

## Evaluative Report of the Department

1. Name of the Department : Shikshan Mahavidyalay (IASE)
2. Year of Establishment : Hindi B.Ed. (Hindi Shiksha Visharad) – 1962  
B.Ed. (Shikshan Visharad) – 1965  
(M.Ed., M.Phil., Ph.D. - 1967)
3. Is the department part of school /faculty of the university ? : University
4. Name of programmes offered :  
B.Ed (Shikshan Visharad) 2 Years  
Hindi B.Ed. (Hindi Shiksha Visharad) 2 Years  
M.Ed. (Shikshan Parangat) 2 Years  
M.Phil (Shikshan Anuparangat)  
Ph.D. (Vidhya Vachaspati)
5. Interdisciplinary programmes and departments involved :  
Shikshan Mahavidyalay (IASE) has been closely working with the State Resource Center for Adult Education, Continuing and Lifelong Education, Peace Research Center, Tribal Research and Training Institute.
6. Courses in collaboration with other universities, industries, foreign institutions, etc. :  
Shikshan Mahavidyalay (IASE) had started one paper on *JivanVidya*, in collaboration with the faculty members of IASE Deemed University, Sardarshahr Rajasthan in 2012. This paper has also been introduced in present syllabus too.  
In fact, Mahavidyalay as being an IASE, the programmes under IASE are mainly organized in collaboration with the faculty members of education departments of different universities.
7. Details of programmes discontinued, if any, with reasons : Distance Education program for M.Ed. was discontinued in whole country by the NCTE and same was applied to Shikshan Mahavidyalaya(IASE).
8. Examination System : Annual / Semester / : Semester
9. Participation of the department in the courses offered by other departments :  
Faculty members of the Shikshan Mahavidyalay(IASE) are sharing their expertise with more or less each department of Gujarat Vidyapith in the matter of Research

Methodology, Educational Technology, Educational Training, Educational Measurement and Evaluation and *Nai Talim*. They are having the competency to work as subject experts in different departments, this is possible only because each of them possess the double master degree- one is academic viz. M.A/ M.Sc./ M.Com where as another is professional – M.Ed.

10. Number of teaching posts sanctioned, filled and actual (Professors/Associate Professors /Asst. Professors /Others)

**Shikshan Mahavidyalay:**

	Sanctioned	Filled	Actual (including CAS & MPS)
<b>Professor</b>	2	2	2(Direct)+ 3(CAS)
<b>Associate Professors</b>	3	1	4(CAS)
<b>Asst. Professors</b>	12	9	3(Direct)
<b>Others</b>	0	0	0

**Hindi Shikshak Mahavidyalay:**

	Sanctioned	Filled	Actual (including CAS & MPS)
<b>Professor</b>		1	1(Direct)
<b>Associate Professors</b>		0	0
<b>Asst. Professors</b>		2	2 (Direct)
<b>Others</b>	0	0	0

11. Faculty profile with name, qualification, designation, area of specialization, experience and research under guidance

**Shikshan Mahavidyalay:**

Name	Qualification	Designation	Specialization	No. of years of experience	No. of Ph.D. / M. Phil. students guided for the last 4 years
<b>Dr. Jayprakash Pandya</b> Joining as Asst. Prof.- 3/09/1984, Reader Open selection - 1/9/95, Professor (CAS) since 1/8/2006 I/c Principal since 30/01/2011 and Principal	M.Sc.-Maths, M.Ed., M.Phil., Ph.D. (Education)	Principal, Director IASE and Professor Shikshan Maha vidyalay (IASE)	Education	1 Year Higher Secondary School 32 Years in Mahavidyalay	Ph.D. -5 M.Phil. – 2 Awarded – 00 Ongoing - 00

