities on the sea-shore and interacted with the people. 'Project Water' was a Self-financed theme based Project by the Support Group of the Trainees after the calamity of flood in Surat in which the Trainees have collected material regarding 'water', organized the exhibition 'Panee: Apne Rang Hazar' it, prepared a magazine 'Parisheelan' and designed an Annual Cultural Programme utilizing the materials on Water. Similarly in the year 2014-15 it was based on Achievement.



- The 4 Day workshop on 'Process Drama' was organized and conducted by TiE-CTE-VTCSCE unit for the social workers and volunteers on the request of 'Parenting for Peace (P4P)' Group run by the Deputy Inspector General (DIG-Surat Rural) in which the participant social workers and volunteers were imparted training in TiE. Moreover, four interactive skits were prepared during the workshop and presented in different areas of Surat for awareness regarding parenting

and other social issues. Some of the Trainees associated with the Natyadhara of VTCSCE were included in the activity.

- The Trainees of VTCSCE and other TE colleges are included in an Institutional Research Project on Concept Learning for the Visually Challenged Students of Standard VI. The Trainees were imparted training to develop and utilize the material according to the T-L Strategy.
- The Trainees of VTCSCE are included in the project on 'Writing Aptitude Test' and 'Reading Development through Listening' (Ieshwarane Name Vane) for the Analysis of the data.



- VTCSCE has planned Mini Block Teaching Programme in a school for visually challenged children to provide the Trainees exposure of Special Children and make them learn special techniques of teaching.

Contribution:

Every year VTCSCE makes **Financial Contribution for Deprived Children** through reciting 'Duttabavanee' and asking for small amount of money as a donation on Thursday. The fund is utilized to help the deprived children and the Patients in the hospital.

No	Detail	Date
1	Anath ashram, Katargam, (Balakone Bhojan)Rs.2500/-	2011-12
2	New Civil Hospital, Surat, (dardio ne Biskit) Rs.2000/-	2012-13
3	Andhjan mandal god dod road, Surat (Rs.2240/- Dan Cash)	2013-14
4	Divybhaskar, Surat (juna Kapada)	2014-15

- After calamities, too, the Trainees play their roles of social workers properly.



- VTCSCE joined the **State's Mission** of 'Vanche Gujarat' and Cleanliness Drive to create awareness regarding Reading and Cleanliness among the Trainees.



- Some programmes on Health & Hygiene, Gender and Woman Empowerment are regular practice of the college.

Dr. Jagrutiben Patel, (Prin.V.T.Choksi Law College), Geetaben Shroff (Social Worker), DIG-Shree Hasmukh Patel, Prin.Dr.U.R.Nanavati, Dr. Mukul Choksi, Dr. Bhadraya Vachchhrajani (Ex. Director-ASC)



- Awareness Programme titled 'Learning or Pseudo-Learning?' is proved a thought-provoking programme for Teachers and Parents.

Mechanism to Involve Students in Social Movements/Activities/Citizenship Roles

VTCSCE has developed a mechanism to involve the students in social activities through: (as shown in Point 3.6.1)

Saptadhara (Seven Bands) Activities

Government & CTE Projects

Workshops for Social Groups P4P

Mini-Block Teaching in Special Schools

Theatre in Education Activities-Skit & Plays

Literary Activities

State's Mission & Activities through Dhara (Band) Activities

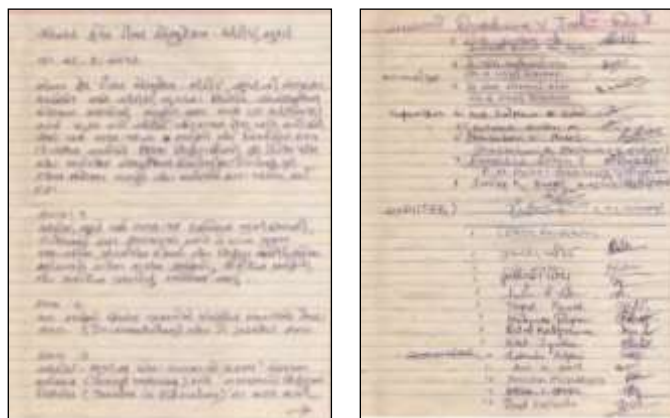
Social awareness programme

Planning & Organizing Extension & Outreach Programmes

As VTCSCE is identified as CTE under the MHRD Scheme, it has benefits for Extension work and outreach programmes. So, in the meeting of CTEs-IASEs' Annual Meeting by GCERT, Gandhinagar the coordinator of CTEs & IASEs have to present the Report of the previous year and Planning for the current year. Before that a similar meeting at college also is held to review, discuss and sanction the future planning.



Moreover, the Meeting of the CTE Advisory Committee is called where the activities of CTE, Surat is finalized. Following are the minutes of the meeting:



Involvement of Community in Reach Out Activities

VTCSCE makes the community aware of its activities through press-notes and media reports. As a result some grant-in-aid and private institutes make inquiry and demand for Seminars or Workshops for them. VTCSCE try to fulfill their demands when possible. VTCSCE believes in Community Development through Participation.



Mechanism to Involve Students in Social Movements/Activities/Citizenship Roles

VTCSCE has developed a mechanism to involve the students in social activities through: (as shown in Point 3.6.1)

- Saptadhara (Seven Bands) Activities
- Government & CTE Projects
- Workshops for Social Groups P4P
- Mini-Block Teaching in Special Schools
- Theatre in Education Activities-Skit & Plays
- Literary Activities
- State's Mission & Activities through Dhara (Band) Activities

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

Institute's Benefits from the Community & Effect on Students' Learning

The outcome and effect of Extension and Community Service Activities are as under:

- **Exposure to Real Learning**
- **Benefit of Resource Persons of State & National Level**



- **Benefit of Authority Persons from Different Fields in IQAC-VTCSCE, Surat**
- **Broadening Perspective & Understanding of the Subject Matter**



- **Recognition of Some Trainees who worked as Resource Persons for State level Institutes**
- Bhavesh Atodariya at STTI



- **Understanding of the Positive Relationship between 'Self' and 'Society' among the Trainees**
- **Image Building of VTCSCE as an Innovative Resource Center**

Constructive Relationship forged with Other Institutes

Constructive relationship is forged where VTCSCSCE sends its Trainees and an In-charge Teacher Educator for Block-Teaching Programme because there they hold productive academic, co-curricular and extra-curricular activities useful to those institutes.

Constructive relationship is established with the institutes where CTE & CCRT- VTCSCSCE have organized and conducted seminars or workshops like Swami Narayan Gurukul, Ved-Surat; L.P.Savani Vidyabhavan, Adajan-Surat; P. K. Chokhawala School, Kim; Amity School, Bharuch; Andhajan Shala, Surat; TiE Working Group Schools of Surat besides SES Primary & Secondary Schools.

Moreover, the institutes where Teacher Educators of VTCSCSCE are invited as Resource Persons or Motivators, sustainable and constructive relationship is established.

To establish and strengthen the relations VTCSCSCE sometimes invites the Trainees and Teacher Educators of other TE colleges to take part in its seminars or workshops and to utilize the scheme of CTE.

Recognition for Extension Activities

The Extension work but CTE-Surat is appreciated by allotting the highest amount of Grant for its activities every year by GCERT recognizing its Training, Research and Material Generation Activities. Moreover, VTCSCSCE Teacher Educators are given opportunity to work on the panel of different state committees as recognition of their work. Following is the letter of Shri Kirit Joshi- the then Education Advisor to the Chief Minister of Gujarat to Dr. Vijay Sevak inviting him to be on the Core Committee of ITE, Gandhinagar.



VTCSCSCE has received a letter of Appreciation from Center for Cultural Activities & Training, New Delhi.

Dr. Vijay Sevak has received an Appreciation letter from National School of Drama, New Delhi, too. VTCSCSCE's TiE unit has received Appreciation from the Ladies wing of South Gujarat Chamber of Commerce for its Social Awareness programme. VTCSCSCE TiE Centre activities, as mentioned earlier, are fortunate enough to find place in JRM's Report on Education in Gujarat.

Moreover, the demand VTCSCSCE gets from academic and other institutes for organizing training programme is a kind of recognition of its Extension activities. Following is the photograph of WZCC Project - Language Development through Drama



Some of the other projects are:

YSCA Deekariyun, Concept Learning (Share of Trainees in Material Development, Experiment, Data Collection, Data Analysis etc.), P4P Workshop on Process Drama, WZCC & Mother-Tongue Software

BTP: Special Children

Contribution: Deprived Children, Patients

State's Mission: Vanche Gujarat, Cleanliness, Social awareness Programme

Awareness: Gender, Education, Social Issues

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

Future Plans for Extension & Community Development Activities

- Perspective Planning & Schedule for Extension & Community Development
- Developing Modules for Extension & Community Development
- Providing Consultancy Service to the Needy Institutes

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.

Projects Completed related to Community Development

Following is the list of the Projects Completed during last five years:

- **Awareness Programme for Education:** What do you want: Learning or Pseudo Learning?, Adolescence Education, Sex Education, TiE: Introduction, Concept Learning, Blended Learning (iBLD)



- **Awareness Programme for Environment:** Writing in the Text-book, 'Project Deekariyun', 'Project Water'

Social Awareness Programme: TiE: Process Drama, TiE: Collage Play, Women Empowerment, Tea Cup: TiE (For Senior Citizen)

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

Development of Social & Citizenship Values & Skills among Faculty Members & Trainees

Most of the CTE activities are related to Extension Service in which all the Teacher Educators of VTCSCE take part organizing and coordinating seminars/workshops for In-service Teachers and developing Support Materials forming Working Group of Teachers. CTE-VTCSCE organizes some workshops for Pre-service Teachers i.e. Trainees, too besides including some number of interested Students in the Workshops for In-service Teachers and in CTE, GCERT and Other agency's Projects, too.

Following is the list of VTCSCE Teacher Educators who organized and coordinated Seminar/Workshops:

In-Service Programmes							
	Eng	Hin	Guj	San	Mat-Sci	SocSci	TiE
2001-02	01						
2002-03	No	Grant					
2003-04			No	Grant			
2004-05					No	Grant	
2005-06	01	01 ICT	01 ICT	01 ICT	01		
2006-07	05			01	01	01 ICT	
2007-08	01		01 Apti T			01	
2008-09	02						
2009-10	02						
2010-11						01	01
2011-12	-	-	-	-	-	-	-
2012-13							02
Total	12	01	01	01	02	03	03

Following is the list of Pre-service Seminars/Workshops in which the Trainees took part:

Pre-Service Programmes							
	Phil	Psy	Tech	Adm	Eng	Guj	Res
2001-02							
2002-03							
2003-04							
2004-05							
2005-06							
2006-07							
2007-08							
2008-09							02
2009-10							
2010-11		01	01				
2011-12		03	01	01		01	
2012-13	01	02	03				01
Total	01	06	05	01		01	01

VTCSCE has started the practice of 'Learning through Seminar/Workshop and Project Mode' for B.Ed. courses, too.

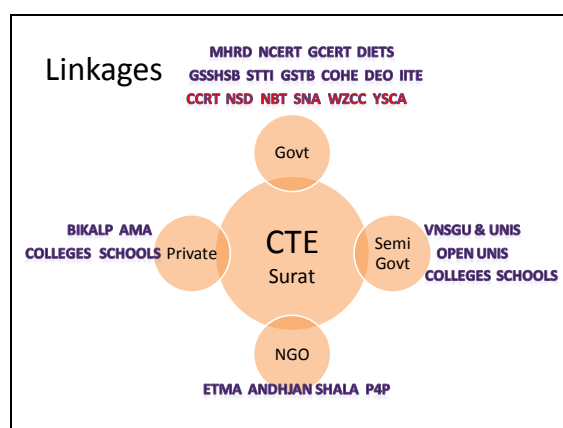
Following is the Schedule of Learning through Seminar/Workshop and Project Mode.

College of Teacher Education (CTE) V. T. Choksi Sarvajani College of Education, Surat		
Project Work in Course 202 (During Diwalee Vacation & November 21-24, 2014)		
Unit 1: Personality, Intelligence, Memory & Special Children		
Group & Nos.	Topic for the Project	No. of Group Leader
A 1,11,21,31,41, 51,61,71,81,91	<ul style="list-style-type: none"> લોકોને આજીવનમાં કયા એકલે વ્યક્તિત્વ? વ્યક્તિત્વના વિવિધ પાસામાં તમે ક્યાં? તમે અંતરૂપી કે બહિર્મૂપી? કેમ? 	1
B 2,12,22,32,42, 52,62,72,82,92	<ul style="list-style-type: none"> વ્યક્તિત્વ કેવી રીતે ધકાસ છે? તમે કોનાથી પ્રભાવિત છો? કેમ? 	12
C 3,13,23,33,43, 53,63,73,83,93	<ul style="list-style-type: none"> બુદ્ધિ પરની કહેવતો અને વાર્તાઓ આ કહેવતો અને વાર્તાઓ દ્વારા 'બુદ્ધિ'ની સંકલ્પના શી બને છે? 	23
D 4,14,24,34,44, 54,64,74,84,94	<ul style="list-style-type: none"> બુદ્ધિના સિદ્ધાંતો અને જાનિયસ બુદ્ધિ છે શું? તે વધારી શકાય? કેવી રીતે? 	34
E 5,15,25,35,45, 55,65,75,85,95	<ul style="list-style-type: none"> ચાદશક્તિના રિકર્ડ્સ (Records) ચાદશક્તિ એ જ અવ્યયન છે? કેમ? 	45
F 6,16,26,36,46, 56,66,76,86,96	<ul style="list-style-type: none"> ચાદશક્તિની રમતો (Games) ચાદશક્તિ વધારી શકાય? કેવી રીતે? 	56
G 7,17,27,37,47, 57,67,77,87,97	<ul style="list-style-type: none"> ખાસ કે વિશિષ્ટ બાળકો એટલે શું? તેમને માટે પરીક્ષા જરૂરી છે? વિશિષ્ટ બાળકોને ભણવામાં અને પરીક્ષામાં શી મુશ્કેલીઓ પડે છે? કેમ? 	67
H	Deduction & Calculus એટલે શું?	78

3.5 Collaboration

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.

Collaboration/Linkages for Training & Research Activities with National & State level Organizations



National Organization

- **CCRT- a College Center & Teacher Trainer-** VTCSCE has a CCRT center for the District. CCRT has provided a rich kit to the college on the cultural heritage of India. It organizes workshops for teachers when gets grants from CCRT, New Delhi. Moreover, it holds awareness programmes in Schools regarding Indian Culture. Dr. Vijay Sevak is a co-ordinator and a Teacher-Trainer recognized by CCRT. It invites him to conduct workshops for teachers. CCRT has appreciated VTCSCE's contribution in proliferating Indian Culture in Schools and Society.
- **NSD-** Though VTCSCE has sent a letter for collaboration to NSD in the year 2008 before thinking about starting TiE activities, there isn't formal collaboration with NSD. But, Linkages are developed. NSD has provided opportunity to Dr. Vijay Sevak to get training in TiE and work as a resource person in its summer workshop programme. NSD has invited him as an observer in the conference on Children Theatre. TiE research project is running under the guidance of TiE Chief Sh. Abdul Latif Khatana. He visited CTE-VTCSCE in the year 2013-14. TiE has appreciated Dr. Vijay Sevak for his activities in its programmes.



- **NBT-** Exhibition & Seminars are jointly organized. VTCSCSCE Teacher Educator Dr. Vijay Sevak renders his services as a resource person at state and national level conference and workshop.
- **IITE-** VTCSCSCE Teacher Educator is actively involved in Syllabus Framing, Training and Research Activity.
- **NCTE-** Principal Dr. Vinod Patel is on the panel of Western Regional committee (WRC), Bhopal, for the Inspection of B.Ed. Colleges, as a Visiting Team Member (VTM)
- **ETMA-** VTCSCSCE Teacher Educator Dr. Vijay Sevak has worked as one of the Resource Persons in the Project iBLD jointly organized by ETMA & GS&HSB, Gandhinagar.

State Organization

Same is the case with GSTB, IITE, IASE, STTI, DIETs, DCE, ASCs, GIET, CCRT, TiE-NSD, VNSGU besides GCERT for Training & Textbook, Supplementary Reader, and Module Writing, Syllabus Framing, Evaluation Design Framing, Preparing Demonstration Lessons for BISAG teleconference, etc.

with some Governmental and Non-Governmental Institutes for Training & Research Activities by carrying out research work by the faculty members assigned by GCERT and providing guidance by the Faculty Member who is on the State Research Committee.

Some Training Programmes for Teachers and Social Workers are carried out jointly with Non-Governmental Institutes like Parenting for Peace, Surat Chamber of Commerce, Amity and Adani Group.

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

No efforts are made up till now.

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

Contribution of Linkages/Collaboration

VTCSCE's linkages with State & National Institutes has contributed in the following activities:

- Curriculum Development/Enrichment: CoHE & ITE for B.Ed. Syllabus , NSD for Syllabus Formation of TiE for Teachers & Trainees as an Add on Course in pipeline •
- Teaching-Learning • CTE/IASE, GCERT, Diets, DEOS etc.
- Training • CTE/IASE, GCERT, STTI, CCRT, ETMA, BAOU, IGNOU
- Practice Teaching • Schools of SES, Other Schools of Surat
- Co-curricular Activities: • KCG, NBT, CCRT, TiE-NSD
- Research: CTE Research Scheme, IASE, GCERT, SES •
- Consultancy: •SES Remedial Project and TiE: Schools, Colleges, Social Institutes
- Extension: through CTE •
- Publication: CTE Publications & Material Development, GSTB,STTI •
- Student Placement: Through Campus Interview & 'Parisheelan' •
- Internship/On the Job Training: Schools •
- Introduction of New Courses: in pipeline TiE-NSD •
- Any Other:

Industry-Institution-Community Interaction for Contributing to Facilities

VTCSCE has a system of Support Groups of the current year Trainees and Alumnus that take care of contributing to facilities. Trainees of the current year go to society for getting fund in the form of advertisements from Industry & Commerce Community to meet the expenditure of Annual Function & yearly magazine 'Parisheelan'. (List of Expenditure Year wise)

Year	Annual Function Rs.	Parisheelan-Magazine Rs.	Other Co-curricular activities
2013-14	45060/-	68,000/-	21,940
2012-13	23555/-	26,000/-	19,245
2011-12	28890/-	25,000/-	23,010
2010-11	36385/-	49,000/-	47,615
2009-10	43500/-	26,500/-	12,300
2008-09	48400/-	37,400/-	35,200

VTCSCE has activated its Alumni Association to raise fund, too. Thus, for holding training and other academic activities it can spare some funds every year.

List of the Training Programmes by Alumni Association

Subject	Participants	Alumnus Resource person
Sanskrit	19	B.K.Thakar
English	22	Dr.Ridhhi Desai, Vishva Desai
Elements of Accountancy	14	Dr.Dilip Patel

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

Linkages with School Sector

VTCSCE has developed Linkages with the School Sector through:

- **Practice-Teaching & Internship**
- **In-service Training Programmes**

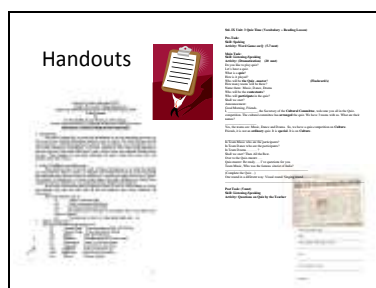
- **TiE Head Center & Sub-centers (Institute-School-Community) All the year round Collaborative Programmes**
- **Working Groups in School Subjects**

No.	School	Subject	Convenor
1	Union School, lalgate, Bhagal, Surat	Gujarati, Hindi	Dr.Jayashree.Jambusia & Dr.Narendra Gohil
2	Kadiwala School, Surat	Social Science, Economics	Dr.Pravin Parmar
3	Balagi Girls School, Surat	Mathematics, Science	Dr.Nalin.Patel & Dr.Dilip.Patel
4	Exprimental School,Surat	English	Dr.Vijay Sevak

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.

Yes, It is through:

- Yearly Meeting with the Principals of the Schools
- Working Group Teachers- Meeting & Workshops
- TiE & TiEFs for Developing Materials & Lesson Designs (Research)



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

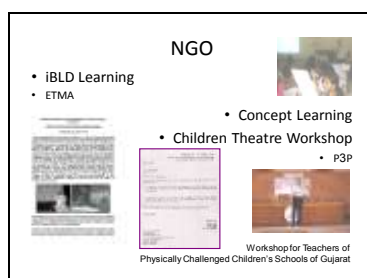
Collaboration with Schools & Other Colleges/University Faculty

- VTCSCE Practice Teaching
- CTE In-service Training Programmes in Schools
- Working Group Activities in Schools
- Research Seminar/Workshop in Other College and University Department
- TiE Activities

Any Other

Systemic Efforts for Collaboration, Extension & Consultancy

There is potential for collaboration through PPP, Support Group of Trainees, Alumni Association, and Donors in Different Areas like Research, Skill Development, Academic Training and Awareness Programmes. Some specific topics/themes are TiE, Concept Learning, Language Skills, Remedial Programmes, Action Research, Functional English, Case Study, iBLD, etc.



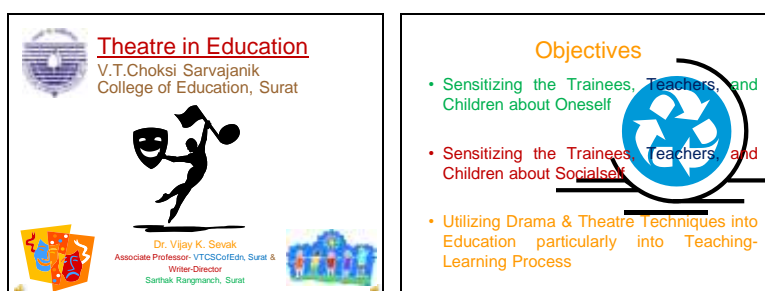
3.6 Best Practices in Research, Consultancy & Extension

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

Major Measures for Quality Enhancement

Combining Research, Material Generation, & Pre and In-service Training Activities Focusing TLMs & T-L Strategy

As mentioned earlier, VTCSCE has a rich history of its Extension Services through Extension Center under the Government scheme. The service has been continuing through CTE or Projects assigned by other agencies. Moreover, it has combined its Research, Material Generation, & Pre & In-service Training Activities Focusing TLMs & T-L Strategy. So, through CTE and NGO support besides Government Organization VTCSCE has developed a good amount of Printed & E-Materials. It has provided research grants to the Lecturers to develop TLMs useful in School and College subjects besides holding training programmes for Trainees, Teachers and Lecturers. It has taken up Innovative Programmes like TiE & CL for a better cause.



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

Innovations/ Good Practices

Best Practices of VTCSCE, Surat

1. Research Activity through CTE & GCERT

1. Title:

Research Activity through CTE & GCERT

2. Goal:

- Teacher Educators take up Action Research.
- Teacher Educators tryout Innovative Practices of T-L Experiences.
- Teacher Educators generate Support Materials for School & Education College Subjects.

- Teacher Educators share and contribute their knowledge, experience and expertise.

3. The Context:

- Reform and Restructuring at all Levels of Education
- CTE & GCERT Schemes of Research
- Career Advancement

4. The Practice:

Process of the Activity

- Deciding about the theme of Research for the year after consulting the Members of the Research committee
- Issuing a detailed circular for Education Colleges of Surat, Bharuch & Narmada district and Inviting Research Proposals from the Teacher Educators
- Scrutinizing the proposals
- Inviting the Research Guides/ Members of the Research Committee and the Aspirant Teacher Educators for the Research Workshop for Guidance and Modifying the Research Proposals
- Deciding the Submission Date of the Research Project Report
- Releasing the Research Grant

○ Constraints:

- Limited Time for Aspirant Teacher Educators
- Lack of Innovative Practices


5. Evidence of Success

- Teacher Educators have started research activity and published some papers
- Interaction & Guidance from Research Guides of different universities of Gujarat
- Support Materials in School & Education College Subjects are generated.
- Utilization of GCERT Research Grant (CTE-Surat co-ordinator made a suggestion for the scheme in the CTE-IASE Annual meeting at GCERT & CTE-VTCSCSCE, Surat was the First to apply the scheme in Gujarat.)


6. Problems Encountered and Resources Required

- Research Time is increased from 1 to 2 years.

2. Formation of Working Group of School Teachers in different Subjects and TiE



• Inspiring Working Group of Teachers
• TiEs



Sub-Centers in Schools				
No.	Sub-Center School	Pri	Sec	Total
0	Vanitha Vihar	/ 0	/ 0	/ 0
1	Nalanda	/ 0	/ 0	/ 1
2	L. P. Savani	/ 0	/ 0	/ 1
3	Dala	/ 0	/ 0	/ 1
4	Leelaba (3)	/ 2		/ 2
5	Madhavbag		/ 0	/ 0
6	Experimental	/ 0	/ 0	/ 1
Total	/ 8	/ 6	/ 5	02

• 30 Students & Minimum 2 Teachers per Group

3. Developing Self-Learning E-Material having Web Links (CTE- Education Psychology CD Set) and showing T-L Strategy



4. Establishing Warm and Healthy Relation with State and National Govt. and NG Organisations and Benefitting Learning besides Contributing Something by VTCSCE

Additional Information

2.3 Research, Consultancy & Extension	
1. Observation/Suggestion in the First Assessment Report	
2.3.1: Promotion of Research <ul style="list-style-type: none"> Staff encouraged for research work through study leave and adjustment in teaching schedule The management is liberal in giving travel grants to the faculty to attend seminars/conferences. Some Action Research forms an integral part of the syllabus. 	<ul style="list-style-type: none"> The practice is continued. The practice is continued. The practice is continued. Some more activities are added to it.
2.3.2 Research & Publication Output: <ul style="list-style-type: none"> The Principal is a Research Guide guiding 7 students for Ph.D. degree Good number of papers have been presented by faculty members in seminars Some faculty members have published books and articles in educational magazines but research publication in referred journals absents. 	<ul style="list-style-type: none"> The practice is continued. Other two Teacher Educators are added to the team of the Research Supervisors. The others are the supervisors for M.Phil. work. Some publications of books are made with ISBN numbers, too. Some Research Papers and articles are published in referred journals. E-publications also are made.
2.3.3 Consultancy <ul style="list-style-type: none"> Informal consultancy is offered to nearby schools. The college has the potential to play a good role to set pace for other colleges. 	<ul style="list-style-type: none"> The practice is continued. Informal consultancy is provided to Social Service Organizations and NGO. With an active & an innovative role the practice is continued. T-L, Research, Social Service and Extension activities can be examples for other colleges.

2.3.4 Extension Activities <ul style="list-style-type: none"> Some activities like blood donation etc. have been occasionally organized by the college. The college needs to undertake regular extension work in areas of social need. 	<ul style="list-style-type: none"> The practice is continued with some more charitable activities besides T-L Assistance developing TLMs and T-L Strategy for Special Children. More activities like Awareness Programmes, Charity Activities, & Assistance Programmes for Special Children like Working Group have been started.
2.3.5 Collaboration <ul style="list-style-type: none"> The college has functional collaboration with GCERT and runs CTE. CCRT from MHRD collaboration has resulted in good training inputs in the area of cultural enrichment of students. Better efforts are needed for collaborating in research with any funding and other organizations. 	<ul style="list-style-type: none"> The practice is continued. VTCSCE has received appreciation and recognition from GCERT and CCRT. Functional linkages have been started with some Govt. Organizations like NSD, NBT etc. and NGOs like Parenting for Peace. Preparation for UGC Research Project is going on. As such Projects in TiE and CL are the Pilot Projects for UGC Major Research Projects in future.
2.3.6 Best Practices in Research, Consultancy & Extension (If any) <ul style="list-style-type: none"> GCERT & CCRT projects 	<ul style="list-style-type: none"> The practice is going on. Research Scheme for Lecturers is initiated. Two Institutional Projects are taken up with financial support from GCERT and guidance from NSD. Good amount of Support Materials are prepared through CTE.

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

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

2. Other Quality Sustenance & Enhancement Measures

<ul style="list-style-type: none"> Two Teacher Educators are added to the team of the Research Supervisors. All others are the supervisors for M.Phil. work. Some publications of books are made with ISBN numbers, too. Some Research Papers and articles are published in referred journals. E-publications also are made.
<ul style="list-style-type: none"> Informal consultancy is provided to Social Service Organizations and NGO. With an active & an innovative role the practice is continued. T-L, Research, Social Service and Extension activities can be examples for other colleges.
<ul style="list-style-type: none"> Some more charitable activities and Drives besides T-L Assistance developing TLMs and T-L Strategy for Special Children. More activities like Awareness Programmes, Charity Activities, & Assistance Programmes for Special Children like Working Group have been started.
<ul style="list-style-type: none"> VTCSCE has received appreciation and recognition from SGCoF C, GCERT, CCRT, and NSD. Functional linkages have been started with some Govt. Organizations like NSD, NBT etc. and NGOs like Parenting for Peace (P4P). Preparation for UGC Research Project is going on. As such Projects in TiE and CL are the Pilot Projects for UGC Major Research Projects in future.
<ul style="list-style-type: none"> Research Scheme for Lecturers is initiated. Two Institutional Projects are taken up with financial support from GCERT and guidance from NSD. Good amount of Support Materials are prepared through CTE.