Name	Qualification	Designation	Specialization	No. of years of experience	No. of Ph.D. / M. Phil. students guided for the last 4 years
since 12/06/2014 till today.					
<b>Dr. Aratee V. Patel</b> Joining as Asst. Prof.- 1/8/1986, Reader Open selection - 19/6/98, Professor (CAS) since 1/10/2006	M.A. M.Ed., M.Phil., Ph.D. (Education)	Professor of Education	Education	4 years in Higher Secondary School 30 Years in Mahavidyalay	Ph.D. – 14 Awarded – 09 Ongoing - 05 M.Phil.- 09 Awarded– 6 Ongoing - 03
<b>Dr. Bharat Joshi</b> Joining as Prof. Open selection -5/12/2006	M.A., M.Ed. Ph.D. (Education)	Professor of Education	Education	30 years	Ph.D. – 5 M.Phil.- Nil
<b>Dr. Sitarambhai P. Deshmukh</b> Joining as Asst. Prof.- 16/7/1997, Senior Scale 1/ 8/ 2002 Selection Grade - 16/07/2007 Asso. Professor (CAS) 16-7-2010	M.A., M.Ed., M. Phil., Ph.D.	Associate Professor	Education	18 years	Ph.D. - 0 M.Phil.- 2
<b>Dr. L. P. Patel</b> Joining as Asst. Prof.- 31/12/89, Senior Scale 1/ 1/ 1996 Selection Grade-1/1/2001, Asso. Professor (CAS) 1-1-2006 Professor (CAS) since 1- 1-2009	M.Sc., M.Ed. M.Phil, Ph.D.	Professor	Education	5 years in Higher sec. Education (25 Years in B.Ed.) (23 Years in M.Ed.) (15 Years in M.Phil.) (15 Years in Ph.D.)	Ph.D. – 12 Awarded – 07 Ongoing - 05 M.Phil.- 7 Awarded – 05 Ongoing - 02
<b>Dr. Dipuba H. Devda</b> Joining as Asst. Prof.- 1-7-1992 Senior Scale Selection Grade- Asso. Professor (CAS) 1-7-2006 Professor (CAS) since 1- 7-2009 Pro Vice Chancellor Hem. NG Uni. Since 11-10-2013	M.Sc., M.Ed. M.Phil, Ph.D.	Professor	Education	5 years in Higher secondary Education (25 Years in B.Ed.) (23 Years in M.Ed.) (15 Years in M.Phil.) (15 Years in Ph.D.)	Ph.D. – 13 Awarded – 07 Ongoing - 06 M.Phil.- 6 Awarded – 05 Ongoing - 01
<b>Dr. Chhanabhai N. Bhinsara</b> Joining as Asst. Prof.- 1/3/94 Senior Scale 1/ 1/ 1996 Selection Grade- 01/03/2005 Asso. Professor (CAS) 1/03/2008	M.A., M.Ed. M.Phil, Ph.D.	Associate Professor	Education	20 years	Ph.D. – 0 M.Phil.- 3 Awarded – 00 Ongoing - 01
<b>Dr. Jignesh G. Patel</b> Joining as Asst. Prof.- 14/9/1995, Senior Scale – 14/9/2001	M.Sc., M.Ed. M.Phil, Ph.D.	Associate Professor	Education	20 years	Ph.D. – 2 M.Phil.- 6

Name	Qualification	Designation	Specialization	No. of years of experience	No. of Ph.D. / M. Phil. students guided for the last 4 years
Selec. Grade- 14/09/2006 Asso. Professor (CAS) 14-9-2009					
<b>Dr. Dahyabhai M. Patel</b> Joining as Asst. Prof.- 23/9/1995, Senior Scale – 23/9/2000 Selection Grade 23-9-2005 Asso. Professor (CAS) 23-9-2008	M.A., M.Ed. M.Phil, Ph.D.	Associate Professor	Education	10 years in Sec. School 8 years in Higher Sec. School 20 Years in B.Ed. 03 Years in M.Ed. 03 Years in M.Phil. 03 Years in Ph.D.	Ph.D. - 5 Awarded– 00 Ongoing - 05 M.Phil.- 6 Awarded– 05 Ongoing - 01
<b>Dr. Mahesh Narayan Dixit</b> Joining as Asst. Prof.- 16/6/2004	M.A., M.Ed., Ph.D.	Assistant Professor	1. Philo. and Sociological Foundation Of Education, 2. Sanskrit Methodology, 3. Research Methodology	UG-11 PG-4 M.Phil.-4 Ph.D. - 1	Ph.D. – 02 Awarded - 00 Ongoing - 02 M.Phil.- 07 Awarded - 03 Ongoing - 04
<b>Dr. Sheetal N. Rawat</b> Joining as Asst. Prof.- 6/9/2006	M.A., M.ED (English), Ph.D.	Assistant Professor	Education	12 years	M. Ed – 5 Awarded - 02 Ongoing - 03
<b>Shri. Nitinkumar Dhadhodara</b> Joining as Asst. Prof.- 30/8/2011	M.A., M.Ed., M.Phil, NET, G-SET	Assistant Professor	Education	8 Years	Nil

### Hindi Shikshak Mahavidyalay:

Name	Qualification	Designation	Specialization	No. of years of experience	No. of Ph.D./M.Phil. students guided for the last 4 years
<b>Dr. Kokila P. Parekh</b> Joining as Asst. Prof.- 07/07/1992 Selection Grade 1-7-2003 Asso.	M.A, B.Ed., M.Ed. M.PHIL PH.D	Professor	Education	Ph.D. M.Phil. 15 year M.Ed. 20 year B.Ed. 24Year 2 years Higher Secondary 14 Years	Ph.D. – 13 Awarded - 09 Ongoing - 04 M.Phil.- 7 Awarded - 04 Ongoing - 03

Name	Qualification	Designation	Specialization	No. of years of experience	No. of Ph.D./M.Phil. students guided for the last 4 years
Professor(CAS) 07-07-2006 Professor (Open Sele.) 16-7-2012				Primary School	
<b>Dr. Ashok Parmar</b> Joining as Asst. Prof.-4/01/2005 Senior Scale 1/7/2011	M.A., M.Ed., Ph.D., SLET	Assistant Professor	Language (Hindi) Education	13 Years	Nil
<b>Dr. Nilesh Kapadia</b> Joining as Asst. Prof.-11/02/2008	M.A; M. Ed. SET, NET, Ph.D.	Assistant Professor	- English Language Teaching - Adolescence Education - ICT - Educational Psychology	17 Years	Nil

**12.** List of senior Visiting Fellows, adjunct faculty, Emaritus professors

- Prof. J. S. Rajput – Director of NCERT, New Delhi
- Prof. P. A. Patel – Ex. Principal of Shikshan Mahavidhyalay(IASE)
- Prof. Ravindrabhai Dave – Ex. Director of Unesco, Germany
- Prof. Anil Sadgopal – Ex. Professor of Delhi University.
- Dr. N. P. Chaubey – President of PCE
- Dr. Gunvant Shah – Educationist
- Dr. Gordhanbhai Patel – Ex. Director of Secondary School Board, Gujarat
- Shri Kishor Vaswani – Expert in Audio Visual Material Development (M.Ed. Program)

**13.** Percentage of classes taken by the temporary faculty–programme wise information – N.A.

**14.** Programme-wise Student Teacher Ratio :

B.Ed.(Shikshan Visharad)	:	14:1
Hindi B.Ed. (Hindi Shiksha Visharad)	:	8:1
M.Ed. (Shikshan Parangat)	:	4:1

15. Number of academic support staff (technical) and administrative staff : sanctioned, filled and actual

**Academic Staff**

	Sanctioned	Filled	Actual
Technical Staff	Shri. Rameshbhai L. Barot (Gruhpati)	1	1
	Shri. Pankajbhai G. Patel (Craft Teacher)	1	1
	Shri. Ashokbhai N. Makwana (Craft Teacher)	1	1
	Shri. Sandeepbhai M. Goswami(Gruhpati)	1	1
Administrative staff	Shri. Bipinbhai P. Jani (Section Officer)	1	1
	Shri. Kishorbhai B. Dhobi (Senior Clerk)	1	1
	Shri. Kamlesh P. Parmar (LDC)	1	1
	Shri. Jagdishbhai F. Barot (Sr. Assistant)	1	1
	Shri. Jayeshbhai D. Parmar (Assistant)	1	1
	Shri. Alpesh M. Leuva (Assistant)	1	1

16. Research thrust areas as recognized by major funding agencies

Sr. No.	Research Area	No. of Researches
1	Measurement and Evaluation	8
2	Elementary Education	18
3	Secondary Education	13
4	Teaching Learning Process	4
5	Nai Talim	10
6	Yoga Education	5
7	Teacher Education	13
8	Educational Technology	6
	<b>Total</b>	<b>77</b>

17. Number of faculty with ongoing projects from a)national b)international funding agencies and c) Total grants received. Give the names of the funding agencies, project title and grants received project-wise. :