Criterion IV: Infrastructure & Learning Resources

4.1 Physical Facilities

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

Physical Infrastructure as per NCTE Norms

VTCSCE has the following facilities on the campus:

Common Facilities on the Campus & Space for Special Units

Facility	Details	In SQ.ft
Principal's Cabin	Main Building- Ground Floor	557.37
Clerks' Office	Main Building- Ground Floor	302.37
Staff Room	Main Building- First Floor	557.37
Library	Main Building- First Floor	1274.00
Assembly Hall	Main Building- Ground Floor	1274.00
Subject Classrooms	Main Building- Ground Floor & CTE Building	338.25
Multipurpose Hall	CTE Building- First Floor	2846.12
Store Room	Main Building- First Floor	302.37
IQAC & NAAC Cell	Main Building- Staffroom- First Floor	557.37
Grievance Redressal Unit	Subject Classrooms- Main Building & CTE Building- Ground Floor	302.37
Women's Cell	Guest House- Ground Floor	123.7.
Placement Unit and Counseling & Career Guidance	Main Building- Room No.05 - Ground Floor	384.00
Canteen	Near Playground	473.00
Recreation Space	Sports Room- Guest House	328.00
Safe Drinking Water	Main Building- in the Staff Room & at Ground Floor	37.5
Auditorium	Open Air Theatre- CTE Building- Ground Floor	1324.00
CTE & English Club	CTE Building- Ground Floor	16.00
CCRT & BAOU	Main Building-Room No. 12 First Floor	384.00
Psychology & Science Lab	CTE Building- Ground Floor	737.50
Computer Lab	CTE Building- Ground Floor	737.50
Sports Room	CTE Guest House- Ground Floor	328.00

(Indoor)		
Playground	Opp. CTE Building	12954.00
Ladies' Room	CTE Guest House- Ground Floor	132.70
Resource Persons' Rooms	CTE Guest House- First Floor	157.50
Participants' Rooms	CTE Guest House- First Floor	157.50
Health Center	-	-
Staff toilet(w)	Main Building First floor	32.00
Staff toilet(M)	Main Building First floor	32.00
Main student toilet (M)	CTE building First floor	85.00
Main student toilet (F)	CTE building First floor	85.00

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

Policy for Creation & Enhancement of Infrastructure

Grant- Getting Grants from UGC, CTE & KCG as per rules & regulations

PPP- Formal Efforts will be started in future.

Donors- Receiving Donations for the purpose of giving incentives to the Trainees and increasing facilities in the college

Alumni Association- Creating Supporting System that can be helpful in starting Add-on Courses in future

Trainees' Support Group- Creating Supporting System for the benefits of the Trainees and the College

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

Details of the Facilities Available for

- Curricular & Co-curricular Activities:**

Facility	Details
Classrooms	Core course class -2 Elective course classes-02 R.No.3,R.No.5,
Technology Enabled Learning Spaces	Main building R.No.3, R.No.5,R.no.4 (All with LCDs. facilities.)
Seminar Halls	Assembly Hall, Multi-purpose Hall.
Tutorial Spaces	Main building First floor No.12
Laboratories	Computer +Psychology +General Science+ Technology
Botanical Garden	Garden in front of the main building
Animal House	-
Specialized Facilities	Multi-purpose Hall and Guest Houses
Equipment for Teaching	In the cabin of Teacher Educators and in the library
Equipment for Learning	In the cabin of Teacher Educators and in the library
Equipment for Research	Reference Books, Thesis, Project Reports, INFLIBNET

Any Other	-
Teacher Educators' cabins	Separate cabin for each Teacher Educator.
Staff Room + IQAC	Micro Teaching, Cultural Activities, Meeting and Workshops

- **Extra-Curricular activities:**

Facility	Details
Sports: Outdoor Games	Playground
Indoor Games	Room: CTE Guest house sports Room
Cultural Activities	Saptadhara (Seven Bands), Annual Day, Project based Activity, TiE
Public Speaking	Morning Assembly
Communication Skills Development	In group, Assembly Hall
Yoga	Multi- purpose Hall
Health & Hygiene	-
Gymnasium	-
Auditorium	Open air (CTE), Multi-purpose Hall
NSS	-
NCC	-

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

Infrastructure Optimally Utilized for Academic Growth

Multipurpose Hall- For Exhibition, Seminar, Workshop, Meeting, Performance besides Core Courses Classes and Extension Activities

TiE Center- Learning through Drama, For imparting Training in TiE, Research

CTE- Pre & In-Service Training to School & College Teachers, Research, Material Generation, Publication, Awareness and Empowerment, Club Activities.

CCRT Center- Preservation & Extension of Indian Art & Culture, Awareness & Training Programme

BAOU Center- Distance Education Course of B.Ed.

Assembly Hall- For Core Course Classes, Exhibition, Seminar, Workshop, Meeting, Performance, Technology Laboratory.

Staff Room & IQAC- Micro Teaching, Meetings, Art & Culture Activity etc.

Note: VTCSCE Classrooms are utilized by sister-institutes like Law College, BBA College & SPB Commerce College, too for the maximum utilization of the infra-structure.

Master Plan of the Institute (Building)- Attached in the Annexure-IV

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.)

Health Care on & Off the Campus

Easily Available Doctors & Hospitals nearby, Common Health Centre at SES Campus and Facility of Emergency Service of 108



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.

Residential Facilities & Provisions Available

Facility	Details
Hostel	SES Hostel is Common for All Colleges' Students. Some other Hostels are Co-operating to Accommodate VTCSCE trainees.
Recreation at Hostel	Available
Computer, Internet & Wi-Fi at Hostel	Not Available
Medical Emergency	Common Health Center in SES campus
Library in Hostel	Not Available
Common Room with A-V equipments	Available
Safe Drinking Water	Available
Staff Quarters	Available
Security	Available in the Morning (02) and in the Evening (02)

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

Financial Resources for Maintenance & Upkeep of the Facilities (Last 5 Yrs)

Budget Allocation for the maintenance					
	2009-10	2010-11	2011-12	2012-13	2013-14
Building	11500	9500	12500	3500	13000

Laboratories	2000	2000	-	-	-
Furniture	6000	6000	6000	-	4000
Equipments	4000	4000	6000	-	1000
Computers	25000	35000	40000	40000	40000
Transport/Vehicle	-	-	-	-	-
Utilization					
	2009-10	2010-11	2011-12	2012-13	2013-14
Building	1910	2376	3899	1770	12632
Laboratories	-	-	-	-	-
Furniture	-	-	70	-	1665
Equipments	980	2239	4150	2949	2382
Computers	42640	40989	11645	8986	11161
Transport/Vehicle	-	-	-	-	-

- **SES Maintenance**

Year	Income	Expenditure	Deficit
2008-09	3078319	3362897	284578
2009-10	2974442	3825881	851439
2010-11	5844871	6061665	216794
2011-12	6551681	6610700	59019
2012-13	7472409	7558503	86094
2013-14	10234714	10340433	105719
Remarks: Sarvajani Education Society (Management) bears the deficit of the college every year.			

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

Planning & Assurance for Utilization of Infrastructure

No room of VTCSCSCE is unutilized. During making a schedule of the year utilization of the Infrastructure is also discussed. (Activity wise Infrastructure Use)

Semester 1

Activity	Place
Prayer	Assembly Hall & CTE Multipurpose Hall
Personality Development Activity	Assembly Hall & CTE Multipurpose Hall
Core Classes	Assembly Hall & CTE Multipurpose Hall
Elective Classes	Assembly Hall & Science Class
Micro Teaching	Subject Classes, Staff Room, CTE Room, CCRT Room
Macro Teaching	Subject Classes & Teacher Educators' cabins
Indoor Games and Cultural Activities Practice	Sports Room, Staff Room
Refreshment and Cultural Activities Practice	Girls' Room
ICT Education and Training Workshop	Computer Room, Assembly Hall
Core Classes	Psychology Lab
CCRT Activities	CCRT Room
CTE Activities	Assembly Hall, CTE Multipurpose Hall, Staff Room & Library Hall

Assignment, Research, Project, Reading	Library
BAOU	All the Classes

During Orientation the Trainees are shown and explained the use of different rooms, library, computer room, centers, and halls besides an open air theatre and a play-ground.

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

Consideration of Environmental Issues

VTCSCE & SES has developed a system for:

- Cleanliness of the Washrooms
- Cleanliness of the Building
- Dustbins in the Buildings
- Disposal of Waste Materials
- Maintenance of Lawn & Saplings
- Maintenance of Open Spaces
- Cleanliness Drive
- Plantation Drive
- Awareness Programmes

4.3 Library as a Learning Resources

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

Library Staff & Technical Staff

The college has an ad-hoc but qualified librarian. Please, see the details:

Year	Name	Qualification	Duration
2008-09	Miss Hiral R. Kulkarni	B.A.,B.L.I.Sc.	25-06-07 to 30-04-08 26-06-08 to 30-04-09
2009-10	Mr. Jigar R. Soni	B.A.,B.L.I.Sc.	01-07-09 to 31-08-09
	Mrs. Komal J. Patel	B.A.,B.L.I.Sc.	01-09-09 to 24-04-10
2010-11	Mrs. Komal J. Patel	B.A.,B.L.I.Sc.	14-06-10 to 31-03-11
2011-12	Mrs. Komal J. Patel	B.A.,B.L.I.Sc.	15-06-11 to 31-03-12
2012-13	Mrs. Komal J. Patel	B.A.,B.L.I.Sc.	15-06-12 to 31-03-13
2013-14	Miss Manisha G. Gamit	B.A.,B.L.I.Sc., M.Lib	12-07-13 to 30-04-14
2014-15	Miss Manisha G. Gamit	B.A.,B.L.I.Sc., M.Lib	16-06-14 to Counti.

No Technical or Support Staff for library

VTCSCE has formed an Advisory Committee for Library Services.

- Composition & Committee Members**

1. Pri.Dr. Vinod G. Patel (Chairman)
2. Dr. N.G. Patel (Member)
3. Miss Manisha Gamit (Librarian Member)
4. Sh. Ketan Dalal (Member)
5. Dr. P.D. Parmar (Member)
6. Sh. A.C. Kavishwar (Member)
7. Hitesh R. Solanki (GS) (Member)

Following Computer Hardware, Software & Facilities are available in the library:

- Hardware**

No.	Hardware	Details
1	Intel Core i5 4 th Generation, 4GB RAM, 500GB HDD, 19" LED Monitor	1
2	Soul Server	1
3	Soul Backup Server	1
4	Client Computers / Kiosk	2
5	Printer	2
6	Scanner	1
7	Router for Library Wi-Fi	1
8	DVD Writer	2

- Software**

No.	Software	Details
1	Soul Software	1
2	Microsoft Office	4
3	Movie Maker	2
4	Sound Cutter	2
5	Video Cutter	2

- Facilities**

No.	Facilities	Details
1	Reading Space	For Readings
2	Research Corner	INFLIBNET, Thesis, Dissertations
3	E-Corner	Wi-Fi, E-Books, i-Net
4	Printing Facilities	1+1 Printers
5	Scanning Facilities	One Scanner
6	Issuing Facilities	√
7	Display Facilities	√
8	Book Bank Facilities	√

- Updating is in Process.
- Cupboard Cards System was introduced as a Stop-Gap Arrangement

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 Available, New Purchase & Use

Following Resources are available:

Resource	Total Number
Books	15095
Encyclopedia	09
Yearbooks	05
Magazines	17
National Journals	09
International Journals	01
A-V T-L Resources	26
Software	Soul 2.0
Internet Access	√

- VTCSCE Library Committee takes the decision regarding the purchase of library materials and the facilities.
- Book Bank Facility is available through which a complete set of books on B.Ed. Course is provided to the Trainees.
- Issuing of Books Facility, too, is available where 3 books are issued for 07 days. They can be renewed for other 07 days.

Purchase:

Library Holdings	Year 2010-2011		Year 2011-2012		Year 2012-2013		Year 2013-014	
	Number	Total Cost	Number	Total Cost	Number	Total Cost	Number	Total Cost
Text Books								
Reference Books	119	7195	00	00	Std.6,7,8 Text book+1 lib.book	821	97	10028
Journals/ Periodicals	17+news paper	8935	08+news paper	7005	10+news paper	9124	03+news paper	6640
E-resources	-	-	-	-	-	-	-	-
Any other	-	-	-	-	-	-	-	-

Use:

Library Holdings	Year 2010-2011		Year 2011-2012		Year 2012-2013		Year 2013-014	
	Number	%	Number	%	Number	%	Number	%
Text Books	50	27.62	57	31.49	113	61.41	30	16.30
Reference Books	1363	9.61	954	6.72	493	3.46	695	4.88
Journals/	10	55.55	12	66.66	15	83.33	16	88.88

Periodicals								
E-resources	-	-	-	-	-	-	-	-
Any other	-	-	-	-	-	-	-	-

ICT to Provide Maximum Access to the Library

ICT	Details
OPAC	No
Electronic Resource Management Package for E-journals	Open Access journals can be accessed as free and internet is available
Federated Searching Tools to search Articles in Multiple Databases	-
Library Website	Yes, It is a part of college website
In-house/Remote access to E-Publications	Yes, It is a free internet facility
Library Automation	Yes,(Except the circulation and serials modules
Total Number of Computers for Public Access	02
Total Number of Printers for Public Access	01
Internet Band Width/Speed	15mbps
Institutional Repository	-
Content Management System for E-Learning	-
Participation in Resource Sharing Networks/Consortia	INFLIBNET Access Facility

- Some Reports & Drafts are Downloaded and kept in Print & DVD Form
- Some E-Journals are Downloaded and kept in Print & DVD Form

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.

Advisory Committee for Library: As shown in point 4.3.1

A sample of the resolution of the meeting is given below:

Resolutions:

Minutes of advisory committee for Library

Advisory committee for library met on 4th July, 2014 in the college staffroom for the following agenda :

- (1) Updation of Library
- (2) Data entry of Books
- (3) Purchase of Library materials and facilities.
- (4) Book bank facility
- (5) Issuing books for faculty and students.

In the meeting of advisory committee for library following members were present :

- (1) Pri.Dr. Vinod G. Patel (Chairman)
- (2) Dr. N.G. Patel (Member)
- (3) Manisha Gamit (librarian member)
- (4) Ketan Dalal (Member)
- (5) Dr. P.D. Parmar (Member)

- (6) Shri. A.C. Kavishwar (Member)
 (7) Hitesh R. Solanki (GS) (Member)

Following resolutions were made:

- (1) Updation of Library:
 Committee passed the resolution for Updation of Library and purchase 'SOUL' software.
- (2) Data Entry of Books:
 For the data entry of books, demand Leptops from the SES
- (3) Purchase of library materials and facilities committee give authority to the principal
- (4) It is decided that a complete set of books on B.Ed course is provided to the Trainees.

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

Library Computerization

Facilities mentioned earlier are available. More Computerization is in process to provide more facilities to the Trainees and Teacher educators.

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.

Utility Details

Computer & Other Facilities & their Utility

Readership	Details
Average Number of Walk-ins	24
Average Number of Books Issued & Returned	30
Ratio of Library Books to Students Enrolled	15
Average Number of Books Added during Last Three Years	216
Average Number of Login to OPAC	-
Average Number of Login to E-resources	-
Average Number of E-resources Downloaded/Printed	-
Number of Information Literacy Trainings Organized	-
Details of 'Weeding Out' of Books & Other Materials	-

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

Use of INFLIBNET/DELNET/IUC Facilities

In Process.

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.)

Details of the Library

Library	Details
Total Area	1284.00 sq.ft.
Total Seating Capacity	40
Working Hours: On Working Days	10.30 am – 5.00 pm
On Holidays	-
Before Examination Days	10.30 am – 5.00 pm
During Examination Days	10.30 am – 5.00 pm
During Vacation	10.30 am – 5.00 pm
Layout of the Library	Search Zone, Common Reading Zone, E-Zone/ E-Resources, Research Zone

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

Information about New Arrival

- New Arrival Stand/Rack
- Displaying Jackets of the Books

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

Book Bank facility is available in the college.

- All the Trainees are given a complete set of Books on All the Subjects for a year.
- Syllabus based CD per 2 Trainees is given to them for a year.

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

Special facilities to the Visually/Physically Challenged Persons

Caretaker Trainee System

In the beginning of the year the Caretaker/s are appointed discussing with the members of the Students' Council who remain with the visually/physically challenged persons and help them.

Year	Visually/Physically Challenged Persons	Caretaker Trainee
2008-2009	Chaitali K. Desai Bijal J. Patel	Anita R. Bhajiwala Vaishali M. Naik
2009-2010	Jagruti M. Patel Daksha N. Machhi	Arti V. Patel Meena N. Vasava
2010-2011	Jayesh J. Rana Diptee G. Varand Jinita I. Vasava	Divyesh D. Rana Sarita G. Vasava Amruta G. Valvi
2011-2012	Sejal D. Rathod Urmila B. Tank Dinesh Y. Nandanwar	Jalpa J. Bariya Kajal R. Pitroda Amruta J. Patel
2012-2013	Jagruti I. Patel	Nikita R. Prajapati
2013-2014	Suresh A. Nakum	Arpan J. Pawar

	Rita J. Chaudhari Pankaj G. Patel	Tejal J. Ahir Mehul D. Patel
2014-2015	Ashvin J. Mandaviya Kush R. Doctor	Kaushal H. Bhavasar Naresh R. Bhoi

4.3.11 Feedback by the Trainees

Feedback from the Trainees is received through Feedback Form and viva-voce. The samples of the feedback forms are attached in the Annexure- V

4.4 ICT as Learning Resource

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

ICT Facilities Available in the Institute

Following facilities are available in the college:

Facility	Details
Computer Lab	26 Desk Top Computer
Hardware	Intel Corei3 4 th Generation, 4GB RAM, 500GB HDD, 19" LED Monitor
Software	Windows OS, Office Package
Internet Connectivity	Wi-Fi Zones is available in College Campus
Access	All Student can access
Audio Visual	5 LCD Projectors
Other Media	4 Scanners, 10 Printers, 2 OHP
Materials	CDs
Any Other	Smart Board in Process

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

Provision in the Curriculum for Computer Skill

- **In Course 104-204**
 - M.S.Word
 - Power Point Presentation
 - Excel
 - Internet
 - ICT

In Computer Classes the following syllabus is taught which is a part of submissions:

- M.S.Word
- Power Point Presentation
- Excel
- Use of Internet

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

Use of New Technologies/ICT in Curriculum Transactional Processes

Not merely PPTs but...

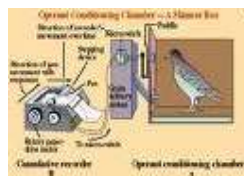
- Complete Syllabus based E-content for T-L in English (ELT) and Education Psychology
- Use of Video Clippings on 'Learning' Experiments from You Tube



One of Pavlov's dogs with a surgically implanted cannula to measure salivation.
Pavlov Museum, 2005

Skinner's Operant Conditioning

- Watching Video Clippings
- Pigeon in a Box



- Use of Demo Lessons developed by NCERT (Story Making & Telling CD, Composition Writing CD)
- Use of Audio CDs developed by NCERT
- Use of Tele-conferences through BISAG
- Use of 'Project Virtual Teacher' clippings

<https://www.youtube.com/watch?v=N3T2SLrduNo>
VCP-Episode-1-21_08_2014-part-1 (17.44 Mnt)

https://www.youtube.com/watch?v=QgfN7_Z7x-8&spfreload=10
VCP-Episode-1-21_08_2014-part-2 (16.42 Mnt)

https://www.youtube.com/watch?v=KvO_22miFw
VCP-Episode-2-22_08_2014-Part-3 (3.27 Mnt)

https://www.youtube.com/watch?v=x_bSrb6pWxs
VCP-Episode-2-22_08_2014-Part-2 (17.44 Mnt)

- Use of Movie Clips for Learning
- Providing Links on Internet on each Units for further study
- Providing list of Websites for further study
- Submissions using New Technologies
- Interaction through Inspiration Videos available on Websites
- Learning through Cell Phone
- Learning through Social Website like Facebook
- ICT based Blended Learning (iBLD)
- Theatre in Education (TiE) Training Material
- Collaborative Learning (CL) & (Enhance Your Practice Teaching Skill Programme)

Collaborative Learning



Dr Vijay K Sevak
V T Choksi Sarvajani College of Education
Surat

Collaborative Learning

- Learning Together
- Learning through Team Building, Critical & Innovative Thinking and Win-for-All Dynamics



- Inspirational CDs by NCTE
- CTE Video CDs of Workshops and Seminars
- Subject wise Facebook Groups for Trainees
- TiE-VTCSCE-Surat (For In-service and Pre-Service Teachers)
- 'Sandhan' Programmes
- Club Activities

Hello, Friends!

English Club



V T Choksi Sarvajani College of Education Surat

Activities

- Display Board Activities
- Spoken English Activities
- Training Activities
- Publishing Activities
- Awareness Activities



Extensive Use of ICT Resources & Computer –aided T-L Materials

- Computer Laboratory is open from 10.15 am to 5.00 pm
- Desktop to Individual Teacher (Laptops are in pipeline.), 3 Laptops, LCD Projectors
- T-L Strategies: PPTs with Internet Links and different forms are developed on the Complete Syllabus in Course 106-206 and Course 102-202.
- Some PPTs are on 'Author Stream', 'Power Show' etc... (Links)

<http://www.authorstream.com/vksevak/>

<http://www.powershow.com/users/vksevak>

- Some Ghazals on Kavilok

<http://pateldr.wordpress.com/category/%E0%AA%B5%E0%AA%BF%E0%AA%9C%E0%AA%Af-%E0%AA%B8%E0%AB%87%E0%AA%B5%E0%AA%95-vijay-sevak/>

- CTE Videos
TiE PPTs & Videos



2/5/2015

VCS

7

Sahitya Sangam, Surat Process Drama

World Theatre Day
March 27, 2014

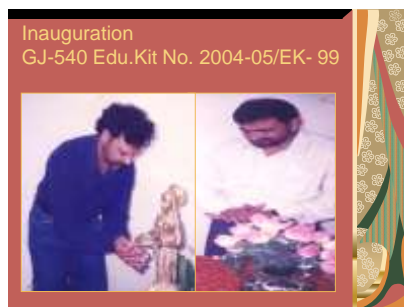


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Cell Ph.: 98261 30209 E-mail: v_sevak@yahoo.in

- 106-206- Gujaratee Videos

- CCRT Kit & Activities



Dr. Vijay K. Sevak
Teacher Educator - CCRT, New Delhi
V. T. Choksi Sarvajanic College of Education
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Cell Phone: 98220 16289 E-mail: sevakvj@rediffmail.com
Eid No: 62-148-2004-0711-09

Names of the Teachers for the Orientation Programme

3. For Orientation Programme at V.T. Choksi Sarvajanic College 18 to November 17, 2009

No.	Name	Address & Address	Cell Phone Number
1	Shubertu S. S. S. S.	Major Professional State No. 180 Karnal, Uttar Pradesh	98912 12461
2	Shubertu S. S. S. S.	Major Professional State No. 111 Karnal, Uttar Pradesh	97211 29287
3	Shubertu S. S. S. S.	Major Professional State No. 111 Karnal, Uttar Pradesh	97211 29287
4	Shubertu S. S. S. S.	Major Professional State No. 111 Karnal, Uttar Pradesh	97211 29287
5	Shubertu S. S. S. S.	Major Professional State No. 111 Karnal, Uttar Pradesh	97211 29287
6	Shubertu S. S. S. S.	Major Professional State No. 111 Karnal, Uttar Pradesh	97211 29287
7	Shubertu S. S. S. S.	Major Professional State No. 111 Karnal, Uttar Pradesh	97211 29287
8	Shubertu S. S. S. S.	Major Professional State No. 111 Karnal, Uttar Pradesh	97211 29287
9	Shubertu S. S. S. S.	Major Professional State No. 111 Karnal, Uttar Pradesh	97211 29287
10	Shubertu S. S. S. S.	Major Professional State No. 111 Karnal, Uttar Pradesh	97211 29287



Example of Online T-L Resources

<https://www.youtube.com/watch?v=N3T2SLrduNo>
VCP-Episode-1-21_08_2014-part-1 (17.44 Mnt)

https://www.youtube.com/watch?v=QgfN7_Z7x-8&spfreload=10
VCP-Episode-1-21_08_2014-part-2 (16.42 Mnt)

https://www.youtube.com/watch?v=KvO_22miFw
VCP-Episode-2-22_08_2014-Part-3 (3.27 Mnt)

https://www.youtube.com/watch?v=x_bSrb6pWxs
VCP-Episode-2-22_08_2014-Part-2 (17.44 Mnt)

Please, note that the Faculty Member Dr. Vijay Sevak has worked as a Convener of the 'ICT in Education Programme' of STTI, Gandhinagar for In-service Teachers of Gujarat and Editor of the Module 'ICT in ELT'. He worked as one of the Resource Persons in the 'Project iBLD' under the guidance of Prof. Marmar Mukhopadhyaya who was invited by Government of Gujarat for the project. He has developed a module for iBLD Unit Planning in English (Std.X).

Example of Online T-L Resources

- BISAG- KCG demonstrations of which VTCSCE Faculty Members were a part of the programme
- The recordings of the Programmes are utilized for T-L.



- Virtual Classroom Project Clippings of which VTCSCE Faculty Member is a part of the programme are utilized.
- Not only List of Websites is provided but teaching of accessing the websites is taught to the Trainees in almost all the subjects.
- ICT Integrated Teaching-Learning takes place through Project mode.
- Activity based Learning (ABL) is focused by Teacher Educators and Trainees both.

Please, see the T-L action plan (Ado. Edu., Collaborative Learning, Water, iBLD)

Connectivity

Connectivity to

- Internet in Computer Laboratory, Library, Academic & administrative Staff's Cabin
- National Knowledge Network & KCG
- BISAG- Some Programmes by Faculty Members are there.
- Virtual Teacher Project- Director & Script Writer. Some Programme are there.
INFLIBNET in the library

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)

Use of ICT by Trainees & Practice Teaching

- Use of a Cell Phone for a Planning a lesson
- English Class Photograph (Internet Access through Cell Phone)



- Interaction showing Inspirational Videos
- Use of a Cell Phone during Micro Teaching (Video Clips are available)
- Use of PPTs – PPT Making and Interacting Competition
- Use of Social Website like Facebook & What's App

<https://www.facebook.com/groups/1485628605015301/>

- Making Videos
- Use of Images downloaded from the Websites

4.5 Other Facilities

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

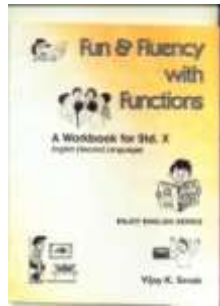
Use of Instructional Infrastructure & Sharing with Other Institutes

Materials Distributed in Schools and Colleges by GCERT and CTE-Surat

- Use of Modules (ELT) in Schools prepared by Faculty Members



- Use of the Workbooks (ELT) in Schools and TE college prepared by Faculty Members



- Use of the Software (CDs- ELT & Education Psychology) in TE institutes (DIETs, IITE & Colleges) prepared by Faculty Members
- Use of Module (ICT in ELT) prepared by Faculty Members in schools
- Use of 'Syllabus based Plays' in Schools
- Use of the E-Modules on Theatre in Education in Sub-centers and Uploading the photographs & clips on the FB group i.e. TiE-VTCSCE-Surat
<https://www.facebook.com/groups/tievtcscesurat/>
- TiE Programmes for Social Workers & Senior Citizens
- Concept Learning Programme for Visually Challenged Children



- 'Ishvara ne Name Vanee' – a Programme for Development of Speech Skill in Gujaratee



- Sharing some PPTs on Educational Websites like Author Stream, Power Show etc. (Most viewed PPT is 'Importance of English')

<http://www.authorstream.com/vksevak/>

<http://www.powershow.com/users/vksevak>



- Sharing some clips on ELT on You Tube (as mentioned earlier)

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?

A-V Facilities & Materials

Facilities:

Computer Laboratory- All Time Open

Library- All Time Open

E & A-V Materials:

In All Subjects

- E-Material is distributed to the Trainees under Book Bank Scheme.
- Demonstration CDs (BISAG Presentations)
- Subject Library
- E-Submission

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?

Laboratories

- **Computer Laboratory-** Computer classes and workshops are organized.
- **Language Laboratory-** Using a Computer Laboratory and the CD, Speech Skill Development of the Trainees is planned.
- **Psychology Laboratory-** Psychological Tests are there. Generally IQ Test, Interest Inventories and Achievement Motivation Test is administered in schools and college.
- **Science Laboratory-** Sometimes Experimental Science Laboratories are utilized.

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

Details of Other Facilities

- **Multipurpose Hall-** For Workshop, Seminar, Exhibition, Classes, Rehearsals, TLM Making, Property Making etc.

- **Workshop-** No separated Workshop but for Workshop Activities CTE Multipurpose Hall is utilized.
- **Music Room-** No separate Music Room but Assembly Hall and CCRT Hall is utilized.
- **Sports Room-** Indoor Games and Sports Instruments are kept in it.
- **Transports-** No college vehicle.

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.

Classrooms Equipped with Latest Technologies

- LCD Projectors in the Classrooms
- Desktop Computers/Laptops connection in staff's cabins & class rooms
- 'SANDHAN' Connectivity for BISAG 1 & 2 Educational Programmes
- Updating for Smart Board is going on

4.6 Best Practices in Infrastructure & Learning Resources

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

Modeling & Reflection on the Best Practices

- **Utilization of CTE Multipurpose Hall** for T-L, Training, Exhibition & as a workshop is the Best Practice in Infrastructure & Learning Resources.
- **Material Generation & T-L Strategy Development using ICT facility** is another Best Practice. Teacher Educators develop Andragogy to satisfy the diversified needs of the Trainees. A variety of Teaching-Learning Techniques are applied. Moreover, they combine ICT with other techniques. Moreover, the Androgogy changes according to the feedback from the Trainees.
- As mentioned in Criterion:II, Action Plan of T-L is the Best Practice related to Infrastructure and Learning Resources.

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

Innovative Practices related to the Use of ICT

- Development of Syllabus based CDs having links on Internet.
- Distribution of CDs to the Trainees ('CALL 4 ELT', 'Life, Learning & Learner', 'Cambridge Dictionary', Demo Lessons CDs)
- Developing T-L Strategy using Software on CD
- Interaction using Inspirational Shorties

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

1 Utilization of Infrastructure & Resources

Best Practices of VTCSCE, Surat (Criteria 4- Infrastructure & Finance)

1. Title:

Utilization of Infrastructure & Resources

2. Goal:

- Maximum utilization of Infrastructure of the institute for the benefits of the Stakeholders
- Maximum utilization of available Human & Financial Resources for the benefits of the Stakeholders
- Increasing and updating the facilities in the institute

3. The Context:

- Reform and Restructuring at all Levels of Education
- RUSA, JRM, CTE & GCERT
- Career Advancement

4. The Practice:

Process of the Activity

- Utilization of the building by sister institutes and CTE, CCRT, BAOU, GIET etc.
- Utilization of the CTE Multipurpose Hall and CTE building for Different Activities
- Utilization of UGC, CTE, CCRT Grants
- Utilization of PPP Fund
- Utilization of Human Resources from different fields like Research, Medical Science, Social Workers, Law & Order etc.

Constraints:

- No UGC Grant for some years
- No second installment of a building grant for CTE
- Limited PPP Fund

5. Evidence of Success

- Working Classes of Law and BBA in the VTCSCE building
- Working CTE, CCRT, BAOU activities
- Variety of activities in CTE Multipurpose Hall & CTE Guest House
- Support Materials in School & Education College Subjects are generated.
- Utilization of GCERT Research Grant
- Identity of VTCSCE as a Resource Center

6. Problems Encountered and Resources Required

- Efforts for UGC grants
- Reminders for CTE grant
- Planning according to the fund
- Alumni Support Group Activities

2. Generation and Utilization of ICT in Education

Additional Information for Reaccreditation

1. What were the evaluative observations made under *Infrastructure and Learning Resources* in the previous assessment report and how have they been acted upon?
2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Infrastructure and Learning Resources?

2.4 Infrastructure & Learning Resources	
2.4.1 Physical Facilities for Learning <ul style="list-style-type: none"> • Classrooms, methods room and computer laboratory are available. • Educational Technology, Language & Science Laboratories are not in proper order. 	<ul style="list-style-type: none"> • They are more equipped with the facilities. • No separate Education Technology Laboratory but Computer Laboratory and Assembly Hall are utilized for Demonstration and T-L purpose.
2.4.2 Maintenance of Infrastructure <ul style="list-style-type: none"> • Management provides adequate fund for maintenance of infrastructure. • Ambience around building is maintained well. 	<ul style="list-style-type: none"> • The practice is continued. • The practice is continued.
2.4.3 Library as Learning Resource <ul style="list-style-type: none"> • Automation of library is under process. • Book Bank facility provides only one book to all students. • College library utilization appears limited. 	<ul style="list-style-type: none"> • Updating is in process. • Under Book Bank scheme 1 set of Books is provided to each trainee. Per 2 Trainees CD is provided. Moreover, 03 books are issued to the Trainee for 07 days. • VTCSCSCE Teacher Educators plan Syllabus based Library Work, Assignment, Project Work, Book Review submission allotting proper time for reading and making notes sitting in the library. • Govt. Drive for 'Vanche Gujarat' was, too applied in the college.
2.4.4 ICT as Learning Resources <ul style="list-style-type: none"> • The use of ICT at present is limited to surfing and power point presentation as learning Resource. • The computer laboratory with 25 computers is used for training the student teachers in basics. • All faculty members and supporting units have been provided personal computers. 	<ul style="list-style-type: none"> • PPTs are made not only for presentation but as TLM to make a part of T-L process. Moreover, they can be used for self-learning as the web links are provided. PPTs are designed according to the format of a free ware 'CourseLab' suggested by NMEICT. • The practice is continued. The updating of the machines is in process. • Training Programmes on ICT use are organized by CTE. • Faculty Members' desktops need updating. The process is on.

<p>2.4.5 Other Facilities</p> <ul style="list-style-type: none"> • The college has separate rest rooms for girls and boys. • The college doesn't have hostel facility in the campus for girls or boys. • The college provides and shares outdoor and indoor sports facilities with sister institutions. 	<ul style="list-style-type: none"> • The practice is continued. • VTCSCE makes arrangements of the Trainees in SES Hostel and other hostels. • The practice is continued. Some rooms, too are utilized by sister institutes.
<p>2.4.6 Best Practices in the development of Infrastructure & Learning Resources</p> <ul style="list-style-type: none"> • Very good seminar room with modern gadgets 	<ul style="list-style-type: none"> • The Practice is continued. • Maximum Utilization of the Multipurpose Hall

Criterion V: Student Support & Progression

5.1 Student Progression

5.1.1 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?

Assessment of the Students' Preparedness & Academic and Professional Advice by the Institute

- **Creating Environment for the Training**

Publication of Prospectus & Ensuring its Commitment

VTCSCE gives its prospectus to the Trainee when his/her admission is confirmed by the VNSGU as Centralized & Online Admission Process is applied by it. In the prospectus of VTCSCE the information about the college and Rules & Regulations are included.

Moreover, the Trainees are provided a syllabus booklet containing the details of Courses and Evaluation System. Given below the title page of the Course booklet:








- **Orientation Sessions**
VTCSCE holds orientation sessions regarding the Institute's Vision, Mission, Objectives, Ideology, Syllabus, T-L Experiences, Evaluation - B.Ed. programme etc. in the 1st Semester for the benefits of the trainees.
- **Assessment of the Students' Preparedness**
VTCSCE plans introduction session to assess the trainees in an informal way followed by the Pre-Test in Courses -106 and 107 to assess their scholastic performance.
- **Academic & Professional Advice & Efforts by the Institute**

Efforts for Entrepreneurial Skills

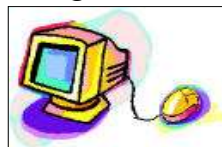
VTCSCE prepares the Trainees for Entrepreneurial Skills through variety of T-L Process, Workshops and Support Group System where they get first hand experience. Moreover, it provides opportunities to competent students to work as Resource Persons at workshops by other Institutes, too.

With the help of such experiences understanding of Real Learning, Readiness to work, and Courage to work differently are developed among the Trainees.

Support Services

Students/System	Services/Facilities
SC/ST, OBC & Economically Weaker	Scholarship, Informal Help
Physical Disabilities	Care Taker Student, Special Care, Assistance & Concession in Submissions etc
Overseas	-
Participants in Competitions/ National Events	Providing Time, Adjustment in Schedule, Encouragement, Felicitation
Medical Assistance	First-Aid Box, Doctor on Call, 108 service
Coaching for Competitive Examination	Extra Class (10.30-11.30 am) for TET/TAT/HTAT Quiz during Assembly
Skill Development	Computer Literacy Class, Spoken English (SCOPE)
Slow Learner	Support Material, (1 Hr. More)
Exposure to Higher Learning Institutes	Sometimes-Science Institute, English Institute
Magazine & Newsletter	<p>‘Parisheelan’, ‘Hollyhock-Grow with it’</p> <p>Magazine & Newsletter</p>     

How to Prepare Computer Assisted Learning Programme?



Dr. Vijay K. Sevak

V. T. Choksi Sarvajani College of Education Surat



- **Providing Scholarship**

VTCSCE disburses the amount of the Government Scholarship to the eligible Trainees.

Details of the beneficiary students (category wise) of last Four Years

Scholarship	2010-11	2011-12	2012-13	2013-14
SC	-	63980	29000	29000
ST	123940	108669	100430	157210
OBC	108810	92940	59800	93500
PH	6000	6000	2300	4600
Total Rs	259430	271589	191530	284310

Percentages of Beneficiary Students

Scholarship	2010-11			2011-12			2012-13			2013-14		
	SC	ST	OBC	SC	ST	OBC	SC	ST	OBC	SC	ST	OBC
State	30	15	6	28	13	5	31	28	12	31	29	7
Central	-	-		-								
Other												

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

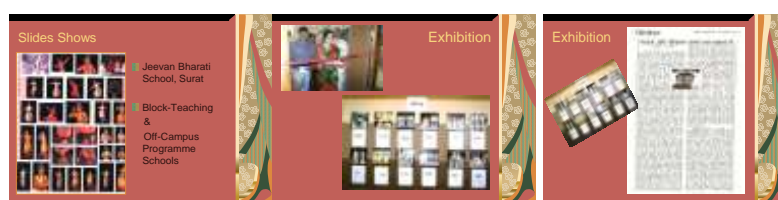
Institution's Assurance for Inspiration & Development

A Start

- Every year VTCSCE starts its academic session with the Inspirational Lecture by the eminent personality in the society that creates positive vibes in the institutes for learning, training and hard work required for development. Then starts Self-Expressional session.
- The Trainees of the institutes show an Inspiration Video Clip in the Prayer Session. Then, they interact on the content of it to inspire the trainees to create better understanding and a responsive society.

T-L Activities

- VTCSCE believes in ABL. So, it believes that Academic, Co-curricular and Extra-curricular activities are a part of learning. So, the Teacher Educators are habituated to utilize different games and exercises for learning purpose. VTCSCE has a CCRT center to utilize its rich kit for T-L process. (Learning through Exhibition-PPT Slides)



- Variety of modes, approaches, methods and techniques are utilized for T-L process that can be seen in the T-L Action Plan.
- VTCSCE has focused TiE believing in Learning through Arts. So, it has an Institutional Project of developing syllabus of TiE under the banner of CTE. It organizes and conducts Workshops on different aspects of TiE involving the Trainees. TiE Techniques are applied in teaching B.Ed. Syllabus, too.

Adolescence Education through TiE

Who What & Why?



Handle with Care



Adolescence age: Spring or Storm?



Eight developmental tasks of adolescence

- A. Establishing mature social relationships with both sexes
- B. Achieving a sexual identity
- C. Accepting physical changes and body image
- D. Achieving emotional independence from family and adults
- E. Preparing for marriage and family life
- F. Preparing for an economic career
- G. Acquiring a set of values for living life
- H. Achieving socially responsible behavior



Co-curricular Activities

- Utilization of 'Saptadhara' (Seven Band) Activities for Personality Development & Awareness Programmes & Creative Competitions
- Provision for Costumes and Materials for Band Activities- A sum Amount of Money is provided to each Band.
- Participation of Trainees in the Competitions organized by other Institutes
- Participation of Students' Council and Support Group members. Autonomy to them.

More than Syllabus, Research & Social Awareness activities

Involving the Students in Govt. Projects for wider Exposure & Experience- In Aptitude Test Development (Research), Concept Learning (for Material Development & Research), 'Deekariyun' (for awareness programme on Balance in Nature), 'Chhuttie- Raja Padee....' (for wider Exposure at National level and Paying Tribute to the great poet Sh. Rabeendronath Thakur), CCRT Activities (for awareness programmes in schools)



TiE Activities (for Awareness & as Therapeutic use of Drama) etc.

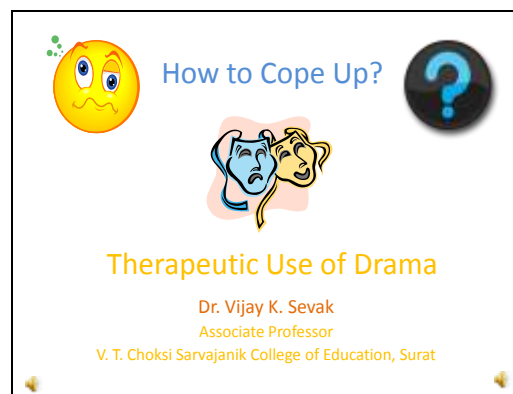


Remedial Activity

- **Special Support to Facing Risk of Failure/ Drop out-** Additional Academic Support- Sitting More after College Hours and Study VTCSCCE has hardly faced the risk of failure or drop out. Even though it gives practice to the Trainees to write answers of the Question-papers. Moreover,

the students whose handwritings are not good have to practice of writing after the college hours and get the signature of the Principal.

- **As an SES-VTCSCE Extension Programme**
- **Remedial TiE (Therapeutic Use of Drama)**-Applying TiE activities in Course 102 and 202 respectively for the units Adolescence Education & Adjustment



Giving Space and Managing Activities

- Adjustment in Schedule & Flexibility in Examination for the Competent Students in Art & Culture – Deekariyun. The Trainees had to perform the play at 5 places in Gujarat under the ‘Sagarakhedu Scheme’ even though they had Final Practical Examination for three days in the morning. The Trainees did it successfully.

Innovative Approach & Practices

- Combination of Academic & Extra-Curricular Activities- Theme based Annual Day Cultural Programme, Publication of Magazine ‘Parisheelan’ & sometimes Exhibition through Project Mode
- Theater in Education
- Applying AL, ABL and CL

5.1.3 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?

Gender-wise Drop-out Rate after Admission

Following are the details:

Year	Male	Female	Total
2008-09	-	-	-
2009-10	2	-	2
2010-11	-	-	-
2011-12	-	1	1
2012-13	-	1	1
2013-14	1	2	3

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?

Guidance to the Students for Competitive Examination & Qualified Students

To prepare the Trainees for Competitive Examination, there is a provision for Special Classes during 10.30-11.20 am for English, Mathematics, Science, and General Knowledge. Moreover, there is a Quiz Session in the Prayer Assembly.

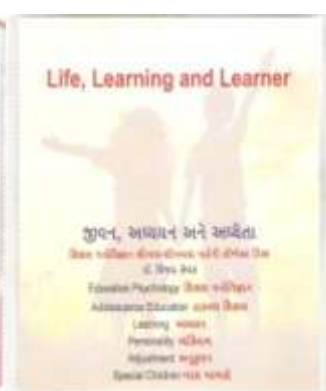
Following are the details of the Qualified Students:

Examinations	2010-11	2011-12	2012-13	2013-14
NET	1	-	-	-
SLET	-	-	-	-
TET	-	-	2	8
TAT	-	2	4	9
M.Phil. Entrance	-	-	-	1
Ph.D. Entrance	-	-	-	1
CCC	-	1	-	-

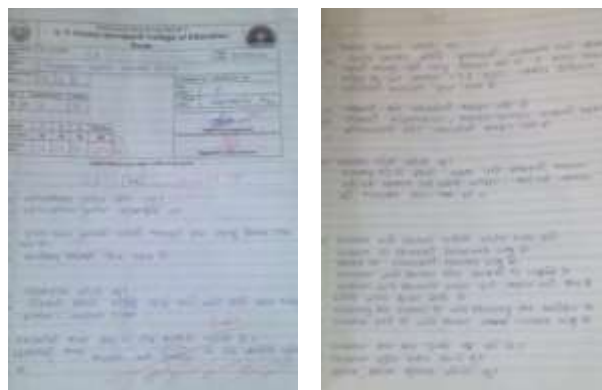
Counseling Service to the Students

Academic Guidance & Counseling-

Academic Guidance for Practice Teaching before and after every spell is provided to the Trainees. Support Material also is provided to the Trainees.



Examination Guidance is provided to the Trainees before & after the examinations. Sample Question-papers and Answer-keys are provided to the Trainees for better understanding about writing answers to the questions.



Career Guidance- Career Guidance Sessions are held during Block Teaching Programme where School Principal and an Expert take the sessions telling about real experiences and showing the confidential reports of the In-service Teachers to inspire the Trainees to be better professionals.

Personal Guidance & Counseling-

Personal Guidance when required by the Trainee is provided by the Principal and Teacher Educators. In some cases of Psycho-Social problems help of a Psychiatrist or Social Worker is sought.

Counseling Service for Girls (Women Empowerment)

Resource Persons from Health & Hygiene, Law, Police, Self-defense are invited for the Special sessions on Women Empowerment. Interaction through Skit Presentation, too takes place.



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

Facilitation for Higher Studies

VTCSCE inspires some of the Trainees to join Higher Studies after B.Ed. The Teacher Educators inspire the Trainees through M.Ed. Internship Programme. Moreover, they are provided the guidance after University Examination. Information about IITE M.Ed. Programme, too is provided.

Student Progression to Higher Education or Employment

VTCSCE's alumnus have made their career as

1. Lecturers in Colleges (Under Graduate)
2. Lecturers in Post-Graduate Institutes
3. Professionals in other fields
4. Professionals in foreign countries, too.

1. Our Students in Education and Other College (Under Graduate)				
Sr. No.	Name of Alumni	B.Ed.Student/ Ph.D.Student	Designation	College Name
1	Dr.N.G.Patel	Ph.D.	Asso.Professor	V.T.Choksi Sarvajanic College of Education
2	Dr. N.P.Gohil	B.Ed.	Asst.Professor	V.T.Choksi Sarvajanic College of Education
3	Dr.P.J.Raj	Ph.D.	Principal & Dean	College of Education, Kharod
4	Dr.p.R.Master	Ph.D.	Asso.Professor	College of Education, Kharod
5	Dr.B.F.Tandel	Ph.D.	Principal	College of Education, Daman
6	Dr. Gayatri R.Patel	B.Ed.	Asst.Professor	Shri Rang Shikshan Mahavidyalaya, Bilimore
7	Dr.Anand Bhatt	Ph.D.	Asst.Professor	B.Ed. College, Umrakh
8	Dr.Kinnary Patel	Ph.D.	Asst.Professor	B.J.Patel B.Ed. College, Bardoli
9	Dr. Jayesh Patel	Ph.D.	Asst.Professor	B.Ed.College, Thava
10	Dr.Dilip Patel	B.Ed.	Asst.Professor	Vivekanand B.Ed.College, Surat
11	Dr.Ashwin Patel	B.Ed.	Asst.Professor	Navyug Science College, Surat
12	Dr.Jyoti Naik	B.Ed.	Asst.Professor	Navyug Arts College, Surat
13	Dr.J.P.Gohil	B.Ed.	Asst.Professor	Smt.V.R.Bhakta B.Ed.College, Kamrej
14	Dr.Aswini Kapadia	B.Ed.	Asst.Professor	Smt.V.R.Bhakta B.Ed.College, Kamrej
15	Dr.Umesh Pandya	B.Ed.	Asst.Professor	Science College, Kamrej
16	Dr.Nitin Shah	B.Ed.	Asst.Professor	Science College, Kamrej
17	Dr.Martina Nroonha	B.Ed.	Asst.Professor	S.P.B.Em. College, Surat
18	Dr.Shabita J.Sondhi	B.Ed.	Asst.Professor	S.P.B.Em. College, Surat
19	Dr.Minaxi Jariwala	B.Ed.	Asst.Professor	Vivekand B.Ed. College, Surat
20	Prof.Viswa Desai	B.Ed.	Asst.Professor	Vivekand B.Ed. College, Surat
21	Prof.Patralekha Barad	B.Ed.	Asst.Professor	Vivekand B.Ed. College, Surat
22	Prof.Bhavesh Thakar	B.Ed.	Asst.Professor	G.N.Pandya B.Ed.College, Surat
23	Dr.Riddhi Desai	B.Ed.	Asst.Professor	Shri Mahavir Vidyamandir Trust B.Ed.College, Surat
24	Dr.Kiran Desai	Ph.D.	Asst.Professor	Vidyakunj B.Ed.College, Surat
25	Dr.Meena	B.Ed.	Asst.Professor	B.J.Patel B.Ed.college,

	Parmar			Surat
26	Dr.V.R.Suvan	Ph.D.	Asst.Professor	B.Ed.college, Khambhat
27	Dr.Dilip I.Patel	Ph.D.	Asst.Professor	V.T.C. B.Ed.college, Surat
28	Dr.Kishor Leuva	Ph.D.	Asst.Professor	B.Ed.college, Khambhat
29	Dr.Jayesh Jani	Ph.D.	Asst.Professor	Sardar College of Education, Ahmedabad
30	Dr.Amita Patel	Ph.D.	Asst.Professor	Vidyakunj B.Ed. College, Surat
31	Dr.Priti J.Maiyani	Ph.D.	Asst.Professor	Dakshinapath, Bhavnagar
32	Prof.Kunjali K.Lotwala	B.Ed.	Asst.Professor	Z.F.Wadia Women's College, Surat
33	Prof.Meena A.Parmar	B.Ed.	Asst.Professor	V.C.T.Arts & Commerce College, Bharuch
34	Prof.Dimpy N. Vankawala	B.Ed.	Asst.Professor	Bhagvan Mahavir Polytechnic College, Vesu, Surat
35	Dr.Abhilasha Agarwal	B.Ed.	Asst.Professor	Vanita Vishram Commerce College, Surat

2. Our Students in University Post Graduate Department				
Sr.No.	Name of Student	B.Ed./Ph.D.Student	Designation	Dept./Uni.PG Section
1	Dr.Jagdeep Sonwane	B.Ed.	Asst.Professor	Department of Education, Bhavnagar University, Bhavnagar
2	Dr.Jashu G.Patel	B.Ed.	Asso.Professor	Gujarati Department, VNSGU
3	Dr.Rajesh Rathod	B.Ed.	Asso.Professor	M.Ed. College- Bhagvan Mahaveer College, Vesu
4	Dr.Sohel Mulla	B.Ed.	Asst.Professor	Department of Education, (S.F.) VNSGU
3. Our Students in Other Field / Govt. Offices				
Sr. No.	Name	Designation	Place	
1	Dr.Jatin Soni (Ph.D.Student)	VC	Sports University, Gandhinagar	
2	Smt.Yasmin Sheikh	Mamlatdar	Navsari	
3	Shri Parmar	DEO (Retired)	Surat	
4	Shri R.K.Chaudhri	Director (Retired)	GCERT, Gandhinagar	
5	Shri Meenaxi Desai	Trusty & Principal	Bhulka Bhavan	

		(Retired)	School, Surat
6	Shri Deepika Chaudhri	Asst.Professor	DIET

4. Professionals in foreign countries.

Some Trainees have gone abroad to make their career in education and other fields.

પરદેશમાં સ્થાયી થયેલા કોલેજના ભૂતપૂર્વ વિદ્યાર્થીઓની યાદી	
1. Dr. Gautambhai Panchal	34. Pinkal Jayeshkumar Thakar
2. Mrs. Neeti Kanak Shah	35. Arvindbhai Jivrambhai Prajapati
3. Khyati Prakash Jain	36. Antum A. Panjwani
4. Mithani Ashraf Sadruddin	37. Monika Sudhirkumar Shah
5. Bhimnathwala Rachna Kiritkumar	38. Hina Janakkumar Thakar
6. Mrs. Jigishaben Patel	39. Jagruti Surendrabhai Marfatia
7. Bhavnaben Ranchhodbhai Rathod	40. Kaushika Ramanlal Patel
8. Bhavesh Harivadanbhai Trivedi	41. Mohini Kantilal Shah
9. Smita Prakashchandra Vyas	42. Pritiben Jayantilal Modi
10. Gautambhai Amrutbhai Panchal	43. Ritaben Dhansukhbhai Patel
11. Tarjani Mukeshbhai Desai	44. Sangitaben Ratilal Patel
12. Dipakkumar Kanubhai Patel	45. Maheshwari Ishwarlal Jariwala
13. Shreyashkumar Mangaldas Tandel	46. Elakshi Kantilal Kantharia
14. Parulben Gordhanbhai Dudhat	47. Niketa indravadan Desai
15. Nehal Dilipbhai Shah	48. Yogita Dalpatbhai Chauhan
16. Jagruti Ashwinkumar Desai	49. Mohmediqbal Abdulkader Patel
17. Nilrekha Dushyant Adhvaryu	50. Sujata Dhirajlal Lapsiwala
18. Alpa Tukhalsinh chauhan	51. Haranbhai Daryabhai Patel
19. Kokilaben Thakorabhai Shah	52. Ritaben Ishawarlal Desai
20. Sapana Pushpsen Parekh	53. Kalpana Indubhai Vyas
21. Neelam Hiralal Kapadia	54. Tinuben Kishorchandra Shah
22. Pinki Deepakkumar Purohit	55. Kumud Haribhai Parmar
23. Bhavnaben Harjivanbhai Patel	56. Rajnikant Bhanabhai Chauhan
24. Priti Manharbhai Gajjar	57. Nila Dhirajlal Lapsiwala
25. Sangita Jivrajbhai Sihora	58. Nina Ramanbhai Desai
26. Umesh Madhavprasad Bhatt	59. Chetnababen Pravinbhai Patel
27. Mintu Gordhanbhai Talaviya	60. Bela Rameshchandra Vashi
28. Armin Noshir Killawala	61. Minaxi Dipakkumar Sastri
29. Rakhi Gupta	62. Bharti Dahyabhai Kapadia (Bharti raj Mantani)
30. Bhavna Natvarlal Thakor	63. Bhavna Mahendra Chauhan
31. Dhara Dineshchandra Patel	64. Iilakshi Kanthariya
32. Chintanben Arvindkumar Bhatt	65. Chchaya Lokhandwala
33. Hetal Madhusudan Patel	

નોંધ : કોલેજના સ્થાપના કાળથી અત્યાર સુધીમાં કુલ ૬૫ તાલીમાર્થીઓ ભારતદેશ સિવાય, વિદ્યના અન્ય દેશોમાં સ્થાયી થયા છે.

Following are the details of Students' Progression:

Student Progression	% in 2010-11	% in 2011-12	% in 2012-13	% in 2013-14
UG to PG	3	4	5	6
PG to M.Phil.	-	-	-	-
PG to Ph.D.	-	-	-	-
Employed: Campus Selection (CS)	-	-	4	7
Other than CS	40	45	47	54

Given below the list of the Trainees who joined M.Ed. Course immediately after completing B.Ed. Course: (List & number of students)

2009-10	2010-11	2011-12	2012-13	2013-14
4 Trainees 1. Dharmishtha Patel (Eng-Sk) 2. Khyati Patel (Eco-Acco) 3. Jalpa Patel (Math-Sci)	3 Trainees 1. Sohel Mulla (Eco-Acco) 2. Kirti Modi (Eco-SS) 3. Rinku Patel (Eco-Acco)	4 Trainees 1. Falguni Patel (Eng.-SS) 2. Amrut Patel (Eco-SS) 3. Jatin Jariwala (Mth-Sci) 4. Dimpay Wankawala (Mth-Sci)	5 Trainees 1. Shambhvi Pandya (Eng-Sk) 2. Nimisha Patel (Guj-Sk) 3. Pinal Mistri (Hd-Guj) 4. Madhvi Gamit (Mth-Sci) 5. Roshni Pancholi (Mth-Sci)	6 Trainees 1. Dhara Mehta (Guj-Hd) 2. Jagruti Solanki (Guj-Sk) 3. Vrushti Shah (Eng-Sk) 4. Nayna Patel (Guj-SS) 5. Mehul Patel (Eco-SS) 6. Krupa Shah (Sci-Mth)

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

The alumni members are provided the following facilities in the college:

Library- Books, Reference Materials, Internet, Photo-copying

Computer- Internet, Photo-copying

Laboratories- Psychology Tests

Seminar & Workshops- Participation

In a reciprocal gesture alumni Support Group carry out activities shown in the Following Table:

Activities (Alumni Support Group)

2011-12		2012-13		2013-14		2014-15	
Academic	Other	Academic	Other	Academic	Other	Academic	Other
Conducted one day programme for B.Ed. students in the subject of English & Sanskrit by Alumni Riddhi Desai & Bhavesh Thakar	Book Donation to college library	Lectures in Philosophy subject by American Juneid.	Donate Cupboard	Economical help to the poor students 2. Lectures in Philosophy subject by Rasmi Jha	Donate Water cooler & Sofa Set	Conducted one day programme for B.Ed. students in the subject of English, Sanskrit and Economics.	Lecture for B.ed.Trainees on “Maa-Bap ne Bhulsho Nahin”

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.

Following Career Guidance & Placement Services are provided:

- Experts' Talk for Guidance & Counseling in the College

Sr.No.	Subject	Lecturer
1	Sex Education	Dr. Bhadrayu Vachchharajani
2	Need of Sex Education	Dr.B.A.Parikh
3	Today's Educational Technology	Dr. Motilal Sharma
4	Research Guidance	Dr. Raneshchandra Kothari
5	Health Awareness	Dr.C.Z.Shah
6	<i>Aajno Shikshak</i>	J.P.Gohil
7	<i>Andhshraddha ane Aapne</i>	Raman Pathak
8	Use of Technology in Education	Dr.Dipika Shah
9	Relation of Schools and Training College	Prin. Varsha Desai
10	Our Education System	Dr.P.G.Patel
11	Privatisation of Education	Ravindra Dave
12	<i>Kaydo ane Aapne</i>	Lalitchandra Sukhadwala
13	World Culture in Education	Dr.D.V.Desai
14	Teacher for Society	H.B.Desai
15	Concept of Formatting and Summative Evaluation	Prin.Devang Desai
16	Awareness of Law for Women (Grievance Cell)	Prin.Dr.Jagrutiben Patel
17	A Teacher is -	Prin.P.J.Raj, Dean
18	Hindi and Hindustan	Dr.D.N.Kayasth
19	proficiency and Morality of Teacher	Prin.Dr.U.R.Nanavati
20	Sex Education- Why?	Dr.Bhadrayu Vachchharajani
21	Problèmes of Teenagers	Dr. Mukul Choksi
22	Théâtre and Human Being	Dr.Dakshesh Thakar, VC, VNSGU
23	Learning through Drama	Vipin Kikani
24	Teacher and Society	Ketan Dalal
25	Teacher and Innovation	Jyotindra Lekhadia
26	Yog Shikshan	Dr.Jayesh Nayak and Sudha Nayak
27	Education and assistencialism	Rasmi Jha
28	Educational Thought of Guntant Shah	American Juneid
29	Smart Class plus But Smart Teacher	Ashok Vyas
30	U-Turn in Teaching and Learning	Dr.Dakshesh Thakar (V.C.- VNSGU) & Dr.Bhadrayu Vachchharajani (Director-Academic Staff College, Rajkot)

● **Exposure of Professionalism during Block-Teaching Programme & Meeting with In-service Teachers' Working Group**



- **Preparing the Trainees for the Interview**
(Trainees interact with the Principal of the school, DEO & Expert's Talk)



Mechanism for Placement

- **Trainees' Details in the 'Parisheelan'- Magazine**



- **Campus Interview**



- **Displaying 'Wanted Teachers' Advertisement or Letters on the board**



- **Telephonic Inquiry & Suggesting Names of the Trainees for the Post**

Given below the list of the Career Guidance Programmes in BTP schools where the Trainees get guidance and get appointed when there are vacancies over there :

1. G.& G. V. Kadiwala High School, Ring road, Surat.
2. R.S.M.Poonawala Experimental High School, Surat.
3. K.L.S.Khandwala(Balaji) Girls High School, Surat.
4. T.&T.V. Vidyalaya, Gopipura, Surat.
5. Vanita Vishram Girls High School, Athava Lines, Surat.
6. Ambaba Girls High School, Surat.
7. I.G.Desai Sarvoday Vidyalaya, Bhatar, Surat.
8. R.D.Contractor High School, Surat.
9. T.&T.V. High School, Nanpura.
10. Jivan Bharati High School, Timaliyawad.
11. Jivan Bharati Pravriti Vidyalaya, Surat.
12. Shardayatan High School, Piplod.
13. V.D.Desai(Bhulka Bhavan)High School, Adajan.
14. Lokbharti High School, Surat.
15. N.M.Zaveri(UN) High School, Lalgate, Surat.
16. M.T.Jarivala High School, Surat.
17. C.C. Shah Experimental High School, Surat.
18. N.G.Zaveri Jain High School, Surat.
19. Shreyas High School, Ghod Dod Road, Surat.
20. Uttar Gujrat High School, Bhatar, Surat.
21. Shree Ratnasagar Jain High School, Surat.
22. L.N.B.Dalia High School, Adajan, Surat.
23. Madresa Taiyabiah Girls High School, Surat.
24. M.N.J.Patel High School, Kapodara.
25. P.P.Savani High School, Hirabaug, Surat.
26. Shadhana Vidyalaya, Hirabaug, Surat.
27. I.C.Ghandhi High School, Sumul Dairy Road, Surat.
28. Brite Land High School, Surat.
29. Sarasvati Vidyalaya, A.K.Road, Surat.
30. V.T.Choksi Sarvajanic High School, Haripura.
31. I.N.Tekaravala High School, Rander Road, Surat.
32. Lokmanya High School, Mora Bhagal, Surat.
33. Sanskar Bharti Vidyalaya, Palanpurpatiya, Surat.
34. R.N.Naik High School, Udhana, Surat.
35. P.H.Bachkaniwala High School, Udhana Darwaja, Surat.

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

Difficulty faced by Placement Cell

- Only Some Private Institutes contact the College
- No Mechanism for Checking Assurance for Salary: Salary Rules are followed or not

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

Placement in Practice Teaching Schools

Yes. Through...

- Telephonic Inquiry & Suggestions of the Names of the Trainees by the Principal and Teacher Educators

- Information of the Trainees in the college magazine 'Parisheelan'
- Inquiry by SES

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

Resources provided to the Placement Cell

Following resources are provided to the Placement Cell:

- Human
- ICT
- Time, Space & Flexibility in the Time-Table

5.2 Student Support

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

Planning & Evaluation of Curricular & Co-curricular Programmes

Teaching-Learning & Evaluation Action Plan & Schedules

As mentioned earlier, VTCSCE plans its Academic Calendar, Andragogy (T-L Action Plan) Keeping in mind the feedback received from the stakeholders during April & May.

Teaching-Learning Action Plan- Course-104

Period	Unit	Teaching- Learning Method	Evaluation
1	A.1-Educational Technology: Concept	General Discussion	Unit Test
2	A.2- Educational Technology: Definitions	ICT-PPT	Unit Test
3	A.3- Educational Technology: Important	Group Discussion	Oral Questioning
4	A.4- Educational Technology: Nature	ICT-PPT	Oral Questioning
5	A.5- Educational Technology: Contribution	Assignment	Reporting
6	B.1- Micro Teaching: Concept	ICT-PPT	Unit Test
7	B.2- Micro Teaching: Definitions	ICT-PPT	Unit Test
8	B.3- Micro Teaching: Process	Theatre in Education	Term Paper
9	B.4- Micro Teaching: Importance	Group Discussion	Oral Questioning
10	B.5- Micro Teaching: Limitations	Group Discussion	Term Paper

11	C.1- Classroom Interaction: Meaning	Educational Plays	Unit Test
12	C.2- Classroom Interaction: Definition	General Discussion	Unit Test
13	C.3- Classroom Interaction: Components	ICT-PPT	Term Paper
14	C.4- Classroom Interaction: Analysis	Project	Reporting
15	C.5- Classroom Interaction: Important	Assignment	Oral Questioning
1	A.1- Brain Storming: Meaning	Brain Storming	Oral Questioning
2	A.2- Brain Storming: Concept	ICT-PPT	Unit Test
3	A.3- Brain Storming: Process	Educational Plays	Oral Questioning
4	A.4- Brain Storming: Merits	Group Discussion	Unit Test
5	A.5- Brain Storming: Limitations	Group Discussion	Oral Questioning
6	B.1- Peer Group Learning: Meaning	Group Work	Oral Questioning
7	B.2- Peer Group Learning: Concept	ICT-PPT	Unit Test
8	B.3- Peer Group Learning: Stages	ICT-PPT	Unit Test
9	B.4- Peer Group Learning: Merits	Peer Group Learning	Oral Questioning
10	B.5- Peer Group Learning: Limitations	Peer Group Learning	Oral Questioning
11	C.1- Programmed Learning: Meaning	Workshop Mode	Reporting
12	C.2- Programmed Learning: Concept	Workshop Mode	Reporting
13	C.3- Programmed Learning: Principles	Workshop Mode	Reporting
14	C.4- Programmed Learning: Types	Workshop Mode	Reporting
15	C.5- Programmed Learning: Importantance	Workshop Mode	Reporting

The Question Papers are set according to the Blue-Prints.(As shown in Criteria II Point 2.3)

The Academic Calendar, T-L Action Plan and Blue-Print of the Year are prepared in VTCSCE. (The yester year calendars, Action Plans are attached in Annaxure- II)

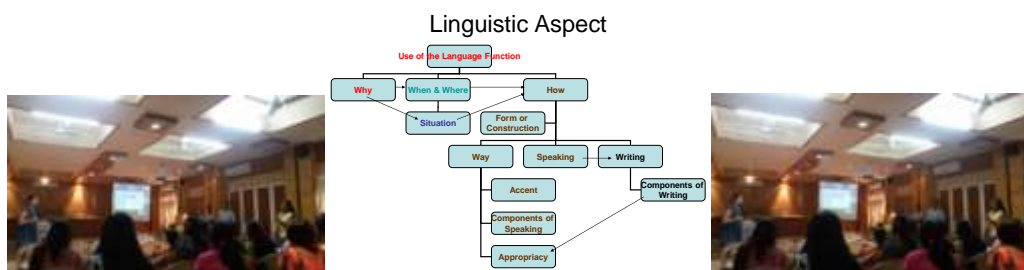
From the T-L Action Plan it can be noted that most of the Self-learning, Peer Learning, Collaborative Learning, Experiential Learning, & Creative Learning techniques are utilized and the performance of the students are evaluated accordingly. Moreover, From the VTCSCE

Calendar, it can be noted that Simulation, Micro Teaching, Practicum (On & Off the Field) and Internship are given due importance. Not to suffice but some units of Core Courses are planned in Seminar/ Workshop mode. (Annexure- II)

IQAC's Role to Contribute T-L Process & Evaluation

IQAC holds workshops for the exposure of novel techniques of T-L. E and Print Materials like CL, iBLD Learning etc are prepared for reference.

Following are the samples of a PPT on Concept Map (iBLD) and photographs of Collaborative Learning:



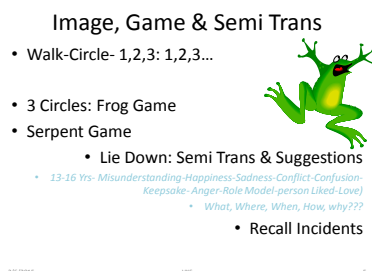
IQAC assigns the College Teachers to prepare Andragogy in their courses and holds a session for discussion to have a global view of it.

Every year in July/August the College Teachers are asked to prepare their APIs to review their performances.

After designing and discussion over the T-L Action Plan, Observation during implementation by the Principal, Feedback by the Trainees after completion of the syllabus, Analysis of the Feedback and Discussion on the suggestions made by the Trainees, and API of the VTCSCSCE Teacher monitor and evaluate the T-L quality.

Co-Curricular & Extra-Curricular Activities & Calendar

VTCSCSCE believes in ABL. So, the Teacher Educators combines different types of activities with the syllabus. They can be seen in the Andragogy of Course 102-202 and 106-107.



The Year wise Co and Extra-curricular Activities & Participation details are given below:

No.	Competitions/ Celebrations	Dhara & Contestants
1	1. Hat Speech	Gyan Dhara- 14 Trainee
2	2. Essay Writing	Sarjanatmak Abhivyakti Dhara-22 Trainees
3	3. Quiz	Gyan Dhara- 14 Trainee
4	Poetry Recitation	Sarjanatmak Abhivyakti Dhara-08 Trainees
5	Poetry Writing	Sarjanatmak Abhivyakti Dhara-06 Trainees

6	Story Writing	Sarjanatmak Abhivvyakti Dhara 08 Trainees
7	Translation (Anuvaad)	Sarjanatmak Abhivvyakti Dhara -09 Trainees
8	Janmastami & Independence Day Celebration	All Trainees
9	Poster Making	Kala-Kaushalya Dhara- 18 Trainees
10	Rangoli	Kala-Kaushalya Dhara- 21 Trainees
11	Mahendi	Kala-Kaushalya Dhara- 27 Trainees
12	Mono Acting	Natya Dhara- 8 Trainees
13	Mimicry	Natya Dhara- 08
14	Skit	Natya Dhara- English Group (12 Students)
15	Music	Geet Sangeet Dhara- 08 Trainees
16	Donation for Parishilan & Old age Home	Seva Dhara- All Students
17	Cleneness in College	Seva Dhara- All students
18	Sports Day -1. Long Jump 2. Table Tennis 3. Musical Chair	Vyayam -Yog-KhelKud Dhara- All Trainees

Achievements in Co-Curricular, Extra-Curricular Activities at Different Levels

Given below the information: (Year wise)

Literary Activities:

Year	District	State Zone	University	State	Zone	National	Inter- National
2013- 14	1. Padpurti - Pankaj Patel (1 st) 2. Kavya Pathan- Pankaj Patel (1 st) 3. Kavya Lekhan- Pankaj Patel (1 st) 4. Elocution- Pankaj Patel (1 st) 5. Navlika Writing- Neha Shrivastan (1 st) 6. Essay Writing- Tejal Ahir- (3 rd)	1. Padpurti - Pankaj Patel (2nd) 2. Kavya Pathan- Pankaj Patel (1 st) 3. Kavya Lekhan- Pankaj Patel (1 st) 4. Elocution- Pankaj Patel (1 st)	1. Padpurti - Pankaj Patel (2nd) 2. Kavya Pathan- Pankaj Patel (1 st) 3. Kavya Lekhan- Pankaj Patel (2 nd) 4. Elocution- Pankaj Patel (2nd)	1. Padpurti - Pankaj Patel (3rd) 2. Kavya Pathan- Pankaj Patel (2nd) 3. Kavya Lekhan- Pankaj Patel (3rd) 4. Elocution- Pankaj Patel (3rd)	-	-	-

Sports & Games:

	District	State	University	State	Zone	National	Inter-
--	----------	-------	------------	-------	------	----------	--------

		Zone					National
2013-14	Chess-Pankaj Patel (1st)	Chess-Pankaj Patel (1st)	Chess-Pankaj Patel (1st)	Chess-Pankaj Patel (3rd)	-	-	-

Fine Arts Activities:

	District	State Zone	University	State	Zone	National	Inter-National
2013-14	Innovative Teaching Aid-Euroglydian Gamit (3 rd)			-	-	-	-

Performing Arts Activities:

	District	State Zone	University	State	Zone	National	Inter-National
2013-14	1. Sugam Geet-Pankaj Patel (1 st)	1. Sugam Geet-Pankaj Patel (1 st)	1. Sugam Geet- Pankaj Patel (1 st)	1. Sugam Geet-Pankaj Patel (2 nd)	-	-	-

Feedback from Trainees, Alumni & Employers to Improve Performance

Getting Feedback is a regular practice in VTCSCSCE for evaluation and modification purpose.

Given below the sample of the Analysis of the Feedback by Trainees, Alumni and Employers:

Over-All Academic & Administrative Feedback by Trainees Analysis (2013-14)

Section A

Sr. No.	Points	Very Poor (%)	Poor (%)	Average (%)	Good (%)	Excellent (%)
1	Ability to bring conceptual clarity and promotion of thinking ability by teacher	-	-	-	75	22
2	Motivation provided	-	-	-	26	71
3	Teacher Communication Skill	-	-	01	36	60
4	Teachers regularity and Punctuality	-	-	03	10	84
5	Teachers Subject Knowledge	-	-	03	19	75
6	Completion and Coverage of Course	-	-	06	27	63
7	Compliment theory with practical example	-	-	11	40	56
8	Teacher Interaction and Guidance Outside of the Class	-	-	03	68	26
9	Teachers Computer/IT Skills, if applicable	-	-	09	39	59
10	Teachers Overall Performance	-	-	-	14	83

Section B

Sr. No.	Points	Yes	Natural	No
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1	Result of test declared within 2 weeks of being conducted.	96	01	-
2	Adequate number of assignments and cases given.	80	17	-
3	Would you recommended him/her to teach the same subject your juniors?	89	08	-
4	Would you recommended him/her to teach you any other subject?	78	10	09
5	In your opinion is this syllabus is adequate?	61	33	03

Section C

<p>A. What are the strengths of the teachers?</p> <ol style="list-style-type: none"> 64 % of the students believe in teachers' body language is good. 79 % of the students like teachers' methods of teaching. 39 % of the students believe in teachers' interaction method 58 % of the students believe in teachers' classroom behavior. 62 % of the students believe in teachers' regularity and punctuality. 19 % of the students believe in teachers' technique of developing of teaching skills. 21 % of the students believe that teachers are always motivate to students.
<p>B. What are the areas of weakness' in teacher?</p> <ol style="list-style-type: none"> 21 % of the students opine that teachers' volume is too low to listen to. 04 % of the students' opine for make syllabus more practical.
<p>C. Any other suggestion (regarding Curriculum, Subject, Faculty)-</p> <ol style="list-style-type: none"> 09 % of the students opine for more use of unit test and assignments work.

Alumni Feedback Analysis (2013-14)

Sr.	Details	VG (%)	G (%)	F (%)	S (%)	UN (%)
1	Admission Procedure	13	26	04	16	41
2	Fee structure	16	08	41	11	24
3	Environment	27	34	00	36	03
4	Infrastructure & Lab facilities	08	35	17	39	00
5	Faculty	22	32	11	43	02
6	Project Guidance	29	31	06	33	01
7	Quality of support material	21	12	16	41	10
8	Training & Placement	11	18	39	21	10
9	Library	23	23	05	58	01
10	Canteen Facilities	12	11	20	52	05
11	Hostel Facilities	05	08	59	19	11
12	Overall Rating of the University	04	16	02	78	00
13	Alumni Association/ Network of Old Friends	12	20	00	64	04

Suggestions:

- Relevance of curriculum in Job:
 - 52 % of the Aluminizes' believes that curriculum is Relevant in their Job, while 48% of the Aluminizes' believes that curriculum is not Relevant in their Job.
- Need any change in curriculum and syllabus:
 - 81 % of the Aluminizes' suggest that curriculum (teaching-learning) should be Activity based.
 - 19 % of the Aluminizes' don't want any changes in curriculum & Syllabus.

- 41 % of the Aluminizes' suggest that curriculum should provide help to students' for competitive examinations.
- 3. Improvements in teaching and learning Process:
 - 81 % of the Aluminizes' suggest that teaching-learning process should be Activity & Project based.
 - 28 % of the Aluminizes' suggest to reduce the weightage of assignments.
- 4. Have they learned the basic concept through those Project?
 - 68 % of the Aluminizes believes that they learned the basic concept through those Project.
 - 42 % of the Aluminizes don't believes that they learned the basic concept through those Project.
- 5. Other suggestions/comments:
 - Some of the Aluminizes suggest to provide education for students become a good & Practical Students.

Analysis of The Employers' Feedback for the Annual Activities of the B.Ed. Programme (2013-14)

1. The Employers were happy with the Planning & Performance in the Teaching-Learning aspect of the College as the Faculty Members had developed the T-L Plans and Syllabus based Material. Moreover, their services had been utilized by the State Institutes in Framing Syllabuses and Writing Text-books, too.
2. The Employers were happy with the performance in the Research aspect as Faculty Members provided Guidance for M.Phil. & Ph.D. Course Work, Guidance was provided to registered Students for Doctoral Study and Research Papers of the Faculty Members were published. Moreover, Faculty Member was appointed on the State Research Committee and University Committee. They appreciated focusing TiE & Concept Learning as the academic as well as socially relevant research projects. They felt that the activity is going on the right track as the JRM Team sent by MHRD, New Delhi not only applauded TiE activities in person but in its Report on Education in Gujarat.
3. The Employers appreciated the efforts made by the Faculty Member in making the trainees and the an active part of the T-L process through Project & a series of Workshops to proliferate Active Learning & Experiential Learning Skills among the Trainees and Making of Working Group of In-service Teachers called TiEFs to carry out the activity regularly in their respective schools. They appreciated the Faculty Members who were invited by the State and National level Institutes to render their expertise.
4. The Employers appreciated the Social Work carried out by the College establishing linkages with Social Institute P4P utilizing TiE for Social Cause to generate awareness among the parents of the children and the society members regarding Educational and Social issues.
5. The Employers appreciated the Publication of CDs and Books for the syllabus and theme based workshops and their Documentation.
6. The Employers were satisfied with the Administrative aspects of the College.
7. The Employers took a positive note of the Reformation and Reconstruction Initiative taken for the better functioning of the college after the JRM had made a few suggestions.

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

Planning for Physically Challenged Students

Generally every year 3-4 visually impaired and other physically challenged Trainees get admission in the college. As such there isn't separate planning for Physically Challenged Students but it's a policy to provide such students special facilities like Helping Hand Trainees who help and assist them in academic, co-curricular and practice-teaching activities.

One of the Striking Features of the college is encouraging Physically Challenged Students to take part in Co-curricular activities and in Annual Cultural Programme. Thus, they are appreciated and their confidence is boosted up. Sometimes, they win prizes in the competitions organized by other institutes

Physically Handicapped and Visually Challenged Students (Out of 3 Seat admission)						
Abled Students	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Physically Handicapped	2	2	1	2	0	1
Visually Challenged	1	0	-	0	0	1

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

Mentoring Arrangement

VTCSCE has not only its Teacher Educators as Mentors but has Current Year Trainees' Support Group Members, Alumni Support Group Members, and Helping Hand Trainees who work like Mentors for other Trainees and for Slow Learners, too.

Subject wise List of Slow Learners					
Methods	2009-10	2010-11	2011-12	2012-13	2013-14
Gujarati	19	17	12	16	13
Hindi	11	09	13	06	05
English	02	03	01	02	02
Sanskrit	15	13	17	15	11
Economics	14	11	08	14	13
Social Science	11	12	09	13	10
Mathematics	01	02	02	03	02
Science	01	02	02	02	01

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?

Provision for Enhancement of Faculty Effectiveness

Through

- CTE Workshops on Faculty Development
- Attending Orientation & Refresher Courses
- Attending Other Short & Long Term Courses
- Attending Conferences
- Carrying out Research Work
- Presenting Research Papers & Articles
- Working as Coordinators for Subject Seminars and Workshops of CTE & SES
- Working as Resource Persons

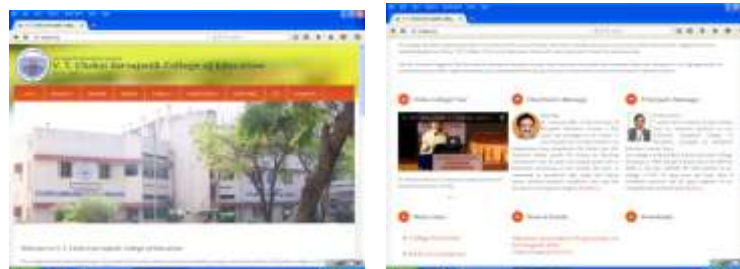
5.2.5 Does the institution have its website'? If yes, what is the information posted on the site and how often is it updated?

Website & Its Updates

College website is developed with the help of SES. It is updated half yearly besides uploading photos and details of the events as and when required.

Following is the link for the website:

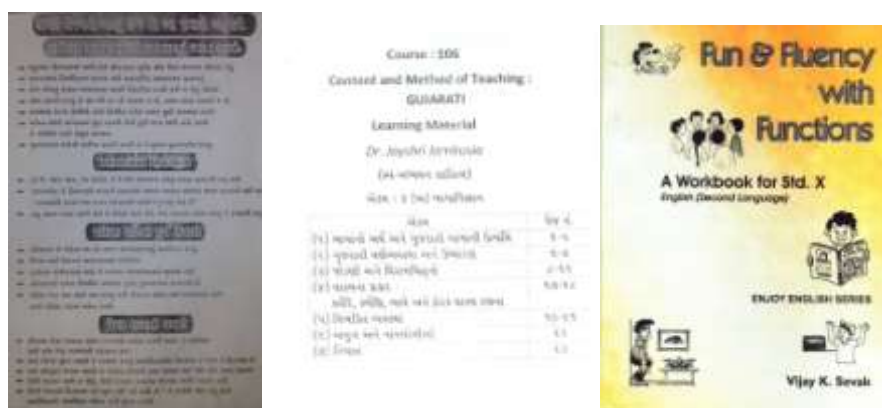
www.vtcbcd.org



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

Remedial Programme for Low Achievers

For Slow Learners and Low Achievers VTCSE Teacher Educators have prepared Materials and Assignments in their subjects for more study.



5.2.7 What specific teaching strategies are adopted for teaching

a) Advanced learners and (b) Slow Learners

Specific Teaching Strategy for Advanced & Slow Learners

- Monitor System- It satisfies both the learners.
- Helping Hand Trainee
- Collaborative Planning- It satisfies both the learners.
- Project Work in Groups- It satisfies both the learners.
- Changing Groups for Different Projects (Schedule Sheet)
- Materials for Low achievers
- Optional Assignments
- Sample Answer-sheets of the Question-papers
- Writing Answers of the earlier question-papers

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

Various Guidance & Counseling Services to the Students

Academic Guidance & Counseling-

Academic Guidance for Practice Teaching before and after every spell is provided to the Trainees. Support Material also is provided to the Trainees. Examination Guidance is provided to the Trainees before & after the examinations. Sample Question-papers and Answer-keys are provided to the Trainees for better understanding about writing answers to the questions.

Career Guidance- Career Guidance Sessions are held during Block Teaching Programme where School Principal and an Expert take the sessions telling about real experiences and showing the confidential reports of the In-service Teachers to inspire the Trainees to be better professionals.

Personal Guidance & Counseling-

Personal Guidance when required by the Trainee is provided by the Principal and Teacher Educators. In some cases of Psycho-Social problems help of a Psychiatrist or Social Worker is sought.

Student Grievance Cell-

It tries to solve students' academic, personal, social and Psycho-social problems.

Counseling Service for Girls (Women Empowerment)

Resource Persons from Health & Hygiene, Law, Police, Self-defense are invited for the Special sessions on Women Empowerment. Interaction through Skit Presentation, too takes place.

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?

Grievance Redressal Mechanism

VTCSCE has Student Grievance Cell that tries to solve students' academic, personal, social and Psycho-social problems:

2010-11		2011-12		2012-13		2013-14	
Grievance	Redressal	Grievance	Redressal	Grievance	Redressal	Grievance	Redressal
Marital Problem	Personal Counseling and meeting with parents	Family Problem	Personal Counseling by Professors	Personal Problem	Personal Counseling and meeting with parents	Marital Problem	Personal Counseling and meeting with parents
Poor Family condition	Help by Professor	Poor Family condition	Help by professors	Gay ...	Personal Counseling by Professors	Poor Family condition	Help by Professor
		Family problem	Personal Counseling by Professors	Depression	Counseling by Professor	Depression	Personal Counseling by Professors

				Poor Family condition	Help by Parents Association		
--	--	--	--	-----------------------	-----------------------------	--	--

Sexual Harassment or Ragging

Though there isn't sexual harassment or ragging problem in the college, VTCSCE has an 'Anti-Ragging Cell' as per the Government rules.

Given below the constitution of the Anti-Ragging Committee:

ANTI RAGGING COMMITTEE Composition of the Committee		
Year	Head of Committee	Member of Committee
2008-09	Prin.Dr.Vinod Patel	Nilesh Patel (GS)
2009-10	Prin.Dr.Vinod Patel	Dipak Patel (GS)
2010-11	Prin.Dr.Vinod Patel	Kiran Patel (GS)
2011-12	Prin.Dr.Vinod Patel	Ramakant Patel (GS)
2012-13	Prin.Dr.Vinod Patel	Sandeep Vankhede (GS)
2013-14	Prin.Dr.Vinod Patel	Arpan Pavar (GS)
2014-15		
Sr.No.	Designation	Committee Member's Name
1	Chairman	Prin. Dr.Vinod Patel Principal
2	Police Administration	Shri S.G.Rana P.I.- Umra Police Station, Surat
3	NGO Member	Shri Geetaben Shroff Social Worker
4	Local Media Reporter	Shri Mehul Desai Reporter- 'Sandesh'
5	Alumni	Shri Sanam Patel Alumni
6	Alumni	Bhavesh Thakar Alumni
7	Parents - Running Year	Shri Rameshbhai Patel Parents
8	GS, Running Year	Shri Hitesh Solanki Trainee
9	Associate Professor	Dr. Nalin Patel
10	Assistant Professor	1. Dr. Pravinchandra Parmar 2. Dr. Jayeshgiri Goswami

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

Monitoring & Advice during Progress

It's a continuous process. Please, see below the table:

No.	Activity	Planning & Monitoring by	Advice by Committee/Head
-----	----------	--------------------------	--------------------------

		Committee/Head	
1	Prayer & Inspiration Session	Demonstration Observation	Discussion Tips
2	Teaching-Learning	Learner centric Observation	Interaction Discussion
3	Micro-Teaching	Guiding Filming Observation	Discussion Discussion Tips
4	Practice-Teaching	Guiding Observation	Discussion Tips
5	Assignments & Submissions	Observation Examining	Guidance Discussion
6	Internal Examinations	Observation Examining	Guidance Discussion
7	Co-curricular Activities	Observation Examining	Guidance Discussion
8	Viva-voce	Observation Examining	Guidance Discussion

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

Practice Teaching

Distribution of Practice Teaching Work for

Perticulars	Sem-I	Credit	Sem-II	Credit
Micro Lessons	4+4	1	-	-
Pre Practice Lessons Macro Lessons	$\left\{ \begin{array}{l} 1+1 \\ 3+3 \end{array} \right.$	$\left. \vphantom{\begin{array}{l} 1+1 \\ 3+3 \end{array}} \right\} 4$	-	-
School Lessons	7+1	4	4+4	04
Creative Lessons Plans	2+2	-	-	-
Internship			5+5	01
Annual Lessons	-	-	1+1	02
Total Lessons (Marks)	20 (100)	05	20 (100)	07
Alloted Hours	120		90	

It can be noted that Micro Teaching and Pre Practice School lessons are having complete guidance sessions. So, before the performance and discussion after the performance the trainee is made confident with the experience and practice of 16 performances in simulation and 2 spells of full time actual class room performances. Working in different groups helps the slow learners. Moreover, Demo lessons and their CDs are provided in some methods.

5.3 Student Participation & Activities

5.3.1 Does the institution have an Alumni Association? If yes,

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

Alumni Association

Earlier it was OSA; now it is in the process of restructuring. So, it is activated and named VTCSCE Alumni Association. It has a fund of Rs. 96,000/- in the Central Bank of India at Ghod Dod Road in Surat. The process of registering the association is in pipeline. No election but selection unanimously takes place.

Alumni Association of the Current Year (2014-15) is given below:

Alumni Committee : 2014-15	
Designation	Name
Chairman	Prin.Dr.Vinod Patel
Vice Chairman	Prin.K.I.Desai
First Vice Chairman	Prin.Amrut Naik
Second Vice Chairman	Prin.Bhikhu Desai
Secretary	Dr. Nalin Patel
Secretary	Prin.Mukundbhai Vaidya
Treasurer-1	Shri Priti Naik
Treasurer-2	Mr.. Bhavesh Thakar
Executive Members-1	Mr. Sachin Mehta
Executive Members-2	Mr.Niharika Patel

Activities (Alumni Support Group)

2011-12		2012-13		2013-14		2014-15	
Academic	Other	Academic	Other	Academic	Other	Academic	Other
Conducted one day programme for B.Ed. students in the subject of English & Sanskrit by Alumni Riddhi Desai & Bhavesh Thakar	Book Donation to college library	Lectures in Philosophy subject by American Juneid.	Donate Cupboard	Economical help to the poor students 2. Lectures in Philosophy subject by Rasmi Jha	Donnation of Water cooler & Sofa Set	Conducted one day programme for B.Ed. students in the subject of English, Sanskrit and Economics.	Lecture for B.ed.Trainees on “Maa-Bap ne Bhulsho Nahin”

Some Alumnus' top positions are given in Point 5.1.5.

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.

Encouragement for Extra-Curricular Activities

As such there is nothing Extra in Extra-Curricular Activities in VTCSCE. It is something more than syllabus activities. So, whatever day is celebrated, whatever competition is held or whatever event is conducted, the Chair-person Teacher Educator tries to make it process oriented, educative and academic. Even the Annual Cultural Programme is planned accordingly. VTCSCE believes in ABL, so it encourages the Trainees to take part in different activities all the year around with an object of learning and personality development.

Co-curricular & Extra-curricular Activity

- In VTCSCE it starts with the Prayer Session where the Trainees have to sing a prayer and a song, speaking on a topic s/he likes, read news, and asks general knowledge questions. Moreover, s/he has to show an inspirational video and to interact with the other trainees asking questions on it. The session helps to remove stage-fear and provides self-confidence besides develops rhythmic, speech and communication skills among the trainees.
- VTCSCE believes in ABL. So, it believes that Co-curricular activities are a part of learning. So, the Teacher Educators are habituated to utilize different games and exercises for learning purpose. So, the trainees are encouraged to do activities for learning purpose. (Please, see the T-L action plan.)
- VTCSCE has a CCRT center to utilize its rich kit for T-L process. (Teaching-Learning through Exhibition, Video-films, Songs and Quiz) So, the Trainees have got the opportunity to utilize the kit in schools for awareness programme based on Culture of India to flourish Cultural Components in Education.
- VTCSCE has focused TiE believing in Learning through Arts. So, it has an Institutional Project of developing syllabus of TiE under the banner of CTE. It organizes and conducts Workshops on different aspects of TiE involving the Trainees. TiE Techniques are applied in teaching B.Ed. Syllabus, too. (Adolescence through TiE/ TiE T-L Design) The trainees are encouraged to take part in the workshops on TiE, learn TiE techniques, and proliferate Real Learning, Thinking based Learning, Experiential Learning, Creative Learning etc.
- The Trainees register their names for Seven Bands activities of their choice i.e. Utilization of 'Saptadhara' (Seven Band) Activities for Personality Development & Awareness Programmes & Creative Competitions. A sum Amount of Money is provided to each Band for Costumes and Materials required for the activities.
- Participation of Trainees in the Competitions organized by other Institutes
Participation in Students' Council, Support Group members, Band members, members of IQAC and other groups provides the Trainees opportunity for Social and Administrative Development. Autonomy is provided to the Trainees to manage the activity.
- Involving the Students in Govt. Projects for wider Exposure & Experience- In Concept Learning (for Material Development & Research), 'Deekariyun' (for Awareness programme on Balance in Nature), 'Chhuttie- Raja Padee....' (for wider Exposure at National level and Paying Tribute to the great poet Sh. Rabeendronath Thakur), CCRT Activities (for awareness programmes in schools) etc.
- Adjustment in Schedule & Flexibility in Examination for the Competent Students in Art & Culture are taken care of to encourage the Trainees to take part in Life Skills & Personality Development activities. (Deekariyun- During Final Practical Examination)



Combination of Academic & Extra-Curricular Activities-

Theme based Annual Day Cultural Programme, Publication of Magazine 'Parisheelan' & sometimes Exhibition through Project Mode (Attach Press-note) (Through Project & Workshop Modes)



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

Encouragement for Displays, Newsletter, Magazines & Support Materials by Trainees

Displays, Newsletter, Magazines & Support Materials by Trainees are regular activities.

Display Board:



Subject Display Board:



Subject Newsletter: 'Hollyhock' by 'Hello, Friends!- English Club'



Magazine: ‘Parisheelan’ (Yearly)



Support Materials: (Assembly Activity, Inspiration Videos, Micro-Teaching PPTs, Project Work Material for Magazine, Exhibition & Annual Programme, Subject Projects, CCRT Projects, Computerized Lesson-Plans, Other)

Given below the Information of the Materials prepared by the Trainees:

Year	Display	Sub.Display	Newsletter	Magazine	S.Material	Projects	Other
2008-09	√	√	√	√	√	√	√
2009-10	√	√	√	√	√	√	√
2010-11	√	√	√	√	√	√	√
2011-12	√	√	√	√	√	√	√
2012-13	√	√	√	√	√	√	√
2013-14	√	√	√	√	√	√	√

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

Student Council

VTCSCE has an Elected Student Council every year. It's a Regular Practice and a part of the Training for Leadership Development & Understanding Group Dynamics. The Council Members have to look after the chosen Portfolio, to organize and conduct activities.

Following are photograph and detail egarding the Students' Council:



STUDENT COUNCIL 2014-15

President of Saptadhara : PRI. DR. VINOD PATEL GENERAL SECRETARY: HITESH SOLANKI			
	Saptdhara	Secretary of Various Band	Chairman of Various Band
1 .	Knowledge Band	Ashvin Mandviya	Dr. Vinod Patel
2.	Yoga and Sports Band	Alpesh Patel	Dr. Nalin Patel
3.	Theater Band	Deepali Chauhan	Dr. Vijay Sevak
4.	Creative Expression Band	Nayna Patel	Dr. Jayshree Jambusiya
5.	Community / social service Band	Kush Doctor	Dr. Pravin Parmar
6.	Music and Dance Band	Pooja Rathod	Dr. Jayesh Goswami
7.	Fine Arts Band	Nilam Chauhan	Dr. Dilip Patel
8.	Prayer Band	Urvi Panchal	Dr. Jayshree Jambusiya
9.	Finance Band	Kaushal Bhavsar	Dr. Pravin Parmar
10.	Programme Management and Administration	Bhavna Rana	Dr. Narendra Gohil
11.	E- Band	Ashish Tailor	DR. Narendra Gohil

Activities:**Co-curricular Activities of 2013-14**

Sr. No.	Date	co-curricular Activities
1	24-6-13	Deep Prakatya : Sh. Ketan Dalal & Sh.Jyotindra Lekhdia
2	2-7-13	Yog Shikshan : Dr.Jayesh Nayak & Sudha Nayak
3	5-7-13	Lecture on Shikshan Ane Astitvavad : Rasmi Jha
4	8-7-13	Lecture on Dr. Guntant Shah nu Shikshan Chintan : Juned American
5	10-7-13	Lecture on - Not Smart Class but Smart Teachers : Ashok Vyas
6	13-7-13	Student Council Election & Abhivadan : Shri Yatish Parekh
7	22-7-13	Gurupurnima Celebration : Shri Shilpaben Patel
8	22-7-13	Umashankar Janm Jayanti Celebration
9	23-7-13	Mahendi Competition
10	27-7-13	Freshers Party & Talent Show
11	24-8-13	Narmad Janm Jayanti Celebration
12	27-8-13	Janmastami - Matki Fod Programme
13	2-9-13	Lecture on - Indian Culture : Unmesh Pandya
14	5-9-13	Teachers Day Celebration
15	14-10-13	Sanman -Natvarbhai Patel, (Donation of Water Cooler)
16	20-2-14	Poetry, Short story & Prasang Lekhan
17	10-13 Feb.,14	Workshop : Science Syllabus based drama writing
18	14-17 Feb.,14	Workshop : Process Drama – TiE
19	22-2-14	Nivrutti Vidai Samarambh - Dr.K.V.Desai Chief Guests : Sh. Kashyap Mehta, Sh. Ketan Dalal
20	1-3-14	Annual Cultural Function - Natvarbhai Patel
21	23-3-14	Annual Prize & Gold Medle Function

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

Academic & Administrative Bodies with Students' Representatives

Trainees are in the center of Learning process. So, VTCSCE provides opportunities to them to take part and work for the Trainees and a college.

Following are the names of the Support Group members (2014-2014) where they work as the Trainees' Representatives:

IQAC	Students' Representatives	1 Kaushal Bhavsar 2 Rushita Trivedi 3 Bhavana Rana 4 Dipali Chauhan
Support Groups in Subjects	Gujarati English SS Science Hindi SK Maths Eco	1 Nayana Patel 2 Jayashree Patel 1 Rushita Trivedi 2 Surabhi Laskari 1 Kaushal Bhavsar 2 Bhavana Rana 1 Archana Patel 2 Ashish Tailor 1 Rekha Mishra 2 Susim Gamit 1 Naresh Bhoi 2 Dipali Chauhan 1 Kinjal Gamit 2 Kush Doctor 1 Ashwin Mandavia 2 Vilas vala
Impaired Students Helping Hands	Students' Representatives	1 Hitesh Solanki 2 Ashish Tailor
Grievance Cell	Students' Representatives	1 Nilam Chauhan 2 Lunika Chaudhari
SC-ST Cell	Students' Representatives	1 Nilam Chauhan 2 Chandrika Patel
Programme Management Committee	Students' Representatives	1 Kaushal Bhavsar 2 Hitesh Solanki

Students' Council (As mentioned earlier in Point 5.3.4)

IQAC (As mentioned in Point 7.1.1)

Clubs - Subject wise Clubs are established since long

(English-Hello Friends! English club, Gujarati- Atmiya Gujarati Sahitya Vartul)



Support Group - Alumni Support Group Activity

Sr. No.	Name of Alumni	Support As
1	Dr.Jashubhai Patel	Lecture on Umashankar Joshi Janm shatabdi Celebration
2	Sejal Patel	Lecture on Narmad : Ek Parichay (Narmad Janm Jayanti)
3	Dr. Mohanbhai Patel	Workshop R.P. 'Ghazle Etle-'
4	Khandubhai Patel	Workshop R.P. 'Ghazle na Tatvo'
5	Harshvi Patel	Workshop R.P. 'Ghazle na Niymo'
6	J.P.Gohil	Lecture on- Aajno Shikshak
7	Rasmi Jha	Lecture on- Education and existentialism
8	Juneid American	Lecture on- Educational Thought of Guvant Shah
9	Shilpaben Patel	Gurupurnima Guest Lecture
10	Unmesh Pandya	Lecture on- Indian Culture
11	Shailesh Desai	Lecture on - 'Maa-Bap ne Bhulsho Nahi'
12	Prof.Bhavesht Thakar	Alumni Workshop R.P.
13	Dr. Riddhi Desai	Alumni Workshop R.P.
14	Prof.Vishwa Desai	Alumni Workshop R.P.

Subject Working Group Members (2014-2015)

Sr. No.	Method	Support Trainees (5-5 Trainees per Method)
1	Gujarati	Anjana Nayak, Jayshri Patel, Nayna Patyell, Vibhuti Patel, Suhagna Deshmukh
2	Hindi	Yogita Chauhan, Susim Gamit, Rekhadevi Mishra, Sheetal Tandel, Manisha Patel
3	English	Lunika Chaudhri, Nilam Chauhan, Chandrika Patel, Naresh Bhoi, Surbhi Lashkari, Rushita Trivedi
4	Sanskrit	Ankita Gujjar, Sweta Modi, Komal Parmar, Priyanka Parmar, Vini Tandel
5	Economics	Kaushal Bhavsar, Yasmin Dalia, Paresh Padhiyar, Bhavna Rana, Aswin Mandavia
6	Social Science	Asha Vala, Vilas Vala, Bhavika Linbachiya, Pratibha Ranpariya, Ranjeet Chaudhri
7	Science	Rimpal Chevli, Kush Doctor, Rabiya Panwala, Ashish Tailor, Kainaz Wadia
8	Maths	Jinal Mahant, Pooja Rathod, Hitesh Solanki

Seminar/Workshop Management Group

Support as	Name of Trainees
Registration	Lunika Chaudhari, Chandrika Patel & Nilam Chauhan
Prayer & Stage Arrangement	Bhavna Rana & Ashish Tailor
Welcome	Hitesh Solanki & Rushita Trivedi
Audio-Video Arrangement	Kaushal Bhavsar & Aswin Mandavia
Photography	Kush Doctor & Naresh Bhoi
Refreshment Management	Dipali Chauhan & Nayna Patel

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?

Mechanism for Seeking & Utilization of Feedback Data

Following data are collected and analyzed to modify the T-L and Functioning of the college after due discussion in the IQAC meeting on Evaluation & Planning:

Analysis of Student's Feedback for T-L Process (2013-14)

Section A

Sr. No.	Point	Satisfactory (%)	Good (%)
1	Fulfillment of Objectives	20	79
2	Fundamental Coverage	09	90
3	Depth of Course Coverage	11	88
4	Relevant of This Subject with Practical work.	14	85
5	References Suggested	28	71

Section B

Students' opinion/suggestion for improvement in T.-L.Process.

1. 41 % of the students suggested to decrease the weightage of the Theory aspects and to increase the weightage of the Practical aspect.
2. 13 % of the students made a suggested to assign Project work more.
3. 22 % of the students demanded Unit wise assignment work while 68 % of the students made a complaint about writing too much of Assignment Work as they run shortage of time.
4. 21 % of the students like the interaction combined with PPT as the visuals included in it helps to remember the matter.
5. 23 % of the students demanded more time for Computer Technology.
6. 33 % of the students advocated for the Unit Test in the Core Courses.
7. 20% of the students have made suggestion to combine Saptdhara Activities with the Core Courses.
8. 31 % of the students suggested to Activity based teaching-learning in all subjects
9. 43 % of the students haven't made any suggestions.

- Trainees' Feedback on College Functioning
- Trainees' Feedback on the Curriculum & the Teacher Educator

Analysis of Student's Feedback for Curriculum (2013-14)

Section A

Sr. No.	Point	Need Improvement (%)	Good (%)
1	Fulfillment of Objectives	19	78
2	Fundamental Coverage	15	82
3	Depth of Course Coverage	12	85
4	Relevant of This Subject with Practical work.	18	79
5	References Suggested	31	66

Section B

Students' opinion/suggestion for improvement in content of syllabus.

1. 62 % of the students suggested to decrease the weightage of the Theory aspects and to increase the weightage of the Practical aspect.
2. 17 % of the students made a suggested to assign Project work more.
3. 36 % of the students demanded Unit wise assignment work while 58 % of the students made a complaint about writing too much of Assignment Work as they run shortage of time.
4. 27 % of the students like the interaction combined with PPT as the visuals included in it helps to remember the matter.
5. 38 % of the students demanded more time for Computer Technology.
6. 23 % of the students advocated for the Unit Test in the Core Courses.
7. 17 % of the students have made suggestion to combine Saptdhara Activities with the Core Courses.
8. 22 % of the students suggested to Activities based teaching-learning.
9. 39 % of the students haven't any suggestions.

• Employers' Feedback on College Functioning

Analysis of the Employers' Feedback for the Annual Activities of the B.Ed. Programme (2013-14)

1. The Employers were happy with the Planning & Performance in the Teaching-Learning aspect of the College as the Faculty Members had developed the T-L Plans and Syllabus based Material. Moreover, their services had been utilized by the State Institutes in Framing Syllabuses and Writing Text-books, too.
2. The Employers were happy with the performance in the Research aspect as Faculty Members provided Guidance for M.Phil. & Ph.D. Course Work, Guidance was provided to registered Students for Doctoral Study and Research Papers of the Faculty Members were published. Moreover, Faculty Member was appointed on the State Research Committee and University Committee. They appreciated focusing Tie & Concept Learning as the academic as well as socially relevant research projects. They felt that the activity is going on the right track as the JRM Team sent by MHRD, New Delhi not only applauded TiE activities in person but in its Report on Education in Gujarat.
3. The Employers appreciated the efforts made by the Faculty Member in making the trainees and the an active part of the T-L process through Project & a series of Workshops to proliferate Active Learning & Experiential Learning Skills among the Trainees and Making of Working Group of In-service Teachers called TiEFs to carry out the activity regularly in their respective schools.

They appreciated the Faculty Members who were invited by the State and National level Institutes to render their expertise.

4. The Employers appreciated the Social Work carried out by the College establishing linkages with Social Institute P4P utilizing TiE for Social Cause to generate awareness among the parents of the children and the society members regarding Educational and Social issues.
5. The Employers appreciated the Publication of CDs and Books for the syllabus and theme based workshops and their Documentation.
6. The Employers were satisfied with the Administrative aspects of the College.
7. The Employers took a positive note of the Reformation and Reconstruction Initiative taken for the better functioning of the college after the JRM had made a few suggestions.

- **Alumni's Feedback on College Functioning**

Alumni Feedback Analysis (2013-14)

Sr.	Details	VG (%)	G (%)	F (%)	S (%)	UN (%)
1	Admission Procedure	13	26	04	16	41
2	Fee structure	16	08	41	11	24
3	Environment	27	34	00	36	03
4	Infrastructure & Lab facilities	08	35	17	39	00
5	Faculty	22	32	11	43	02
6	Project Guidance	29	31	06	33	01
7	Quality of support material	21	12	16	41	10
8	Training & Placement	11	18	39	21	10
9	Library	23	23	05	58	01
10	Canteen Facilities	12	11	20	52	05
11	Hostel Facilities	05	08	59	19	11
12	Overall Rating of the University	04	16	02	78	00
13	Alumni Association/ Network of Old Friends	12	20	00	64	04

- **Parents' Feedback on College Functioning**

Analysis Parents' Feedback Form (2013-14)

Section. A

Parents' assessment ►	Very little (%)	Some extent (%)	Quite a bit (%)	Very much (%)
Programme Educational Objectives ▼	1	2	3	4
Preparation: To educate students for B.Ed. Training programme and to succeed in a career in chosen field of Teaching.	-	08	25	66

Core Competence: To provide students with good knowledge in Teaching-Learning Methods and Process.	-	04	21	74
Breadth: To train students with knowledge relating to Teaching Field.	-	06	31	62
Professionalism: To create professionally superior With effective communication skills, teamwork skills, multidisciplinary approach and an ability to improve the quality of life.	-	03	20	76
Learning Environment: To create an intellectual environment for Learning and successful professional career.	-	02	16	81

Section. B

1. 24 % of the parents suggest to provide students' education that can help them in competitive examinations.
2. 62 % of the parents suggest to provide maximum vocational approach.
3. 32 % of the parents request to keep the times of College from 11am to 4pm.
4. 28 % of the parents suggest to reduce the weightage of assignments.
5. 63 % of the parents suggest to arrange programmes for personality developments.
6. 38 % of the parents suggest to arrange unit test for trainees.
7. 82% of the parents suggest to provide education for students become a good teacher.
8. 22% of the parents request to increase the amount of scholarship.
9. 18 % of the parents suggest to reduce the syllabus.
10. 04% of the parents suggest to provide facility for teaching aids in practice teaching.
11. 21% of the parents suggest to request to provide financial help to the needy students.
12. 07 % of the parents suggest to keep times of Saturday should be morning.
13. 17 % of the parents suggest to teaching-learning process should be activity based.
14. 09% of the parents suggest to the institute should organize PTA more than 4 times.
15. 58 % of the parents suggest to provide computer training more than syllabus.

5.4 Best Practices in Student Support & Progression

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

1. Support Group Formation

- ✓ Involvement of Trainees (Support Groups of the Current Year Trainees for Enrichment)
- ✓ Collaboration with Alumni & Former Faculty for Development

**Best Practices of VTCSCE, Surat
(Criteria 2/4/5/7- Supporting System)**

1. Title:

Support Group Activity

by Trainees of the Current Year & by Members of the Alumni Association

2. Goal:

- Trainees and Alumni Understand and Experience the Importance of Working Together
- Trainees and Alumni utilize and share their skills for the benefit of other Trainees and the College
- Trainees and Alumni get mastery over their skills utilizing them and getting tips from the Teacher Educators
- Trainees and Alumni understand the Life Skill Training through experience
- Trainees and Alumni make academic and economic contribution to the institute

3. The Context:

- Learning through Experience providing academic and economic support to the Activities and Functioning of the College
- The Grant-in-Aid College has a limited fund for Activities
- Providing a Model of Support Group of Current Year Trainees and Yester Years Trainees as well
- Getting together of different generation

4. The Practice:

Process of the Activity

- Providing Exposure to the Service of Alumni through Prayer Preparation
- Meeting with the Students' Council discussing the Goal, Context and Process of Support Groups
- Making Support Groups like E-Group, English Group, Seminar/Workshop Group, Documentation Group etc
- Discussing and Sharing Duties & Functions of the Groups
- Making a Schedule and Utilizing the Groups
- Appreciating the Group Members

○ Constraints:

- Trainees from out of city rarely contribute
- Some Trainees remain passive
- Present Examination System

5. Evidence of Success

- Material & Fund Generation
- Peer Learning takes place
- Smooth management of activities utilizing Skills positively becomes Rich Experience for Trainee
- Leading to Registering Alumni Association

6. Problems Encountered and Resources Required

- Shortage of Time for Preparation sometimes
- Sometimes interpersonal relations among the Trainees lead to immature decision
- No marks for such activities (No Examination Benefit)

VTCSCE has a tradition to invite Alumni and Former Faculty to utilize their Knowledge & Skills for the betterment of the institute. Being the Members of the following Council or a group they can share more for the development of an institute.

Advisory Committee of CTE : Dr. Harikrishna Joshi, Dr. Urmila Nanavati, Prin. Mukund Vaidya,

Members in Academic Committee : Dr. Harikrishna Joshi, Dr. Urmila Nanavati

Members in Research Committee: Dr. C. Z. Shah

Administrative Committee: Dr. Harikrishna Joshi, Dr. C. Z. Shah

IQAC- Dr. Harikrishna Joshi, Dr. Urmila Nanavati

2. Alumni Association

Alumni Committee : 2014-15	
Designation	Name
Chairman	Prin.Dr.Vinod Patel
Vice Chairman	Prin.K.I.Desai
First Vice Chairman	Prin.Amrut Naik
Second Vice Chairman	Prin.Bhikhubhai Desai
Secretary	Dr. Nalin Patel
Co-Secretary	Prin.Mukundbhai Vaidhya
Treasurer-1	Shri Pritiben Naik
Treasurer-2	Mr.. Bhavesh Thakar
Executive Members-1	Mr. Sachin Mehta
Executive Members-2	Ms.Niharika Patel

3. Alumni's Support Group

Alumni Members work as a member of the support group. They impart their knowledge for the benefit of the trainees.

4. Innovative Cultural Activities focusing 'Creative Learning' using Different Modes



4.5.1 Student Progression

- | | |
|---|---|
| <ul style="list-style-type: none"> The college has almost no drop-out and the pass percentage of students in University Examinations during the last three years has been around 100 % with majority passing in first division. System of monitoring the progression of students to higher education and jobs exists. Informal assistance to the students for placement is in operation. | <ul style="list-style-type: none"> The practice is continued. The practice is continued. The practice is continued. Efforts are made to make it formal assistance. |
|---|---|

<p>4.5.2 Student support</p> <ul style="list-style-type: none"> • The institution has instituted 21 medals for outstanding performance of students in different areas. • The institution support financially two or three very poor students besides all the government scholarships given as per rules. • Practices and encouragement to the students to bring out their talent in cultural activity exists. 	<ul style="list-style-type: none"> • The practice is continued. • SES has started ‘Best Student’ scheme. • The practice is continued. • The practice is continued. • It’s one of the Striking Features of the college.
<p>4.5.3 Student Activities</p> <ul style="list-style-type: none"> • The college has an active students’ council. • The college publishes an annual magazine to provide platform for creative expression. • A variety of co-curricular activities are organized in the college for the personality development of students. • The bi-monthly newsletter (Hollyhock) brought out by the English Club of the college is noteworthy. 	<ul style="list-style-type: none"> • The practice is continued. • The practice is continued. It has become more focused on Project Mode & Creativity. • The practice is continued. • Some Innovative Activities like ‘Inspiration & Interaction’ and ‘TiE for Awareness’ are added. The activities have become more focused on ‘Learning, Life Skills, and Creativity’. • The practice is continued. ‘Hollyhock’ has transformed into Hand-written magazine from each Trainee of English. Publication of all the volumes is in pipeline.
<p>4.5.4 Best Practices in Student Support and Progression</p> <ul style="list-style-type: none"> • Cultural activities under CCRT. 	<ul style="list-style-type: none"> • The practice is continued. • ‘TiE Headcenter & Subcenter’ activities are added.

Criterion VI: Governance & Leadership

6.1 Institutional Vision & Leadership

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

Vision, Mission & Institution's Distinctive Characteristics

'Sarvajanik' means 'For All People'. The Trust named 'Sarvajanik Education Society' (SES) was established with a mission of making education facility available at low or affordable price so that even a boy/girl from the weaker section of the society can get it. Instead of charging high fees from the students SES relies on the donations from the affluent people and Government Grants to meet its expenditure. It's a great service to the society and education in Surat by the oldest education institute SES. The V. T. Choksi Sarvajanik College of Education also follows the same philosophy.

Following the Vision & Mission of VTCSE.

Vision:

All round Development of Teachers through Qualitative Training Programme for the Progress of the Self, Society, and the Nation

Mission:

Application of Continuous and Comprehensive Training Programme to develop highly efficient, professional and Ethical teachers.

Goal:

Development of Self and Society through Teacher Education

Objectives : VTCSE has Function wise following Objectives:

Teaching-Learning (T-L):

1. To lay Philosophical and Psychological Foundation of Education through qualitative and intensive T-L Programme/Activities among the Pre & In-service Teachers of schools and colleges
2. To make the Pre & In-service Teachers and students of schools and colleges aware of Education Technology applying new approaches, techniques and modes of T-L like Active Learning, Activity based Learning, Experiential Learning, Collaborative Learning, ICT in Education etc.
3. To make the Pre & In-service Teachers and students of schools and colleges thinking, imaginative, understanding, responsive and active learner and citizen of the nation
4. To organize and conduct activities for all-round development of the stakeholders
5. To try-out and apply innovative and creative T-L approaches, techniques and modes for the benefits of the stakeholders
6. To prepare competent and effective teachers and effective teachers at all levels of education
7. To make efforts to create a sensitive, responsive and active society

Research:

1. To take up need based research projects having utility value with the help and assistance from government institutes like GCERT
2. To encourage the college and school teachers to take up Action Research and to assist them
3. To encourage the Trainees to carry out introductory and primary research work
4. To carry out Institutional Research Projects contributing in the field of education and research

Social Service:

1. To make the stakeholders aware of and active for the service to the society through different activities
2. To carry out Drives like Reading, Cleanliness, Social Awareness etc.
3. To carry out Awareness Programmes regarding Real Learning, T-L Experiences, Evaluation, Research etc.
4. To make the stakeholders sensitized and active for deprived children , special children, and the needy people
5. To develop T-L materials for special children with the help of trainees and experts

Extension:

1. To extend the T-L, Research and Social service activities to the government and non-government institutes through the Development & helping Hand programmes
2. To extend the T-L, Research and Social Service activities to the General and Special Institutes through Development & Helping Hand Programmes
3. To utilize different schemes of Government departments for the benefits of the stakeholders
4. To develop and establish relationship with government and non-government institutes and trying for collaborative activities or programmes for the benefits of the stakeholders

Addition after JRM Visit to the Institute

College of Teacher Educaiton- V. T. Choksi sarvajanik college of education, Surat(CTE-VTCSCE, Surat) has added the following Objective after the JRM made some suggestions in its report on Education in Gujarat and the process of restructuring started taking place in the meeting of IASEs & CTEs of Gujarat:

- To make the CTE-VTCSCE, Surat an Active, Innovative, Creative and Productive Resource Center in the Field of Education that can contribute to build Responsive Society

Thus CTE-VTCSCE-Surat is AICPRC i.e.

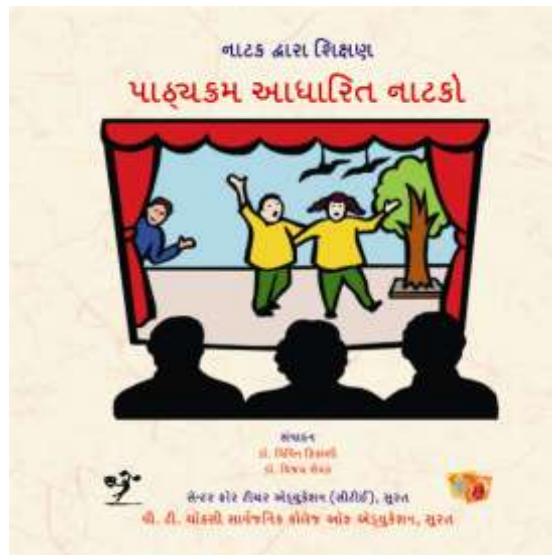
- ✓ **Active :** All the Year Round Activities
- ✓ **Innovative:** Innovative Themes & Process of Training
- ✓ **Creative:** Developing Thinking & Creativity among the Facilitators & Learners
- ✓ **Productive:** TLMs, Handbooks, Modules, Workshop Designs, Materials by teacher educators and Trainees

Distinctive Characteristics of the Institute:

- For '**Sarva Jana**' (For All) gives **wider perspective** (Not for our Trainees, Not for Trainees only- to other sectors, too. So, VTCSCE is Imparting Knowledge & Training and Distributing Material Produced not only to our or other colleges' Trainees but to the students of other faculties or to other sectors of the society like deprived children, senior citizens or social workers, too. It co-operates Government and Private Institutes that work for social cause like NBT or P4P. (NBT Seminar Report & Photo)



- Distributive Nature- Free Distribution of Materials produced in VTCSCE



- Learning Center- Not only for Trainees but In-service School & College Teachers, Social Workers, artists etc.



- Research Center- Institutional Projects, CTE Research Scheme for Lecturers, GCERT Research Group, Guidance to the DIET Lecturers, etc, M.Phil.- Ph.D. Guides
- Active Institute- Round the year activities, Not only ABL teaching but Training, Research & Social Work Activities



- Innovative Institute- ModCom Approach for ELT- Development of T-L Plan, Process of Learning
- Projects by Government, Institutional Research Projects like TiE & CL
- Creative Institute- Creation of Materials, TLMs, T-L Process, T-L Techniques etc.
- Productive- Books, Supporting Materials, Research Papers, Magazine, Newsletter



- Arts, Culture & Education Relation- Working for Learning through Arts, Linkages with Nation's Esteemed Academic, Art & Culture Institutes like CCRT, NSD, Relation with Govt. Dept. of YSCA



- Well Planned Schedule-
- Involvement of the Trainees- Involving Trainees in academic as well as co-curricular Activities and Managing the B.Ed. Programme and Institute
- Support Groups Activity- Support Group of Trainees of Current Year and Alumni



- More than Syllabus activity- Rich Experiences- Club & Project Mode, Govt. Projects



Vision for the Future:

- Laboratories: Language, Science, Subject Labs
- Studio: For producing academic syllabus based short movies
- Virtual Learning Center: For Online Learning
- State Level TiE Center: For All the Year Round Training to the Teachers, Parents and Children

System to Make the Distinctiveness Known to Stakeholders:

During **Orientation Sessions** the **Quality Assurance Policies & Mechanism** are discussed with the Trainees in detail. Moreover, in the Assembly Session the Trainees are appreciated for their Support Work or Achievement in Academic and Co-curricular Activities.

The Alumnus, In-service Teachers, Parents and other Stakeholders are informed about Policies & Mechanism through Meetings and social groups on websites.

6.1.2 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?

Needs of the Society & Goals & Objectives

In the present days middle and lower class-members of the society requires a variety of subjects/opportunities/ disciplines in the city or the region at affordable and reasonable fee structure for their daughters and sons besides scholarships from the government. SES has made efforts to make available the needs of the society establishing educational institutes from K.G. to P.G. of different disciplines at affordable price besides providing free education to some identified students so that they can realize their dreams achieving their goals.

Actually, the goals and objectives of the VTCSCE are in tune with the SES:

Goals:

Development of Self and Society through Teacher Education

Objectives : VTCSCE has Function wise following Objectives:

Teaching-Learning (T-L):

1. To lay Philosophical and Psychological Foundation of Education through qualitative and intensive T-L Programme/Activities among the Pre & In-service Teachers of schools and colleges
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3. To make the Pre & In-service Teachers and students of schools and colleges thinking, imaginative, understanding, responsive and active learner and citizen of the nation
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6. To prepare competent and effective teachers and effective teachers at all levels of education
7. To make efforts to create a sensitive, responsive and active society

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Extension:

1. To extend the T-L, Research and Social service activities to the government and non-government institutes through the Development & helping Hand programmes
2. To extend the T-L, Research and Social Service activities to the General and Special Institutes through Development & Helping Hand Programmes
3. To utilize different schemes of Government departments for the benefits of the stakeholders
4. To develop and establish relationship with government and non-government institutes and trying for collaborative activities or programmes for the benefits of the stakeholders

Moreover, CTE-VTCSCE, Surat has added the following Objective after the JRM'S suggestions as mentioned earlier.

- To make the CTE-VTCSCE, Surat an Active, Innovative, Creative and Productive Resource Center in the Field of Education that can contribute to build Responsive Society

So, CTE-VTCSCE-Surat functions as AICPRC to meet the need in the field of education and society:

- ✓ Active : All the Year Round Activities
- ✓ Innovative: Innovative Themes & Process of Training
- ✓ Creative: Developing Thinking & Creativity among the Facilitators & Learners
- ✓ Productive: TLMs, Handbooks, Modules, Workshop Designs, Materials by Trainees

Resource Center: Materials produced are distributed for a better cause.

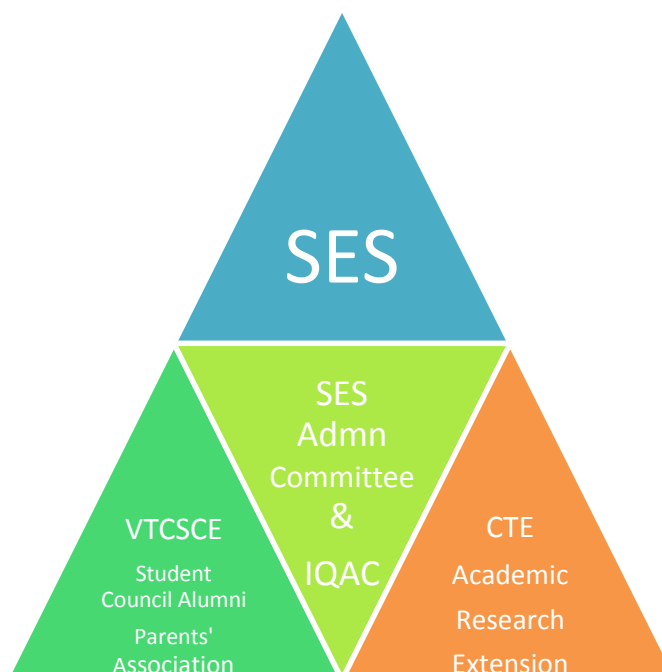
6.1.3 Enumerate the top management's commitment, leadership role and involvement for effective and efficient transaction of teaching and learning processes (functioning and composition of various committees and board of management, BOG, etc.)

Top Management's Commitment, Leadership Role & Involvement

Role of Top Management, Principal & Faculty in Quality Policy & Plan

VTCSCE Administrative Committee, IQAC and CTE Advisory Committee work together for Planning, Monitoring and Evaluation of the activities according to the SES Policy and Vision, Mission, Objectives, and Policy of the Institute.

Following is the sketch of the Management System of VTCSCE:



Sarvajanik Education Society

Planning, Monitoring & Evaluation through College Administrative Committee & IQAC

Monitoring of co-curricular and other activities by VTCSCE Student Council, Alumni & Parent-Teacher Association (PTA)

Planning & Evaluation through CTE Advisory Committee

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

Responsibilities Defined & Communicated

In the last month of the every academic year Distribution of Curricular, Co-curricular Work & Activities are finalized for the next year. The Portfolio Files are given to the Teacher Educators so that they can plan their activities accordingly. In the First week of the new academic year again in the Planning Meeting the complete schedule is finalized.

Delegation of Authority & Providing Autonomy

SES & VTCSCE both delegate authority and provide autonomy in:

- **Planning & Execution-** Developing T-L Action Plan in the Subjects & Co-curricular Activities
- **Autonomy in the Subjects & Saptadhara Activities** (Saptadhara Planning & Theme based Ann.Programme+ Parisheelan+ Exhibition)



- **Lesson Designs & Plans**



- **Innovations** (Vocabulary through Story- Match Stick Drawing -The Trainee's Lesson Plan)



- **Promoting Extension-** (CTE Activities in collaboration with P4P and Chamber of Commerce)



6.1.5 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?

Availability of the Valid Information for the Management

Procedure for Monitoring & Evaluating Policies & Plans

VTCSCE has a following procedure for Monitoring & Evaluating Policies, Plans & Actions:

- Bi-monthly Administrative Committee Meeting
- IQAC Monitoring & Evaluation Meeting (1. Evaluating & Planning Meeting 2. Monitoring Meeting)
- Review Meeting (College Staff Review & Planning Meeting- Sem I & II)
- Observation Note by the Principal
- Feedback from the Staff Members, Trainees & Alumni

Getting Information for the Top Management & to Review activities

Suggestion Box- Every month the Suggestion Box is opened in the presence of the Committee to discuss about the suggestions made by the Trainees. After due discussion the suggestion is applied if the committee finds it appropriate.

Feedback- Feedback about T-L Strategy and Overall Functioning of the College is received through Feedback Form, Interaction at Different Levels and through Viva- voce to modify the Strategy and the Functioning of the institute.

Monthly Meeting- Monthly Meeting of the Academic Staff and the Students' Council is held to review the Academic and Co-curricular activities and to discuss about the next month's activities

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

Identification of Barriers

- **Shortage of Fund for Infrastructure Development-** Requirement of Language Laboratory, ET Laboratory, Science Laboratory, AV Conference Hall cum Studio etc.
- **Shortage of Grants (CTE and UGC)-** The 2nd Installment of the Building Grant has not been released since 2004.
- **No Incentive to the College that has completed 50 Years-** The College was not at fault but it had to suffer penalty not getting incentive amount.
- **Shortage of Time for Intensive Work-** Due to Information Load and shortage of time most of the time the college Trainees face hectic schedule. Problems occur for the Trainees who are commuting from far-off villages. Moreover, on Sundays Bus-Pass facilities are not available to them.
- **Examination Oriented Education System-** Not allowing sufficient time for academic and co-curricular activities and sometimes for ABL.
- **More Weightage to Writing than Practice (Application of learning) in every course-** It encourages a wrong message of Parrot Learning among the trainees and make them passive for Active Learning

- **No Proper Weightage for Arts or Integration of Arts-** It sends a wrong message of Parrot Learning among the trainees and make them passive or hesitating for Arts activities for All-round Development.
- **Limited Space for Autonomy-** Very static and Non-Integrated Structure of the Syllabus gives little space for Autonomy in Teaching-Learning & Evaluation system.

VTCSCE has tried to solve Financial barrier

- Mentioning the case in every CTE Annual Evaluation Report & Planning Document
- Sending the Grant Proposal to UGC in 2013-14
- Writing often to Competent Authority
- Meeting the Competent Authority and presenting the case

VTCSCE has tried to solve Time, T-L & Evaluation barrier through

- Course wise Proper Planning (T-L Action Plan)
 - Scheduling the Activities (Calendar)
 - Enjoying Autonomy in T-L applying different Techniques, Approaches and Modes
 - Enjoying Autonomy in Evaluation planning Activities, Assignments & Project Work
 - Combining CTE activities with the Course Activities
- More than Syllabus Activities

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

Encouragement & Support to Involve Staff for Improvement

Academic Leadership to the Faculty by Top Management

SES Management inspires and encourages its Colleges and School Staff to do better and innovative activities for all-round development of the students through its programmes like:

- **Inspiration Programmes-** SES invites the Persons who are Experts in their fields like Ex-President of India Prof. Abdul Kalam to present before the Students & Teachers a Role Model to follow and to listen to his/her inspiring and thought-provoking words.

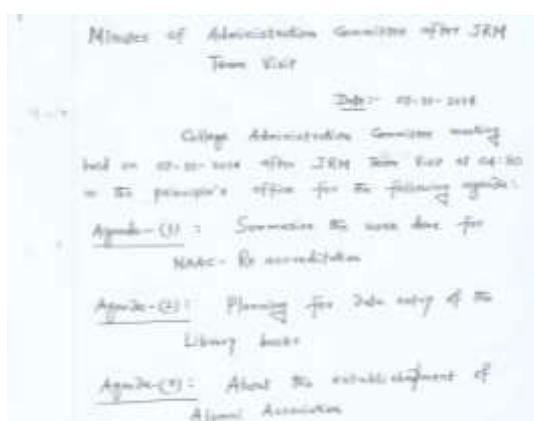


<https://www.youtube.com/watch?v=HRjO9UBhZF0>

- **Inspiration Session & Programme-** SES organizes the Inspiration Session for its Teachers by the Chairman. The Chairman Mr. Kashyap Mehta has inspired them and given tips to work in a better way through Demonstration-Lecture.



Institute's Visit by Monitoring Committee Member & Bi-Monthly Meeting



- **Seminar/Workshop, Demonstration + Lecture** for School & College Teachers

Primary Teachers Training programme: 06-05-2013 TO 11-05-2013
Main Theme :Primary Teachers in Class-room :V.T.Choksi B.Ed.College,Surat.

PERI/TIME	06-05-2013 (MONDAY)	07-05-2013 (TUESDAY)	08-05-2013 (WEDNESDAY)	09-05-2013 (THURSDAY)	10-05-2013 (FRIDAY)	11-05-2013 (SATURDAY)
07:30 TO 08:00	Warm up session (Dr.N.P.Gohil)					
08:00 TO 10:00	TimeLeadership Know your Teachanship (Dr.N.P.Gohil)	Developing Self learning Material (Discriptive- Theoretical session) (Dr.V.K.Sevak)	Poetry Teaching at Primary Leval (Discriptive Session) (Dr.J.G.Jambusia)	How to became Smart Teacher? (Discriptive Session) (Dr.Ashok Vyas)	Construction of an Ideal question paper (Dr.K.V.Desai) Developing a lesson plan for effective Teaching (Dr.N.G. Patel)	Action Reasearch Diagnostics and remedial work for the student (Dr.V.G.Patel)
10:00 To 10:30	T E A	B R E A K	T E A	B R E A K		

10:30 TO 12:30	Exercises Creative session participatory sess. Group work (Dr. N.P.Gohil)	Exercises Creative session participatory sess. Group work (Dr. V.K. Sevak)	Exercises Creative session participatory sess. Group work (Dr. J. G. Jambusiya)	Exercises Creative session participatory sess. Group work (Dr. Ashok Vyas)	Exercises Creative session participatory sess. Group work (Dr. K.V. Desai) (Dr. N.G. Patel)	Models of Teaching For the qualitative improvement of classroom teaching (Dr. V.G.Patel) Valedictory Session Certificate Opinion/ Feedback
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Date: 23-01-2014(Shah Day)
One day Seminar For College Professors

No.	TIME	SPEAKER	SUBJECT
01	12.00 TO 01:30	DR. VIDHYUT JOSHI	CHALLENGES TO THE HIGHER EDUCATION AND NATIONAL HIGHER EDUCATION QUESTION SESSION
	01:30 TO 02:00		
	02:00 TO 02:30	RECESS	RECESS
02	02:30 TO 03:30	DR. ASHOK VYAS	CONGITIVE ASPECT OF EDU. AND EFFECTIVE COMMUNICATION SKILL LANGUAGE ACQUISITION
03	03:30 TO 04:30	DR. VIJAY SEVAK AND DR. VINOD PATEL	RUSA PRESEMNTATION/ DISCUSSION

Date: 23-01-2014 (Shah Day)
One day Seminar For Priamry and Secondary Teachers

No.	TIME	SPEAKER	SUBJECT
01	12.00 TO 01:30	DR. RAAYSING CHAUDHARY (DEPT. OF EDU. VNSGU) DR. RAAYSING CHAUDHARY (DEPT. OF EDU. VNSGU)	EDUCATION MANAGEMENT AT SCHOOL LEVEL
	01:30 TO 02:00		QUESTION SESSION
	02:00 TO 02:30	RECESS	RECESS
02	02:30 TO 03:30	DR. N. G. PATEL VTC B.ED.	VARIOUS EDUCATIONAL COMMISSION AND RECOMMENDATIONS
03	03:30 TO 04:30	DR. P. D. PARMAR VTC B.ED.	HUMAN RELATIONSHIP AT SCHOOL LEVEL
04	04:30 TO 05:30	PROF. DEEPIKA CHAUDHARY AND PROF. SMITA DESAI DIET SURAT	NEW MEASUREMENTS OF SCHOOL EVALUATION

- Sending School & College Teachers to take part in and to take up **Innovative Programmes** like TiE



- Sending College Teachers to attend **Orientation & Refresher Courses** Programmes, Short Term Course-Gandhi



- Organizing **Remedial Programme** for Students



- Organizing **Sports & Cultural Activity** and Other Programmes



Policy for Grooming Leadership at Various Levels

SES & VTCSCE grooms Leadership through

- **Decentralization & Providing Autonomy-** Working Independently understanding the Stakeholder's and Institution's Need according to the Vision & Mission of VTCSCE & SES
- **No Unnecessary Interference-** Giving Free Hand in Planning Programmes/Activities for Grooming Leadership among Trainees through Student Council, Saptadhara Committees, Programme Management Committee & Support Group
- **No Unhealthy Practices of Establishing Power or Promoting Nepotism-** neither at SES nor at College.
- **Creating Healthy Climate for Work Culture-** assigning Portfolio of their Choices and Interest
- **Easy Functioning through Establishing System-** by Forming Committees & Sharing Responsibilities
- **Developing Team work-** involving All in Planning and Execution of the Planning
- **Inspired Staff Members Encouragement to the trainees-** The staff members are so inspired that they have funded awards for the ranker trainees in all the subjects

Prizes donated by the Teacher Educators for the Trainees' Encouragement

No.	Prize	Subject
1	Prin. C.Z.Shah Gold Medal	Overall First
2	Prin. C.Z.Shah Silver Medal	Overall Second
3	Prin. C.Z.Shah Bronze Medal	Overall Third
4	Smt. Ragini B. Sheth Award	Overall First
5	Prin. G. N. Shah Award	Overall First
6	Smt. Panna I. Doctor Award	English First
7	Dr. Harray B. Desai Award	Gujarati First
8	Dr. Dhansukh N. Kayastha Award	Hindi First
9	Sh. Ashwin Choksi Award	Hindi First
10	Dr. Suhas Shukla Award	Sanskrit First
11	Dr. Sulochana Shah Award	Social Science First
12	Dr. H. G. Sattarshakwala Award	Economics First
13	Dr. Devendra Joshi Award	Economics First
14	Dr. Dhiru Desai Award	Mathematics First
15	Dr. C.Z.Shah Award	Mathematics First
16	Dr. Indrajit I. Doctor Award	Mathematics First
17	Dr. B.C. Rayajiwala Award	Science First
18	Sh. Ramesh Patel Award	Science First
19	Dr. Kanti Dhangar Award	Science First
20	Dr. C.Z.Shah Award	Accountancy First
21	Dr. C.Z.Shah Award	Education Philosophy First
22	Dr. C.Z.Shah Award	Education Psychology First
23	Dr. C.Z.Shah Award	Education Administration First
24	Dr. Dhanasukh Kayastha Award	Education Technology First
25	Dr. C.Z.Shah Award	Population Education First
26	Dr. C.Z.Shah Award	Measurement & Evaluation First

Delegation of Authority & Providing Autonomy

SES & VTCSCE delegate authority and provide autonomy As mentioned in Point 6.1.6 in

- **Planning & Execution-** Subjects & Co-curricular Activities

- **Autonomy in the Subjects & Saptadhara Activities**

STUDENT COUNCIL 2014-15

President of Saptadhara : PRI. DR. VINOD PATEL GENERAL SECRETARY: SOLANKI HITESH			
	Saptadhara	Secretary of Various Band	Chairman of Various Band
1 .	Knowledge Band	Ashvin Mandviya	Dr. Vinod Patel
2.	Yoga and Sports Band	Alpesh Patel	Dr. Nalin Patel
3.	Theater Band	Deepali Chauhan	Dr. Vijay Sevak
4.	Creative Expression Band	Nayna Patel	Dr. Jayshree Jambusiya
5.	Community / social service Band	Kush Doctor	Dr. Pravin Parmar
6.	Music and Dance Band	Pooja Rathod	Dr. Jayesh Goswami
7.	Fine Arts Band	Nilam Chauhan	Dr. Dilip Patel
8.	Prayer Band	Urvi Panchal	Dr. Jayshree Jambusiya
9.	Finance Band	Kaushal Bhavsar	Dr. Pravin Parmar
10.	Programme Management and Administration	Bhavna Rana	Dr. Narendra Gohil
11.	E- Band	Ashish Tailor	DR. Narendra Gohil

V.T. CHOKSI SARVAJANIK COLLEGE OF EDUCATION, SURAT.
DISTRIBUTION OF WORKS
YEAR:2014-15

NO.	WORKS	PROFFESORS
1.	LESSON: MICRO LESSON, DEMONSTRATION LESSON, MACRO LESSON, BLOCK TEACHING, ANNUAL LESSONS, INTERNSHIP	NGP , PDP
2.	PERMISSION OF SCHOOL	VGP
3.	LETTERS DELIVER TO SCHOOL	JGJ
4.	COLLEGE TIME TABLE	NPG , NGP
5.	INTERNAL EVALUTION	NGP , NPG
6.	PARISHILAN	VGP , JGJ , NGP
7.	ANNUAL EXAM	VKS , PDP , JTG
8.	PRAYER SESSION	JGJ , PDP
9.	CULTURAL FUNCTION	VKS , JGJ , JTG
10.	ATTENDENCE AND DISCIPLINE	VGP , JTG
11.	EDUCATIONAL TOUR	JTG , DIP , NGP
12.	SPORTS COMPETITION	JTG , PDP
13.	GUIDENCE ADVICE	VGP , JGJ
14.	DIFFERENT LECTURES	VGP , VKS
15.	UNI.EXAM FORM	NGP , PDP
16.	PRESS NOTE	VGP ,JTG , DIP
17.	STUDENT REPRESENTATIVE GROUP	VGP , JTG
18.	GOVERNMENT NOTES , ADMINISTRATIVE WORK	VGP , VKS
19.	CERTIFICATE AND PRIZE	NGP , JGJ , DIP
20.	FINANCIAL ACCOUNTING	VGP , PDP,GS ,FS
21.	INTER COLLEGE COMPETITIONS	JGJ, JTG, DIP
22.	BLUE PRINT/ ACTION RESEARCH / SOCIO MATRY	JTG
23.	PROJECT AND TEACHING AID	NGP
24.	JOURNAL, UNDERSTANDING OF EVALUATION BOOK	VKS, NGP
25.	BULLETION BOARD	PDP, JTG, DIP
26.	CO-CURRICULAR ACTIVITY/ DIRECT MEETING	ALL STAFF
27.	COMPUTER TEACHING	PDP, COMP. INSTRUCTOR

28.	LIBRARIAN	VGP, VGP
29.	SELF LEARNING WORK BOTH METHOD	PDP, JGJ
30.	SOCIAL ACTIVITIES.. SERVICE ACTIVITIES	PDP, VGP, JTG
31.	KEEP RECORDS OF DIFFERENT ACTIVITIES OF COLLEGE	JGJ, JTG
32.	SOUND SYSTEM	JGJ, VGP
33.	WEBSITE	NPG, PDP
34.	PHOTOGRAPHY	JTG
35.	CELEBRATION OF DIFFERENT DAYS' GURUPURNIMA (FIRST SEM.) - NPG VARSHAGEET (FIRST SEM.)- GEET SANGEET NRUTYA DHARA- JGJ NATIONAL FESTIVAL (15/8, 26/1)- NGP TEACHER'S DAY (5/9)- VKS/VGP HINDI DAY (14/9)- NPG NAVRATRI FESTIVAL (FIRST SEM.)- JGJ/JTG COLLEGE ELOCUTION COMPETITION(FIRST SEM)- JGJ WORLD HUMAN DAY(29/12)- NGP TALENT EVENING(FIRST SEM.) – JGJ/JTG/DIP ENGLISH AWARENESS DAY (1/1)- VKS/DIP YOUTH DAY (12/1)- NPG WORLD POPULATION DAY(11/7)- PDP WORLD AIDS DAY(1/12)- NGP OZON DAY(16/8) –NGP HUMAN RIGHTS DAY(10/12)- PDP NARMAD JAYANTI(24/08)- JGJ POET UMASHANKAR JAYANTI(21/7) -JGJ	

- **Theme based Ann.Programme this year + Parisheelan+ Exhibition in an innovative way**
- **Lesson Plans**
- **Stage wise Learning**
- **Innovations in T-L (Vocabulary through Story – A Lesson Plan of a Trainee)**



- **Promoting Extension**



Encouragement & Support by Management for Improvement of Institutional Processes

SES always provides support and guidance for better functioning of the college through Management Committee formed for the College. The Committee Members take keen interest in Planning and Monitoring of it by:

Parental & Friendly Approach & Felicitation of the Academic Staff members at Local & Top Level through the Scheme of 'Sarvajanik Shikshan Ratna Award'

Recipients of 'Sarvajanik Shikshan Ratna Award'

Year	Professors' Name
2009	Dr.V.K.Sevak
2010	Dr.K.V.Desai
2011	Dr.N.G.Patel
2012	Dr.N.P.Gohil



Providing Autonomy in the functioning of the institute.

Distribution of Work- Planning for Different Committees and Inclusion of Academic, Administrative and Trainee Members in them for Sharing Responsibilities (Admn. Committee & College Committees As mentioned in Point-6.1.7)

Teamwork- Working Together for Individual and Group Tasks (Seminar/Workshop- Other Faculty Member and Trainees- As mentioned in Point 5.3.5)

Support & Recognition by SES through

- Providing Financial support for the activity SES -TiE Workshop & Culmination



- Appointing the Faculty Members in SES Committees
 - Prin.Dr.Vinod Patel is member of Administration Committee of Shree Chunilal Gandhi Vidhyabhavan.
 - Prin. Dr. Vinod Patel Member of Academic Committee of Sarvajanik Education Society
 - Dr.Vijay K.Sevak Publication of News Letter Sarvajanikan Committee
 - One of the Referees of Sarvajnik Shikshan Ratna Award Commitee

- Assigning the Special Responsibilities (Dr. Narendra Gohil as a Rector of a Boys' Hostel)



- Awarding the Faculty Members & Trainees (As Mentioned Earlier)

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.

Leadership Role of the Head of the Institution

Involvement of Leadership (Principal) in Ensuring Policy & Strategy:

The Leadership has an active role in

- Making Policy Statement & Action Plan for Fulfillment of the Stated Mission
- Formulating Action Plan & Strategy Plan through Team work
- Interaction with Stakeholders
- Champion Organizational Change (After JRM Visit)
- Restructuring Alumni Association

Promotion of Participative Management

Following SES ideology of PPP for the betterment of the Student VTCSCCE invites some of the Persons from different sectors of the society and from the students, too for its smooth and efficient functioning.

IQAC- Members from different fields of the society

Composition of IQAC (The Executive Committee and Special Committees are shown in Criteria –VII Point 7.1.1)

Planning & Distribution of Work- Through Discussion in Meeting

T-L Focusing Self-Learning- Through Collaborative Learning & Participatory Approach involving Trainees



Activities involving All- Trainees, Experts, Alumni, Social Workers, Doctors etc

NAAC Preparation through Participatory Approach- Contribution by All, Sharing responsibility

Participatory Research- Teachers, Trainees & Children, too in TiE & CL



Quality Improvement Strategies

Teaching & Learning: T-L Action Plan, Modes, Trainee centered Activities, CL, Peer Learning (Support Group), Caretaking Group, Learning by Doing etc.

Research & Development: State Projects, CTE, Trainees' Research Work

Community Engagement: CL, TiE, P4P, SES, Community Service Band

Human Resource Management: Portfolio according to the Interest of the Faculty Member, Support Groups (Current & Alumni), TiE Working Group, Subject Working Groups

Industry Interaction: Chamber of Commerce

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.

Different Committees Constituted

VTCSCE has the following Long Term Committees

- VTCSCE Administrative Committee
- IQAC (Core Committee, Sub Committees on T-L, Research, Extension & Linkages, Social Service, Administration & Finance)
- CTE Advisory Committee
- Alumni Association and Its Support Group
- Grievance Redressal Committee
- Anti-Ragging & Sexual Harassment Committee

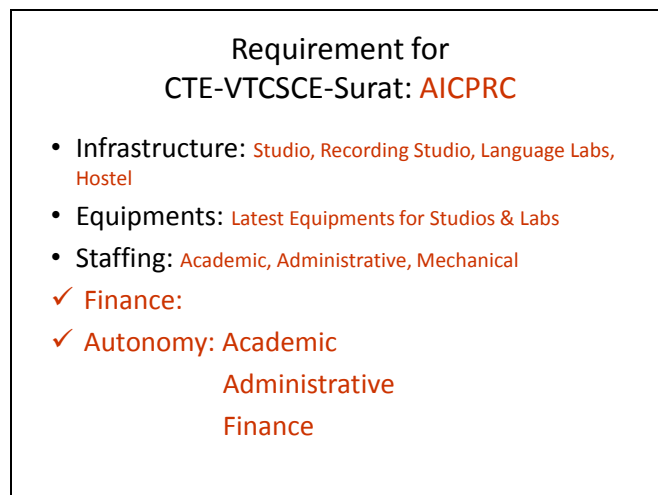
VTCSCE has the following Yearly Councils/Committees:

- Students' Council
- Seven Bands Committees
- Support & Helping Hand Group (Core)
- Subject Support Group
- Subject Club Committees
- Workshop Management Committee
- Teacher Educators' Portfolios

Resolution by Management Council & Its Implementation

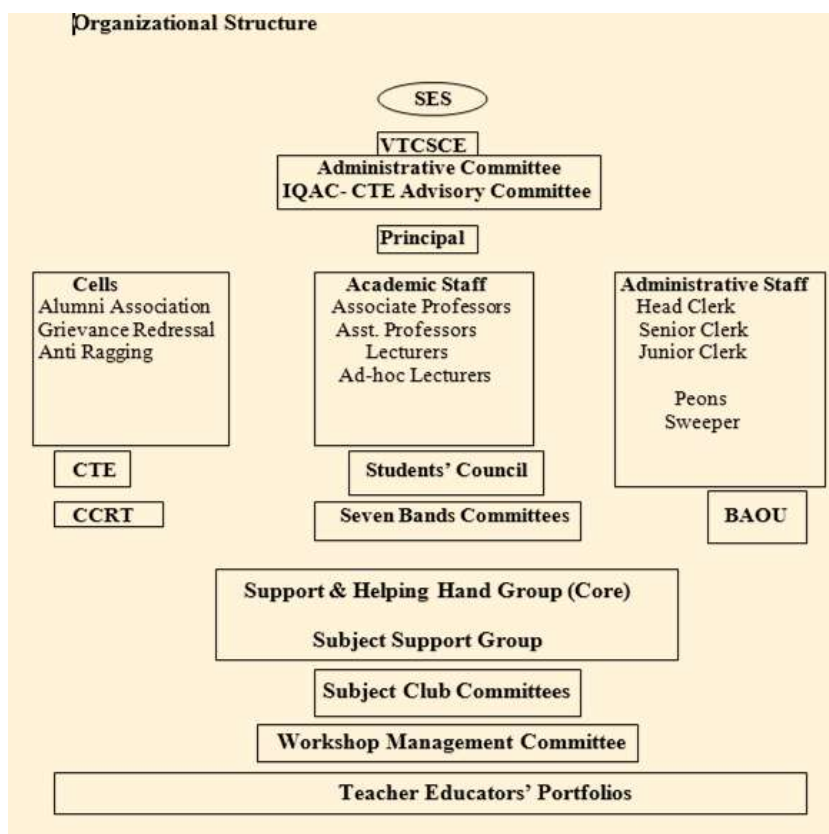
Following Resolutions were made by the Administrative Committee of the college:

- To make efforts to implement NAAC Suggestions
- To make efforts to fulfill the Requirement of Classroom/ Laboratory space under the head of Campus Development.



Moreover, According to JRM Team Members' suggestions the process of Restructuring Organizational Structure was started. The Planning and its implementation was made more need based and exact involving all. More Autonomy was provided.

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



Functions of the Bodies:

- **Administrative Committee- IQAC- CTE Advisory Committee-** Highest Authority in the College to take the academic and administrative decisions
- **Alumni Association-** Autonomous body to support academic and administrative functions of the college
- **Grievances/Complaints-** To solve the Trainees' academic and administrative problems or complaints
- **Anti Ragging-** To solve the Ragging and Sexual-Harassment problems of the Trainees
- **Students' Council-** To support and help the College's academic and administrative activities functioning as a part of the Training Programme
- **Seven Bands Committees-** To support and help the College's co-curricular activities functioning as a part of the Training Programme
- **Support & Helping Hand Group (Core)-** To support and help the College's Monitor System for academic and administrative help to the Needy Trainees as a part of the Training Programme
- **Subject Support Group-** To support and help the College's Monitor System for academic and administrative help to the Needy Trainees in the method subjects as a part of the Training Programme
- **Subject Club Committees-** To support and help More than Syllabus Activities to create Input Rich Environment in the method subjects as a part of the Training Programme
- **Workshop Management Committee-** To support and help the CTE, VTCSCE and SES Training Workshop and Seminar as a part of the Training Programme

Teacher Educators' Portfolios- As the Head of the Portfolio to guide and facilitate the designated Trainees to carry out the activities effectively and properly.

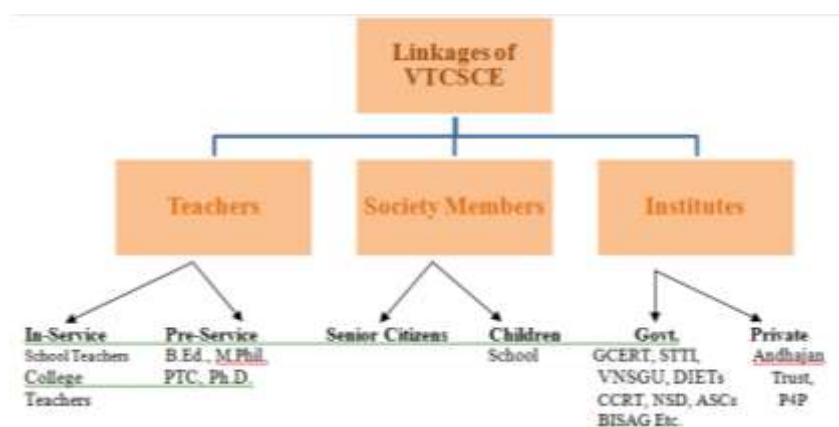
6.2.3 To what extent is the administration decentralized? Give the structure and details of its functioning.

Decentralized Administration- Structure & Function

As mentioned earlier, SES & VTCSCE's Decentralization Policy for Grooming Leadership at Various Levels is:

- **Decentralization & Providing Autonomy-** Working Independently understanding the Stakeholder's and Institution's Need according to the Vision & Mission of VTCSCE & SES
- **No Unnecessary Interference-** Giving Free Hand in Planning Programmes/Activities for Grooming Leadership among Trainees through Student Council, Saptadhara Committees, Programme Management Committee & Support Group
- **No Unhealthy Practices of Establishing Power or Promoting Nepotism-** neither at SES nor at College.

- **Extension through Seminars-Workshops & Providing Resource Persons:**

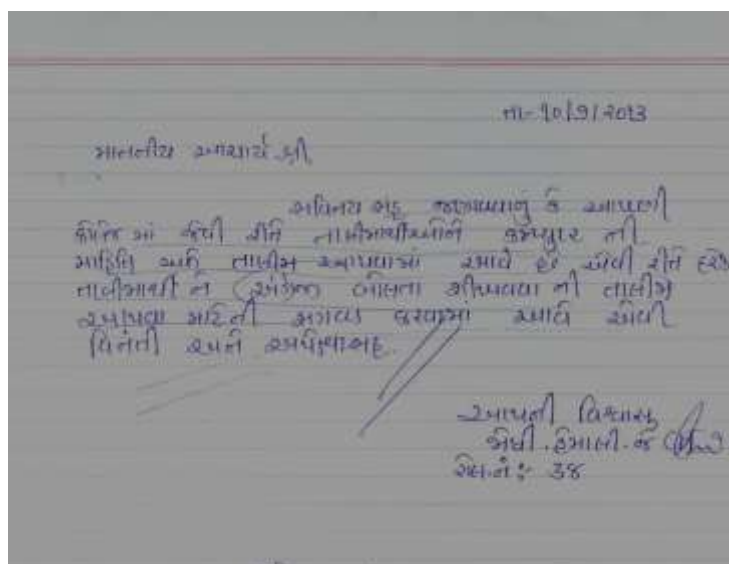


6.2.5 Does the institution use the various data and information obtained from the feedback in decision-making and performance improvement? If yes, give details.

Use of the Feedback Obtained / Feedback for Institutional Performance

Getting Information for the Top Management & to Review activities

Suggestion Box- Every month the Suggestion Box is opened in the presence of the Committee to discuss about the suggestions made by the Trainees. After due discussion the suggestion is applied if the committee finds it appropriate.



Feedback- Feedback about T-L Strategy and Overall Functioning of the College is received through Feedback Form, Interaction at Different Levels and through Viva-voce to modify the Strategy and the Functioning of the institute.

Monthly Meeting- Monthly Meeting of the Academic Staff and the Students' Council is held to review the Academic and Co-curricular activities and to discuss about the next month's activities

Considering Suggestions made by the Trainees of the yester years during T-L process Lecturing is decreased and Activity based Learning is introduced. Moreover, Learning through Seminar/Workshop and Project Mode were introduced. The Use of Computer Technology was introduced, too.

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).

Initiative for Co-operation, Sharing, Innovations & Empowerment

- Guest Lectures from Universities' Departments & Colleges
- Resource Persons from State & National Institutes in District & State level CTE & CCRT Training Workshops & Seminars
- CTE & CCRT Workshops/Seminars in other Colleges & Schools
- SES & VTCSCSCE Workshops & Seminars for Colleges & Schools
- CTE Research Scheme not only for VTCSCSCE Lecturers but for Other TE Colleges Lecturers
- CTE & CCRT E & Printed Materials (CDs, Books & Spiral Photo-copies) are distributed in TE Colleges & Schools
- Preparing Special Materials for Special Children (Concept Learning CDs for Visual Impaired Students of Standard VI)
- Arranging some Collaborative Programmes with National, State & Local level Institutes
- Including some schools & colleges in the CTE Institutional Projects on TiE & CL
- TiE Sub-Centers in some Schools of Surat for TiE (Heading for Colleges & University Departments)
- School Subject Working Group Centers in some Schools of Surat

6.3 Strategy Development & Deployment

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

Management Information System (MIS) in Institute

Suggestion Box- Every month the Suggestion Box is opened in the presence of the Committee to discuss about the suggestions made by the Trainees. After due discussion the suggestion is applied if the committee finds it appropriate.

Feedback- Feedback about T-L Strategy and Overall Functioning of the College is received through Feedback Form, Interaction at Different Levels and through Viva-voce to modify the Strategy and the Functioning of the institute.

Monthly Meeting- Monthly Meeting of the Academic Staff and the Students' Council is held to review the Academic and Co-curricular activities and to discuss about the next month's activities.

Bi-monthly Meeting- Bi-monthly meeting of the Administrative Committee of the College to review the academic and administrative aspects of the college.

Bi-monthly Report- Bi-monthly Administrative Report of the College to the SES

- **Academic Audit and External Review Using MIS & Its Outcome**

VTCSCE has developed an internal system of Annual Academic Audit by **IQAC and CTE**. Moreover, there is a system of annual Academic & Administrative Audit by **KCG** and every 5-6 year Academic & Administrative Review by **JRM of MHRD**. VTCSCE has already started Reformation Process in the area of T-L, Research and Social Work.

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

Allocation of Human & Financial Resources for Quality Improvement Strategies

Human Resource Management:

Portfolio according to the Interest of the Faculty Member, Support Groups (Current & Alumni), TiE Working Group, Subject Working Groups

• Efforts by Teacher Educators according to their Interest & Competency:

Teaching & Learning: T-L Action Plan, Modes, Trainee centered Activities, CL, Peer Learning (Support Group), Caretaking Group, Learning by Doing etc.

Research & Development: State Projects, CTE, Trainees' Research Work

Community Engagement: CL, TiE, P4P, SES, Community Service Band

Financial Resource Management:

Through UGC Grants, CTE Grants, Trainees' Support Group using PPP, Alumni Association Support and Donation

Industry Interaction: Chamber of Commerce

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

Strategy for Human & Financial Resources to Support Mission & Goals

In continuation of the details shown in Point 6.3.2, following strategy is applied:

No.	Function	Human Resource	Financial Resource
1	T-L	Academic Staff	UGC, SES
2	Research & Development	Academic Staff	CTE, SES
3	Community Engagement	Academic Staff	CTE, Support Group of Trainees
4	Building & Infra-structural facilities	SES Staff	SES, PPP, Alumni Association
5	Library Books	Academic Staff	Govt. Grant
6	Co-curricular Activities & Annual Cultural Programme	Academic Staff	Govt. Grant, KCG, Support Group of Trainees PPP
7	Publications & Magazine 'Parisheelan'	Academic Staff	CTE, Support Group of Trainees PPP

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

Procedure for Developing Academic Plan & Participatory Approach

CTE-IQAC-VTCSCE plans its Academic schedule holding meetings of the Teacher Educators, Advisory Committee members and Administrative Committee members through participatory approach. As committee members there is representation of experienced experts of their fields and working group teachers.

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

Communication of the & Objectives for Institutional Development

VTCSCE Communicates its Quality Assurance Policies and Objectives for Institutional Development to Various Internal & External Stakeholders at All Levels.

- During the meetings of the Teacher Educators the Vision, Mission, and Objectives of SES and VTCSCE are clarified and discussed in the context of the agenda of the meeting.
- During **Orientation Sessions** the **Quality Assurance Policies & Mechanism** are discussed with the Trainees in detail. Moreover, in the Assembly Session the Trainees are appreciated for their Support Work or Achievement in Academic and Co-curricular Activities. The Alumnus, In-service Teachers, Parents and other Stakeholders are informed about Policies & Mechanism through Meetings.

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

Monitoring, Evaluation & Revision of Vision, Mission & Implementation Plans

CTE-VTCSCE, Surat has added the following Objective after the JRM made some suggestion in its reports on Education in Gujarat and the process of restructuring started taking place in the meeting of IASEs & CTEs of Gujarat:

- To make the CTE-VTCSCE, Surat an Active, Innovative, Creative and Productive Resource Center in the Field of Education that can contribute to build Responsive Society

CTE-VTCSCE-Surat functions as AICP Resource Center:

- ✓ Active : All the Year Round Activities
- ✓ Innovative: Innovative Themes & Process of Training
- ✓ Creative: Developing Thinking & Creativity among the Facilitators & Learners
- ✓ Productive: TLMs, Handbooks, Modules, Workshop Designs, Materials by Trainees

Perspective Planning

After JRM Discussion during the College Visit on [September 13, 2013](#) and at the Meeting at GCERT, Gandhinagar on [September 10, 2013](#) besides Suggestions made in the Report on Education of Gujarat, the Meeting was called by the Director of GCERT to prepare CTE-IASE-DIET & GCERT Perspective Plans. Accordingly CTE-VTCSCE, Surat has prepared a Perspective Plan for the institute.

Given below a part of it:

Action Plan of CTE-Surat

No.	Details	Action
1	Vision for Improvement in Education and Society	<p>To make the CTE-Surat an Active, Innovative, Creative and Productive Resource Center in the Field of Education that can contribute to build Responsive Society</p> <p>CTE-VTCSCE-Surat: AICPRC</p> <p>Active : All the Year Round Activities</p> <p>Innovative: Innovative Themes & Process of Training</p> <p>Creative: Developing Thinking & Creativity among the Facilitators & Learners</p> <p>Productive: TLMs, Handbooks, Modules, Workshop Designs</p>
	Requirement of Money	<p align="center">Requirement for CTE-VTCSCE-Surat: AICPRC</p> <p>Infrastructure: Studio, Recording Studio, Language Labs, Hostel</p> <p>Equipments: Latest Equipments for Studios & Labs</p> <p>Staffing: Academic, Administrative, Mechanical</p> <p>Finance: Ample & For maintenance, too</p> <p>Autonomy: Academic Administrative Finance</p>
2	JRM Suggestions & Action	<p>Making CTE Vibrant Institute of TE: If Requirements are fulfilled</p> <p>Linkage with IITE: Curriculum Framing (IASE + CTE)</p> <p>Staffing: Making Request to the Authorities</p> <p>B.Ed. Curriculum: NCFTE 2009 Reading & Preparing Presentations</p> <p>Paradigm Shift: Demonstration CDs & Training to the Lecturers</p> <p>CTE-Porbandar: Academic Resources (Consultancy)</p> <p>Monitoring System : Need & Research based Programmes (Surveying, Planning, Executing, Evaluating, Researching & Modifying)</p>
3	B.Ed. 2 Years	<p>Providing Academic Support after Policy Decision at Higher Level</p> <p>B.Ed. Curriculum: NCFTE 2009 Reading & Preparing Presentations</p> <p>Paradigm Shift: Demonstration CDs & Training to the Lecturers</p>

4.	Training Need Assessment	1 Day Workshops for Identifying Instructional Needs of the Teachers of Different Subjects (Science, Mathematics, English, Gujaratee, Hindee, Social Science, & Sanskrit) (February-March 2014) Data Analysis & Findings (April-May 2014) Material Development Workshops (June 2014 – Feb 2015) Trying out Material (April 2015- Feb 2016) Data Analysis & Findings (April 2016-Dec 2016) Modification (Jan 2017- May 2017) Training Programmes (June 2017- Onwards) Finding out Effectiveness of the Training Programmes (June 2018- May 2018)
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6.3.7 How does the institution plan and deploy the new technology?

Planning & Deployment of the New Technology

It's matter of pride that VTCSCE was the very first institute to have computer sets and training center in Surat with the help of the Government Scheme in the year 1996

Then came the phase of allocation of Instrument Grants to CTE-Surat in the year 2002. Some computer sets are purchased for Administrative staff and the Trainees and Teacher Educators. Computer Laboratory too was developed with the help of SES. In 2007 the computer sets are updated for providing better facilities to the Trainees. Even today in consultation with SES, VTCSCE tries for updating its ICT facilities in the library, computer laboratory, and classrooms. Some more facilities are demanded by the VTCSCE Authority.

6.4 Human Resource Management

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

Identification of Faculty Development Needs & Career Progression

- By referring Curriculum Drafts & Education Reports, Magazine like 'University News'
- Through Academic Staff College Interaction
- Special Sessions on Drafts like 'RUSA' and Concepts like 'Collaborative Learning', 'Active Learning' etc.
- Discussion in the Staff Meeting
- Identifying areas and functions through API

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?

Performance Assessment of Academic & Administrative Staff

Appraisal System

VTCSCE has an **API** system suggested by UGC to evaluate the performance of its staff-members. In every July the Teacher Educators fill up the form evaluating self performance of the last

academic year and put up before the Principal. The Principal broadly discusses about the performances, appreciates good work done by them and makes some suggestions, too.

Feedback of the Trainees on T-L Process and Institute, too, provides some thoughts for the Appraisal of the Teacher Educators and the College.

Thus, VTCSCE has a system of Performance Assessment of Academic & Administrative Staff through-

- T-L Feedback by Trainees
- Overall Feedback by Trainees
- Viva-voce Reflection by Trainees
- Suggestions made by Trainees in the Suggestion Box
- Observation by the Principal
- API

Use of Feedback for Institutional Performance

As mentioned earlier, VTCSCE has a system of T-L Feedback Form, Viva-Voce, Suggestion Box, Overall Feedback Form, & Meetings to improve the Institutional Performance. Considering Suggestions made by the Trainees of the yester years during T-L process Lecturing is decreased and Activity based Learning is introduced. Moreover, Learning through Seminar/Workshop and Project Mode were introduced. The Use of Computer Technology was introduced, too.

Outcome of the Performance Assessment System

Performance Assessment System & Discussion on RUSA besides API removed hesitation among the academic staff of handling workshops/Seminar and Forming Working Groups of In-service Teachers.

Moreover, the process of Work Culture is initiated after JRM visit and interaction with the Mission Members.

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)

Welfare Schemes for Teaching & Non-Teaching Staff

SES employees have established its registered Employees' Cooperative Society that has a Fund of Rs.11603925. From the fund Loan money is provided to the needy employees. Moreover, during festive time Grains & Oil is provided to the employees at Concessional Price besides payment in installment.

Dr. Nalin Patel is a Vice-President of Sarvajanik Co-operative Employees Society since 2007. Beneficiaries of the Scheme of our college & Percentages (2008-09 to 2013-14)

Year	Name of Beneficiar
2008-09	Prin.Dr.Vinod Patel Dr.Kishor Desai
2009-10	Mr.Vishnu Zavle
2010-11	Prin.Dr.Vinod Patel Dr.Kishor Desai
2011-12	Mr.Budha Rathod
2012-13	Dr.Nalin Patel Dr.Kishor Desai Mr.Budha Rathod
2013-14	Mr.Budha Rathod

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.

Staff Development Programme & Training

Generally VTCSCE relies on University and Academic Staff Colleges' Orientation, Refresher and Short Term Training Programmes, but some Special Training Programmes are organized through CTE-Surat and IASEs of Gujarat. (As mention earlier in Point 3.2.4).

Moreover, The Teacher Educators of VTCSCE are encouraged to attend Orientation & Refresher Programmes besides Research Conferences to present research papers regularly. (As mentioned in Poin 3.2.5)

Moreover, they are encouraged not only to attend but hold Training Seminars/Workshops for Pre & In-service Teachers.

They are encouraged to take up CTE-DIET Projects, too. (List of Projects as mention in Point 3.1.1.)

Field Visits are also organized to have better exposure of the subject.



SES, too, holds Seminars/Workshops on the current topics where VTCSCE Teacher Educators have to work as Resource Persons.



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.)?

Strategies & Implementation Plans to Recruit & Retain of the Staff

VTCSCE is a Grant-in-Aid college. So, all the Teacher Educators are appointed according to the norms of UGC and Government of Gujarat.

Moreover, some Ad-hoc Lecturers are appointed by SES as per the need of the institute following the rules and regulations of UGC and the Govt. of Gujarat. Salary, too, is provided to the ad-hoc staff according to the rules. So, retaining faculty is not a problem at all.

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

Criteria for Part-time/Ad-hoc Faculty

No separate criteria for Ad-hoc faculty exist. Ad-hoc Lecturers are appointed by SES as per the need of the institute following the rules and regulations of UGC and the Govt. of Gujarat.

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, workshops, etc. and supporting membership and active involvement in local, state, national and international professional associations).

Policies, Resouces & Practices for Professional Development

- The Teacher Educators of VTCSCE are encouraged to attend Orientation & Refresher Programmes besides Research Conferences to present research papers regularly. (As mentioned in Point 3.2.5)
- The Teacher Educators of VTCSCE are encouraged not only to attend but hold Training Seminars/Workshops for Pre & In-service Teachers.

In-Service Programmes							
	Eng	Hin	Guj	San	Mat-Sci	Soc-Sci	TIE
2001-02	01						
2002-03	No	Grant					
2003-04			No	Grant			
2004-05					No	Grant	
2005-06	01	01 ICT	01 ICT	01 ICT	01		
2006-07	05			01	01	01 ICT	
2007-08	01		01 ApsT			01	
2008-09	02						
2009-10	02						
2010-11					01	01	
2011-12	-	-	-	-	-	-	-
2012-13						02	
Total	12	01	01	01	02	03	03

Pre-Service Programmes							
	Phil	Psy	Tech	Adm	Eng	Guj	Res
2001-02							
2002-03							
2003-04							
2004-05							
2005-06							
2006-07							
2007-08							
2008-09							
2009-10							
2010-11		01	01				
2011-12		03	01	01		01	
2012-13	01	02	03				01
Total	01	06	05	01		01	01

- The Teacher Educators of VTCSCE are encouraged to work as Resource Persons in their fields.

The Teacher Educators of VTCSCE are encouraged to take up CTE-DIET Projects, too.

No. & Year	Name of the Investigator & the College	Title & The Grant Sanctioned
1 2009-10	Dr. Jayashree Jambusia V. T. Choksi Sarvajanik College of Education, Surat	Development & Effectiveness of a Computer Assisted Learning Programme as a Self-learning Technique for B.Ed. Trainees of Gujarati (Grant Rs. 10,000)
2 2010-11	Mr. Pravin Parmar V.T.Choksi Sarvajanik College of Education, Surat	Development & effectiveness of a Supervised Study Method in Teaching of Social Science of Std. IX (Grant Rs. 15,000)

3 2011-12	Dr. Jayashree Jambusia V. T. Choksi Sarvajanik College of Education, Surat	Errors in Writing Gujarati Spellings by the Education Trainees- Reasons & Remedy (Grant Rs. 23,000)
4 2011-12	Sh. Pravin Parmar V. T. Choksi Sarvajanik College of Education, Surat	Problems of Trainees in Social Science and their Remedy (Grant Rs. 23,000)
5 2011-12	Dr. Vijay Sevak V. T. Choksi Sarvajanik College of Education, Surat	Listening-Speaking Development Programme in Gujarati for the Trainees (Phase I) (Grant Rs. 23,000)
6 2012-13	Dr. Narendra Gohil V. T. Choksi Sarvajanik College of Education, Surat	Development & Tryout of a Linear Programme on Mahatma Gandhijee's Educational Contribution

- Field Visits are also organized to have better exposure of the subject. SES, too, holds Seminars/Workshops on the current topics where VTCSCSCE Teacher Educators have to work as Resource Persons.

6.4.8 What are the physical facilities provided to faculty? (Well-maintained and functional office, instructional and other space to carry out their work effectively).

Physical Facilities Provided to Faculty

- Infrastructural and Academic Facilities
- A separate Cabin with a Cupboard
- A Laptop to the Principal & to the Coordinator of CTE and NAAC (Now Laptops to All Staff Members)
- Personal Desktop Computers to all the Academic & Administrative Staff Members
- A separate Method Classroom with E-Equipments

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

Mechanism for Seeking Information & Making Complaints

VTCSCSCE has a system of making a written request to get information for its Staff-members and stakeholders. Same is the system for making complaints besides writing and dropping a note in the Suggestion Box and discussing in the Staff-meeting.

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

Workload Policies & Practices

- Workload according to UGC rules
- DL for Professional Development, Research Work and Extension Work

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

Mechanism for Rewarding & Motivating Staff Members

Felicitation- Sarvajanic Shikshan Ratna Award for the Lecturers and Sarvajanic Shishya award for Students

Recognition- SES recognizes its academic staff by Providing Opportunity of working as a SES Committee Member

Flexibility- Arrangement in the schedule is made when some Teacher Educators attend Orientation/Refresher courses. (Deekariyun)

Forwarding Proposals-SES forwards the proposal of the Lecturers to the Higher authority. (Endorsement for Project Proposal- SNA-TiE etc.)



Encouragement- At the time of TiE Workshop during April-May Financial Support, too was provided by SES.

6.5 Financial Management & 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

Financial Support from the Government

VTCSCE is a Grant-in-Aid college. Following is the received grants from the Government:

- 300 Rupees per Students maintenance grant received from State Government
- Yearly Building Rent-27984/- Rupees received from State Government
- Salary Grant for Teaching and Administrative Staff

Government Grants

Year	Salary Grant	Building grant	Maintenance Grant	Total Income	Expenditure
2008-09	2920954	27984	30450	3078319	3362897

2009-10	2855664	27984	31050	2974442	3825881
2010-11	5458238	27984	30000	5844871	6061665
2011-12	6383867	27984	30000	6551681	6610700
2012-13	7352964	-	24000	7472409	7558503
2013-14	10182261	-	-	10234714	10340433

CTE Grants

No.	Year	Grant Alloted	Grant Spent	Grant Surrendered	Remarks
1	2001-02	-	-	-	Grant was not Alloted.
2	2002-05	-	-	-	Grant was not Alloted.
3	2005-06	1,00,000	1,00,000	-	
4	2006-07	6,60,000	5,19,956-98	1,38,888-00	
5	2007-08	3,75,000	2,41,580	1,33,420	
6	2008-09	4,17,500	2,83,500	1,34,000	
7	2009-10	4,17,300	3,10,300	1,07,000	
8	2010-11	2,00,000	2,00,000	-	
9	2011-12	2,00,000	2,00,000	-	
10	2012-13	7,00,000	7,00,000	-	
11	2013-14	6,00,000	6,00,000		

KCG Grants

No.	Year	Grant Alloted	Grant Spent	Remarks
1	2008-09	20000	20000	-
2	2009-10	20000	20000	-
3	2010-11	20000	20000	-
4	2011-12	20000	20000	-
5	2012-13	20000	20000	-
6	2013-14	-	-	Grant was not Allotted.
7	2014-15	20000	20000	-

SES Grants Detail (See the Point:4.2.1)

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

Quantum of Resources Mobilized through Donations

Following is the details: (Overall + Annual Programme & Parisheelan) (Last 5 Years)

Year	Collected Fund	Ann.Cultural Programme	Magazine	Others
2008-09	121000	48400	37400	35200
2009-10	82300	43500	26500	12300
2010-11	133000	36385	49000	47615
2011-12	76900	28890	25000	23010
2012-13	68800	23555	26000	19245
2013-14	135000	45060	68000	21940

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?

Budget & Deficit

Major Sources of Receipts & Managing Deficit

VTCSCE is a Grant-in Aid College. Moreover, it is identified as a CTE. So, UGC & CTE Grant is the Financial resources to run the college. It utilizes grants according to the Government Rules & Regulations. Moreover, it has to spend money according to the planning under different heads shown in the circular or the scheme.

Year	Income	Expenditure	Deficit
2008-09	3078319	3362897	284578
2009-10	2974442	3825881	851439
2010-11	5844871	6061665	216794
2011-12	6551681	6610700	59019
2012-13	7472409	7558503	86094
2013-14	10234714	10340433	105719
Remarks: Sarvajani Education Society (Management) bears the deficit of the college every year.			

Sometimes, Knowledge Consortium of Gujarat (KCG) provides Grants for Saptadhara (Seven Bands) i.e. Co-curricular Activities as mentioned earlier.

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)

Budget Allocation is shown in Point 6.5.1 to 6.5.3. Sample Budget for the Year 2014-2015 is shown below:

ANNEXURE - 1

GRANTABLE COLLEGE

BUDGET 2014-2015

1. NAME OF THE INSTITUTION: V.T. CHOKSI SARVAJANIK COLLEGE OF EDUCATION

STANDARD	IN THE YEAR 2013-2014				FOR THE YEAR 2014-2015			
	No. of Div	No. of Boys	No. of Girls	Total Students	No. of Div	No. of Boys	No. of Girls	Total Students
F.Y								
S.Y								
T.Y								
B Ed.	1	7	90	97	1	10	90	100
TOTAL	1	7	90	97	1	10	90	100

2. No. of Staff Members:

	Teaching	Clerical	Menials
1. Full Time	8	3	2
2. Part Time (Adhoc Full Time)		1	1/2

3. [A] New Proposed Appointment:

	Teaching	Clerical	Menials
1. Full Time	1	0	0
2. Part Time	0	0	0

[B] Reasons: 1 Sr. Professor getting retired on 14-06-2014

4. REVENUE BUDGET FOR THE YEAR 2014-2015

Deficit Rs.	Revenue	Capital
	15000.00	0.00

5. REVENUE BUDGET FOR THE YEAR 2014-2015 (Administered by Principal)

ADMINISTRATED BY THE PRINCIPAL OF THE GRANTABLE COLLEGE

Deficit Rs.	Revenue	Capital
	1000.00	0.00

6. Special Remarks:

7. Budget Selected in Local Administrative Committee On: as per Resolution No.:

Principal

Efforts for Additional Funding & Its Utilization

Every year the Trainees collect money from the society members particularly from industrialists, merchants and well-wishers to publish a yearly magazine 'Parisheelan' & to meet the expenditure of the Annual Programme. (Mentioned in Point 6.5.2)

VTCSCE has an Alumni Association. It gets its fund through Alumni association Membership Fees and donation. Alumni Association helps the college financially as well as academically when required. List is given below

No.	Name of Alumni Student	Support	Year
1	Alumni Group-2008	Camera	2008
2	Alumni Group-2009	Chairs	2009
3	Alumni Group-2010	Desktop Computer	2010
4	Mr.P.C.Modi	Refrigerator	2010
5	Mrs. Falguni Patel	Sofa	2013
6	Mr. Natvar Patel	Water Cooler	2013
7	Mr. Dhiru Patel	Cupboard	2014
8	Mrs. Meeta Vakil	Cupboard	2015
9	Mr. Parbhu Patel	Cupboard	2015
Balance in the account of Alumni Association is ` 96,000/-			

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).

Audit System

Internal & External Audit

VTCSCE has the following Internal & External System:

Internal: Audit by Chartered Accountant and Approved by Local Management Committee, IQAC, SES (Audit Report)

External:, State Govt. Pl. See the Audited Statements in Annexure-VI

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

Computerization of Finance Management Systems

- Fully Computerization
- Tally Software is Used for maintaining the account

6.5.7 Any Other

VTCSCE has developed an internal system of Annual Academic Audit by **IQAC and CTE**.

Moreover, there is a system of annual Academic & Administrative Audit by **KCG** and every 5-6 year Academic & Administrative Review by **JRM of MHRD**. VTCSCE has already started Reformation Process in the area of T-L, Research and Social Work through its **Internal Quality**

Assurance System (IQAS).

- Internal Quality Assurance System (IQAS)

Internal Quality Assurance Cell (IQAC)

a. Established in 2008, but not functional

- Restructured in 2012-13 and made functional
- Institutional Policy for Quality Assurance and its Contribution (IQAC & Its Policy Document)

b. Decisions Approved by Management & Applied

- Working According to the JRM Guidelines
- Restructuring the Ideology & Organizational Structure
- Restructuring IQAC & Preparing AQAR
- Applying for NAAC 2nd Cycle of Accreditation

c. Significant Suggestions by External Members of IQAC

- Start Consultancy

d. Students and Alumni's Contribution to the IQAC

- Members
- Support Groups
- Financial Support & Donation

e. Engagement of Staff from Different Constituents

- Through Meeting
- Seminar/Workshops
- Alignment of Internal Quality Assurance Mechanism with External Quality Assurance Agencies

- VTCSCE follows its Internal Quality Assurance System following the format and guidelines of External Assurance Agencies like API, VNSGU, UGC, KCG, and MHRD.

• Mechanism to Continuously Review T-L Process

As mentioned earlier VTCSCE has a system of **Observation of the Teacher Educator's Performance in the Class**, **Evaluating Trainees' Feedback** and **Review Meeting** inviting Academic Advisor/s for Reviewing T-L Process.

• Communication of Quality Assurance Policies, Mechanism & Outcomes to Various Internal & External Stakeholders

During **Orientation Sessions** the **Quality Assurance Policies & Mechanism** are discussed with the Trainees in detail. Moreover, in the Assembly Session the Trainees are appreciated for their Support Work or Achievement in Academic and Co-curricular Activities. The Alumnus, In-service Teachers, Parents and other Stakeholders are informed about Policies & Mechanism through Meetings.

VTCSCE has developed a Guideline for the Establishment of the Quality Standards:

• Teaching-Learning:

Teaching-Learning Technology- Use of TLMs, Use of Different Modes, Use of Variety of Techniques & their Appropriateness, Making of Andragogy, Feedback from the Trainees, According to Current Trends

Assignments in All Courses for Writing Practice

Not only Scholastic Performance but Integrated Performance- Participation & Performance of All the Students, Giving Support to the Needy Trainees

All-round Development- Physical, Mental, Social and Spiritual Development, Not only Writing but All the Language and Life Skills

Not only Examination but Continuous & Comprehensive Evaluation- Quantitative & Qualitative Evaluation

- **Research:**

Need based Research, Utility of the Findings & the Use of the Tools, Innovative Research, Productive

- **Social Work:**

Need based, Uncommon, Productive

6.6 Best Practices in Governance & Leadership

Significant Best Practices in Governance & Leadership

6.6.1 What are the significant best practices in Governance and Leadership carried out by the institution?

Best Practices of VTCSCE, Surat

- 1. Making IQAC Functional**
- 2. Audit Approval by IQAC & Local Administrative Committee**
- 3. Working Group of Teachers in different subjects for better interaction.**
- 4. Multi-Dimensional Extra-Curricular Academic Activity**

Best Practices of VTCSCE, Surat (Criteria 2/5/6 & 7)

- 1. Title:**

Multi-Dimensional Extra-Curricular Academic Activity

Annual Cultural Programme, Publication of Yearly Magazine 'Parisheelan' & Exhibition focusing the Theme based on the Current Topic/s of the Year

- 2. Goal:**

- Trainees understand the Importance of PPP i.e. Public Private Partnership (PPP) and pass through the Experience of Making & Utilizing Fund for a Noble Cause.
- Trainees pass through the Process of Project Method of Learning and reach the Highest Level of Learning i.e. Creative Learning.
- Trainees become aware of Current Topics and Happenings in India and Abroad.
- Trainees learn the Combination of Art Forms and Academics.
- Trainees understand the importance of Culture/Arts in Academics and vice-versa.

- 3. The Context:**

- The Grant-in-Aid College has a limited fund for Extra-curricular Activities like Annual Cultural Programme or Publication of a Magazine.
- Providing a Model of Well Designed & Organized Cultural Activities for Learning & Awareness in Society
- Understanding, Maintaining & Transiting Culture among the Generation

- 4. The Practice:**

Process of the Activity

- Meeting with the Students' Council discussing the Goal, Context and Process of **Multi-Dimensional Extra-Curricular Academic Activity**
- Announcing the Plan & Schedule for Making Fund
- Announcing the Theme of the Project
- Selecting the Items for Music, Dance and Drama; Selecting the Items for '*Parisheelan*'; and Selecting the Items for Exhibition; Designing the Events
- Sharing Responsibilities
- Rehearsing & Editing
- Performing & Exhibiting
- Documenting

- **Constraints:**
- Limited Time
- Limited Money
- Present Examination System

5. Evidence of Success

- Appreciation by the viewers
- Process of Learning to work as an artist
- Appreciation by CCRT, New Delhi and YSCA, Gandhinagar and Assigning Project of Awareness through Arts
- Regular Publication of a College magazine '*Parisheelan*'
- Publication of Plays
- A Rich Experience for Trainees

6. Problems Encountered and Resources Required

- Shortage of Time and coping with it devoting holidays
- Shortage of Fund and Time sometimes results into cut in pages of a magazine or cancelling exhibition
- Limited weightage for Co & Extra-curricular activities

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

1. What were the evaluative observations made under *Governance and Leadership* in the previous assessment report and how have they been acted upon?
2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Governance and Leadership?

Additional Information for Reaccreditation

2.6 Governance & Leadership	
2.6.1 Institutional Vision & Leadership <ul style="list-style-type: none">• The vision/goal of the institution is in tune with National objectives and focus upon supply of competent teachers for national development.	<ul style="list-style-type: none">• The practice is continued.

<ul style="list-style-type: none"> • The dedication of the governing body towards the mission is reflected by its contribution to infrastructure augmentation. • Competent and co-operative leadership is provided by a stalwart management which has specialists from education business and politics. 	<ul style="list-style-type: none"> • The practice is continued. • The practice is continued. • Addition in Vision & Mission after JRM visit and Discussion at CTE-IASE Meeting at GCERT, Gandhinagar.
2.6.2 Organizational Arrangements <ul style="list-style-type: none"> • There is a total decentralization through sub-committees. • Effective internal co-ordination mechanism is ensured between committees for operation and delivery. • The management plays constructive role to supervise overall activities of the college. 	<ul style="list-style-type: none"> • The practice is continued. • The practice is continued. • The practice is continued.
2.6.3 Strategy Development and Deployment <ul style="list-style-type: none"> • The faculty under the leadership of the Principal has the freedom to plan and implement innovative ideas. • Academic programmes are prepared collectively taking into consideration the plans and needs of practicing schools. • The system of perspective planning does not exist. 	<ul style="list-style-type: none"> • The practice is continued. • The practice is continued. • Moreover, Working Groups in different subjects are made for better interaction. • The system of Perspective Planning is started.
2.6.4 Human Resource Management <ul style="list-style-type: none"> • Recruitment and filling of vacancies is done according to the prescribed norms of NCTE, VNSGU, UGC & State Government. • Professional Development of Staff is encouraged through deputing them to attend various seminars, conferences and other training programmes. • System of performance assessment of teachers by the students needs to be introduced. 	<ul style="list-style-type: none"> • The practice is continued. • The practice is continued. • System of performance assessment of teachers by the students is introduced.
2.6.5 Financial Management & Resource Mobilization <ul style="list-style-type: none"> • The budget allocation in the Government grant for various units and activities is reasonable and optimally utilized. • System of regular- internal and Government audit is in operation. • Major financial requirements are met by the 	<ul style="list-style-type: none"> • The practice is continued. • The practice is continued. • The practice is continued.

<p>management which has ample funds.</p> <ul style="list-style-type: none"> Partial computerization of finance management system exists. 	<ul style="list-style-type: none"> The Software provided by Govt. of Gujarat and Telly programme are in use.
<p>2.6.6 Best Practices in Governance & Leadership</p> <ul style="list-style-type: none"> Decentralization and autonomy provided to the institution by the management. 	<ul style="list-style-type: none"> The practice is continued.
<p>2.6.2 Other Quality Sustenance & Enhancement Measures Undertaken by the Institute</p>	<ul style="list-style-type: none"> Addition in Vision & Mission after JRM visit and Discussion at CTE-IASE Meeting at GCERT, Gandhinagar. Working Groups in different subjects are made for better interaction. The system of Perspective Planning is started. System of performance assessment of teachers by the students is introduced. The Software provided by Govt. of Gujarat and 'Telly' are in use.

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.

IQAC- Establishment, Composition & Activities

Internal Quality Assurance Cell (IQAC)

f. Established in 2008, but not functional

- Restructured in 2012-13 and made functional
- Institutional Policy for Quality Assurance and its Contribution

g. Decisions Approved by Management & Applied

- Working According to the JRM Guidelines
- Restructuring the Ideology & Organizational Structure
- Restructuring IQAC & Preparing AQAR
- Applying for NAAC 2nd Cycle of Accreditation

h. Significant Suggestions by External Members of IQAC

- Start Consultancy

i. Students and Alumni's Contribution to the IQAC

- Members
- Support Groups
- Financial Support & Donation

j. Engagement of Staff from Different Constituents

- Through Meetings
- Invitation as RPs in Seminar/Workshops

Composition of IQAC

Executive Committee Members of IQAC

Designation/ Field	Names
Principal-VTCSCE	Dr. Vinod Patel
Education	Dr. Dipika Sheth-Head- Dept. of Edu. VNSGU Dr. Ummedsinh Rathod- DEO- Surat Dr. Indravadan Patel- DIET Principal Dr. Kishor Desai, Dr. Ramesh Oza, Dr. Ashwin Desai (Admn. Committee) Dr. Bhadrayu Vachharajani- Ex-Director- ASC
School Principals	Secondary- Mrs. Meenakshi Variava-Experimental Mrs. Anisha Paramar-Vanita Vishram Mr. Sanjay Mehta- L.P.Savani

	Primary- Mr. Sida Dahegami- Kadiwala & Bunaki Mrs. Manisha Desai- Experimental
Social Work	DIG Hasmukh Patel, Dr. Harikrishna Joshi, Dr. Urmila Nanavati, Mrs. Geeta Shroff, Dr. Ami Yagnik, Mrs. Shrungi Desai, Dr. Kiran Desai (Center for Social Studies)
Industry	Sh. Ketan Dalal, Sh. Kamallesh Yagnik, Sh. Jyotindra Lekhadia, Sh. Pradip Jariwala, Sh. Jayvadan Bodawala
Staff Representative	Dr. Nalin Patel, Dr. Narendra Gohil
Trainees	GS Hitesh Solanki, LR Bhavana Rana Kaushal Bhavasar, Rushita Trivedi
Alumni	Sh. K.I.Desai, Sh. Mukund Vaidya
Administration	Mr. Ashish Kavishvar, Mr. Ashok Kadam
Coordinator	Dr. Vijay Sevak
Total	36

Special Committees

- **T-L & Evaluation-**
Prin. Dr. Sulabha Nataraj – Prin. Dr. Kalpesh Pathak- Prin. Dr. T. S. Joshi- Dr. Arti Kaswekar- (Dr. Harikishna Joshi- Dr. Urmila Nanavati- Dr. Ramesh Oza)
- **Research & Patent-**
Dr. Ramesh Kothari- Dr. Jayprakash Pandya – Dr. Kanti Likhia- Dr. Anil Ambasana, Dr. Chandrakant Bhogayata, Dr. Navneet Rathod, (Dr. Ashwin Desai, Dr. Kishor Desai)
- **Extension-Consultancy-Collaboration-**
Dr. Rajendrasinh Jadeja- Dr. Arya Kaladhar- Dr. H.O. Joshi- (Sh. Ketan Dalal, Sh. Kamallesh Yagnik)
- **Social Work-**
Dr. Vidyut Joshi– Dr. Dilip Patel- (Dr. Bhadrayu Vachharajani- Dr. Ami Yagnik- Sh. Jyotindra Lekhadia, Sh. Pradip Jariwala, Sh. Jayvadan Bodawala)

(Please, note that the names of the members shown in the brackets are from the Executive Committee of IQAC.)

Activities

- **(Establishing Quality Norms in Academic & Administrative Functions, Application & Maintenance of IQAC Norms, Evaluation of Application of IQAC Norms)**
- **Holding Regular Meetings of Academic & Administrative Staff**

- **Reporting to Internal & External Authorities SES, CoHE, GCERT, & NAAC, NCTE & UGC**

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

Mechanism to Evaluate the Achievement of Goals & Objectives

- Evaluation Meeting with Academic & Administrative Staff
- Matrix & Evaluation by External/Special Committee Members
- Feedback from Stakeholders
- API

7.1.3 How does the institution ensure the quality of its academic programmes?

Mechanism to Ensure Quality of Academic Programme

- Observation by the Principal, IQAC Coordinator & Teacher Educator of Edu.Tech. & External Evaluators
- Evaluation Meeting on T-L Action Plan in August

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

Mechanism to Ensure Administration & Financial Management Processes

- Bi-monthly Evaluation Meeting with Administrative Committee Members
- Internal Audit by IQAC Executive Committee & Meeting

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

Identification & Sharing of Good Practices

Identification through

- Observation & Viewing Documented Clips
- PPT by Teacher Educators of their T-L, R,E & SW Activities





Sharing

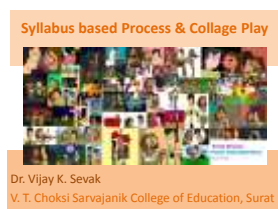
- Meeting of Academic Staff
- Meeting with Administrative Staff

7.2 Inclusive Practices

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

Sensitization through:

- Experts' Lecture-Discussion Sessions
- Government Documents & Drafts (E & Photocopy)
- Seminar/Workshop through CTE & SES
- Visiting Special Institutes
- Mini Block/Block Teaching in Special School
- Linkages with Groups/Institutes like P4P, Andhjan School etc
- TiE Activities in VTCSCE Head-center & Schools' Sub-centers, CCRT Activities



Workshop for Teachers of
Physically Challenged Children's Schools of
Gujarat



Focuses in the National Policies

- **Green Audit of the Campus & Facilities**
- ✓ A Lawn area giving a bit information regarding saplings and trees in front of the college with the help & Supervision by SES.



- Ozon Day Sept 16- Awareness Programme on Environment (PPT & Discussion)



- **Plantation**

- ✓ Plantation Day Celebration- Planting saplings in the campus.



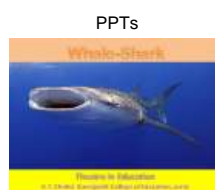
- **Women Empowerment**

- ✓ Lecture-Discussion

- Awareness Programme for Girls & Women: Lecture by Prin. Dr. Urmila Nanavati



- ✓ TiE Activities- Interactive Skit & Awareness Programme





- **Reading Drive**
- ✓ Library Work
- ✓ Project Work
- ✓ Book Review
- ✓ Reading Day Celebration



- **Reduce Waste & Cleanliness Drive**
- ✓ Cleanliness Days Celebration- Cleaning Campus, Rallies



- ✓ TiE Activities- Skits & Awareness Programme
- ✓ Writing a Textbook Lesson & Showing a Demonstration Lesson prepared for Tele-conference in BISAG studio and prepared by GCERT with the help of VTCSCE Faculty (Unit & Photograph/Slide)

Writing for Awareness



- **Awareness & Training Programmes on**
- ✓ Learning or Pseudo Learning?
- ✓ Active Learning

- ✓ Creativity & Creative Learning

Cultural Components in Teaching-Learning Activities

Personality



- ✓ Innovation
- ✓ Project TiE- (Self- Family-Society & Education Programme)
- ✓ Festival Family
- ✓ Society Show
- ✓ Festival EduTain



- ✓ Concept Learning & Blended Learning
- ✓ RUSA
- ✓ Reading Makes Man Wise (Learning from Reading- Learning through Reading)
- ✓ Speak Gujaratee Correctly (Mother tongue)
- ✓ Women Empowerment
- ✓ Cleanliness
- ✓ Action Research
- ✓ Inspiration & Interaction
- ✓ Annual Cultural Programme through Project & Workshop Mode focusing Learning & Society Awareness

• TiE- A Multi- Dimensional Research Project





- ✓ **Inclusion of Diversity**
- ✓ **Festival Family**
- ✓ **Society Show** (Sensitization about Social Issues through Observation & Interview, Theatre Techniques, Road Show/Street Plays)

Sahitya Sangam- Senior Citizens



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?

Provision in the Academic Plan of Inclusive Education

- **In Syllabus**
 - ✓ Course 101-201 (Education Philosophy)
Sub Units: Relation between Individual and Society , Secularism, Democracy, National Integration
 - ✓ Course 102-202 (Education Psychology)
Sub Units: Growth & Development, Special Children, Personality, Adjustment
 - ✓ Course 104-204 (Education Technology)
Sub Units: Collaborative Learning, Audio Visual Aids
- **Through T-L Process**
 - ✓ Pair Work
 - ✓ Collaborative Learning
 - ✓ ABL
 - ✓ Thinking based Learning
 - ✓ Creative Learning
 - ✓ TiE
 - ✓ Concept Learning
 - ✓ Visiting Special Schools
 - ✓ Working with Special Children during Mini Block & Block Teaching Programme
(Most of the Sample Documents are attached in Cri-1 to 6.)

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.

Activities for Positive Social Interaction, Active Engagement in Learning & Self-motivation

TiE & TiE Sub-centers- Training of Working Group Teachers & Sub-center School Students, Culmination with Parent's Sessions, Skit Presentation & Festivals on 'Self & Society' & 'Self & Education'.

Concept Learning - CL Material Development through Education Colleges' Teacher Educators and Trainees, Training for Conducting Experiment to School Teachers & Trainees

Active Learning Approach- T-L Process using Learner centered, Thought-provoking Techniques for Active Learning for Trainees & Awareness Programme for the Teachers, Parents and Society members

Learning or Pseudo-Learning?- Awareness Programme for Teachers & Parents & Society Members

Motivational Videos- Life Skills & Value Education through Inspiration Video & Interaction for the Trainees

Motivation by SES- Inspiration PPT & Seminar by SES (**Dr. Abdul Kalam**)

Govt. Project- Performance of an Interactive Play 'Deekariyun' at different places of Gujarat with a message of not to disturb Balance in Nature



Performance of 'Chhutti: Rajaa Padee...' Rabindro Mahotsava in Delhi



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

Development of Trainees to Work with Diversity & Exceptionality

- Approach of the Teacher Educators
- Exposure through Demonstration & Application of Different T-L Techniques by Teacher Educators
- Involving the Trainees in the Project Concept Learning for Visually Impaired Students- Providing an experience to work with Special Children
- Helping Hand (Support Group)
- Theatre in Education Programme



- Working during 10-15 Day Workshop & Culmination of a Project on the Theme based on the Current Year Striking Incident for Annual Cultural Programme



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

Address to the Special Students



Focus during the Sub-unit of Course 102-202- PPT, Discussion, Sharing, Inviting the Psychiatrists/ Therapist for Sharing, CTE Seminar

Concept Learning - CL Material Development through Education Colleges' Teacher Educators and Trainees, Training for Conducting Experiment to School Teachers & Trainees

Mini Block Teaching Programme- Exposure to Special Children and Experience to work with them

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)?

Handling of Gender Sensitive Issues

Focus during the Sub-unit of Course 102-202- PPT, Discussion, Sharing, Inviting the Doctors, Psychiatrists, Social Workers and Educationists for Sharing, CTE Seminar & Workshop, TiE Techniques (Adolescence Education through TiE)



TiE Programme & Workshop- 'TiE: Self' session, Getting Together Trainees, Teachers, Social Workers, Doctors, Students in a Multi Dimensional Training Programme on 'TiE: Process Drama'

Presentation of Interactive Skits & Performance of Play- 'TiE: Self & Family' Session & Culmination, 'Swayamsiddha' (Photo)



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?

Access to the Information to the Stakeholder

- Website of the College:
<https://www.vtcbcd.org>
- Printed Materials like Prospectus and a Magazine ‘Parisheelan’
- Social Media Groups (FB) (Link)

<https://www.facebook.com/groups/1485628605015301/?ref=bookmarks>
<https://www.facebook.com/groups/430950363710701/>
<https://www.facebook.com/groups/601297343321735/>
<https://www.facebook.com/groups/607739532673918/>
<https://www.facebook.com/groups/314358982074274/>
<https://www.facebook.com/groups/263268847195479/>

- Newspaper Press Notes, News items & Reports



- Display Board
- DEO-Surat Website (Link)

<http://deosurat.gov.in/>

- Posts

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?

Sharing & Use of Data for Quality Improvement

Getting Information to Review activities

Suggestion Box- Every month the Suggestion Box is opened in the presence of the Committee to discuss about the suggestions made by the Trainees. After due discussion the suggestion is applied if the committee finds it appropriate.

Feedback- Feedback about T-L Strategy and Overall Functioning of the College is received through Feedback Form, Interaction at Different Levels and through Viva-voce to modify the Strategy and the Functioning of the institute.

Monthly Meeting- Monthly Meeting of the Academic Staff and the Students' Council is held to review the Academic and Co-curricular activities and to discuss about the next month's activities.

Planning & Implementation- According to the Review modification, planning and implementation take place.

Annual Evaluation & Planning- Overall Review of the activities during the year and Annual Planning take place. The IQAC and Administrative Committee sanction it.

Quality Improvement

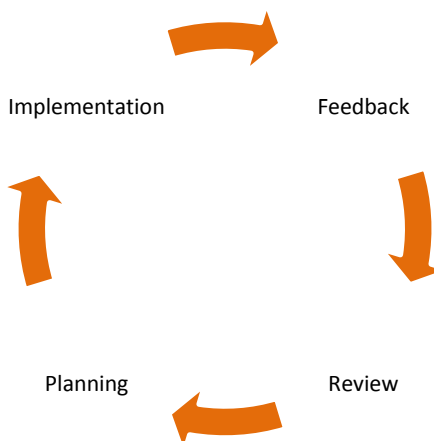
Considering Suggestions made by the Trainees of the yester years during T-L process Lecturing is decreased and Activity based Learning is introduced. Moreover, Learning through

Seminar/Workshop and Project Mode were introduced. The Use of Computer Technology was introduced, too. The planning is systematized. Moreover, IQAC is made functional.

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?

Feedback Mechanism

As shown in Point 7.3.2 the following cycle is followed:



Additional Information for Reaccreditation

2.7 Innovative Practices

2.7.1 Internal Quality Assurance System <ul style="list-style-type: none"> Team spirit prevails among the faculty. IQAC is under process of formation and there is a need to make it functional. 	<ul style="list-style-type: none"> The practice is continued. IQAC is restructured and made functional.
2.7.2 Inclusive Practices <ul style="list-style-type: none"> The college has disabled students and supports them with needed facilities. Measures to facilitate inclusion & academic performance of socially disadvantaged group exist. Reservation of 3% quota in admission for physically challenged students is adopted. 	<ul style="list-style-type: none"> The practice is continued. Helping Hand The practice is continued. Inclusion is focused. The practice is continued.
2.7.3 Stakeholder Relationships <ul style="list-style-type: none"> Involvement of stakeholders by activating the recently formed Alumni Association not initiated. Extension activities for the benefit of stakeholders in surrounding localities are not adopted. 	<ul style="list-style-type: none"> Alumni Association is made active. Academic and Financial Support is provided arranging some activities and programmes. Academic & Social Extension Activities are focused with CL, TiE Programmes (Subcenters) and Working Group Activities. Extension activities are not limited to surrounding localities but expanded to State level arranging Workshops and Seminars and Awareness Programmes.

1. ABL & Experiential Learning through TiE

Best Practices of VTCSCE, Surat (Criterion 7 besides 2/3/4/5)

1. Title:

Multidimensional, Exploratory, Experiential & Creative Learning i.e.
Theatre in Education (TiE)

2. Goal:

- Making the VTCSCE, Surat a Resource Center for Pre & In-service Teachers and Society Members
- Establishing a TiE Center of National Level to make the T-L Experiences joyful, effective and related to life
- Combining Theatre Activities with Other Modes, Methods & Techniques of T-L

3. The Context

- To make T-L Process Active & Creative based on Thinking, Imagining, Analyzing, and Acting instead of Parrot Learning
- To develop a sample of Qualitative Evaluation to evaluate the Teacher's and the Student's competencies and skills

4. The Practice

- Learning through Workshop Mode
- Learning through Theatre
- Learning by Doing (Active Learning)
- Exploratory & Experiential Learning focusing Self, Family, Society and Education (Relation to Life and ERIC) that leads to Responsive society
- Productive & Creative Learning that leads to Joyful Learning

○ Constraints:

- Limited Resources
- Required Interested, Trained, Committed & Creative Faculty
- Present Examination System

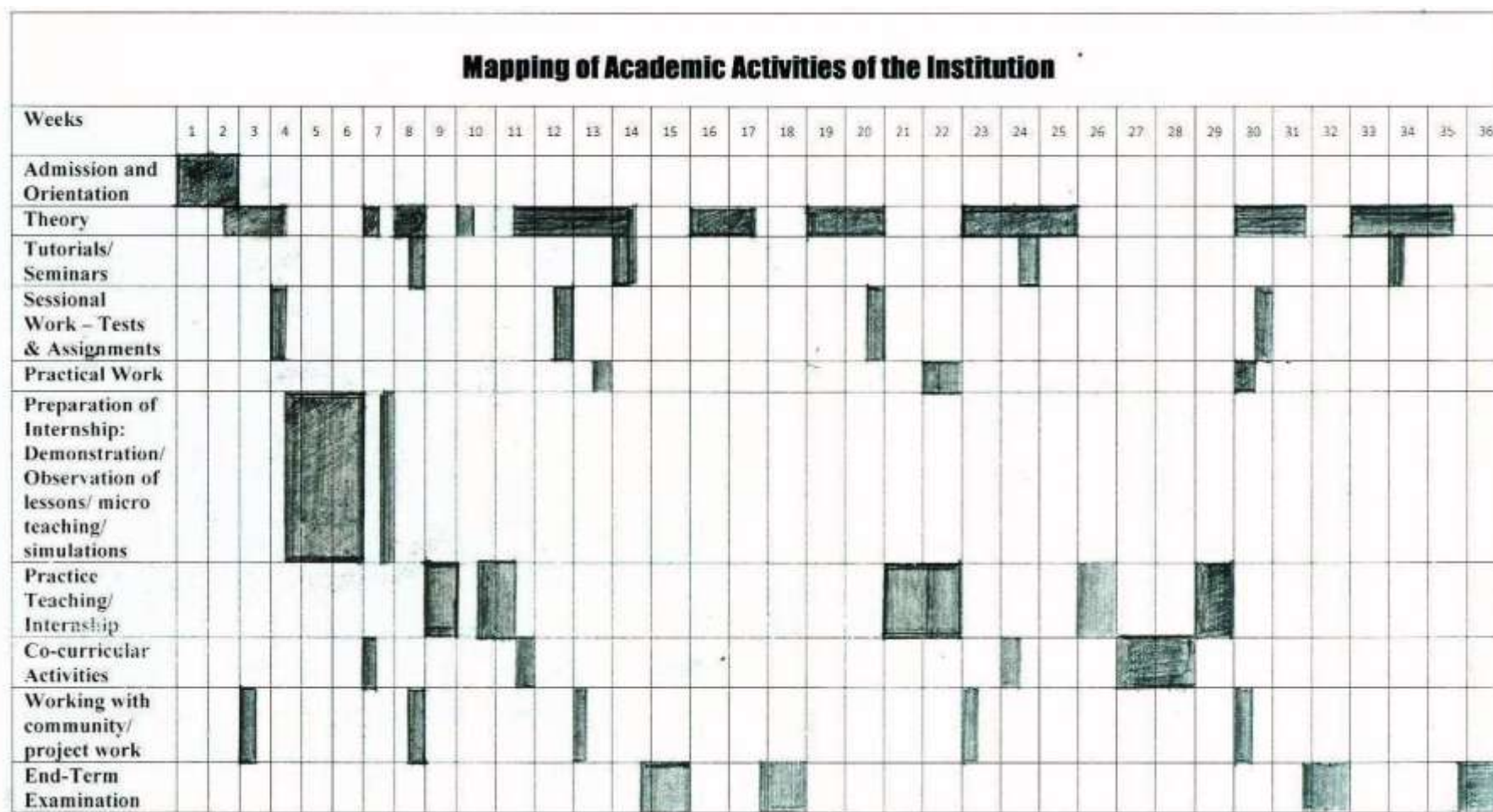
5. Evidence of Success

- Organized a Series of Workshops on Different Aspects of TiE
- Established a Working Group of In-service Teachers for TiE called TiEFs
- Publications & Material Generation
- Recognized as Best Practice by JRM's Report on Education in Gujarat
- Feedback from the Participant Students regarding the Effectiveness of TiE
- Feedback from the Participant Teachers regarding the Effectiveness of TiE
- A Tool for Awareness regarding Many Issues in Society including Education
- Received Invitation from other Institutes
- Potential for Consultancy

6. Problems Encountered and Resources Required

- Irregularity of the Grant
- No Staffing for CTE that results in Shortage of Time
- Matching of Time of Identified Participant Students (Focused Group could not be formed.)
- Undue Importance of Traditional Examination results in absence of the participants





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.



PRINCIPAL
V.T. Choksi Sarvajanik College of Education
SURAT.

**Signature of the Head of the institution
with seal**

Place: Surat

Date: 09/03/2015