**ON GOING RESEARCH PROJECTS (IASE) – 2015 – 16**

No.	Research Title	Dissemination details (How would the research be used)	Estimated Expenditure	Expected outcomes
1	Construction of Easy English Learning Programme for Student-teachers of B.Ed. Shikshan Mahavidyalay (IASE)	The quality of teaching learning process could be enhanced	30,000/-	Effective multimedia package will be developed
2	School based Comprehensive Evaluation in subjects like science, mathematics & social- science for Secondary Schools	Comprehensive Evaluation Model will be created in subjects like science, mathematics & social-science for secondary Schools	50,000/-	Comprehensive Evaluation Model will be Developed
3	Use of ICT by Teacher Educators in Secondary Teacher Training programme	teacher educators' use of ICT can be recognized	40,000/-	teacher educators' use of ICT can be recognized
4	Study of Implementation of Right To Education in Primary Schools of Districts under Shikshan Mahavidyalay (IASE)	Implementation of RTI will be identified	50,000/-	Practical aspects of RTI will be recognized
5	Construction and try out of Computerized achievement test in different subjects like Hindi, English, Sanskrit, Gujarati for High School students.	Preparing student teachers for different subjects like hindi, english, Sanskrit, gujarati in TET & TAT examination.	50,000/-	Strengthening the content of English among student teachers for TET-TAT exam.
6	A study of Awareness and Attitude of Secondary Student-teachers regarding Female Foeticide in Secondary Teacher Training Colleges under Shikshan Mahavidyalay (IASE).	The information about the awareness and attitude of secondary students teachers regarding female foeticide.	30,000/-	It can be useful to know the awareness and attitude of secondary students teachers regarding female foeticide.

## 18. Inter-institutional collaborative projects and associated grants received

α) National collaboration : IASE, NCERT, NCTE

β) International collaboration :

Shikshan Mahavidyalay (IASE) had sought guidance from the following faculties situated outside the country.

Prof. Robert Sternberg, Yale University, USA

Dr. Gita Kothari had conducted her doctoral research on Triarchic Theory of Human Intelligence, where opinion and assistance were received through postal correspondence and e-mail nearly 2003. Dr. Kothari had completed her research work very successfully.

Prof. Benjamin D. Wright, USA

Dr. Akshay Maheta and Dr. Deven Rathod had conducted their doctoral research during 2003-05 where application of Item Response Theory was one part of their research. They had sought the opinion about the application of IRT. Dr. Maheta was working on CAL whereas Dr. Deven on Tailored Testing. Both of them had completed their research work very successfully.

19. Department projects funded by NCERT, NCTE, SSA, GCERT, IASE and DIET / etc.

No.	Research Topic	Institute Name	Year	Name of the Researcher
1	Construction Of Self – Efficacy Scale	Shikshan Mahavidyalay, IASE	March,2008	Dr. Aratee V. Patel
2	Construction Of Social Science Aptitude Test	Shikshan Mahavidyalay IASE	March,2009 Honorary	Dr. Aratee V. Patel
3	A Study Of Confidence Of Pre-Service Trainees Of B.Ed. College With Reference To Certain Variable	Shikshan Mahavidyalay, IASE	March 2013	Dr. Aratee V. Patel
4	Awareness Of Secondary Student-Teachers Towards Yoga Education	Shikshan Mahavidyalay, IASE	March 2014	Dr. Aratee V. Patel
5	A Construction Of Self-Efficacy Test.	GCERT (RS.67,000/-)	2007-08	Dr. Lalajibhai Pitambar Patel
6	Pre-Service Teacher Reflection About Community Education Practice Teaching.	GCERT (Rs.10000/-)	2009-10	Dr. Lalajibhai Pitambar Patel
7	Practice Teaching In Teacher Education Programme : Issues & Prospects.	GCERT (Rs.10000/-)	2010-11	Dr. Lalajibhai Pitambar Patel
8	A Critical Study Of Semester Based Evaluation System	GCERT (Rs.10000/-)	2012-13	Dr. Lalajibhai Pitambar Patel
9	Diagnosis And Remedial Programme Of The Basic Concepts In Science and Technology For Std. 9 <sup>th</sup> Students Of Gujarat Vidyapith Governed Schools	GCERT (Rs.10000/-)	2013-14	Dr. Lalajibhai Patel
10	A Gandhian Centre For Pedagogy And Practice In Nai Taleem (Associate)	Gujarat Vidyapith and Shikshan Mahavidyalay – IASE (Funded by NCRI)	2006-2011	Dr. Dipooaba H. Devda
11	Awareness Of School Teachers' About Effective Teaching	Shikshan Mahavidyalay – IASE (Funded by GCERT)	2010-11	Dr. Dipooaba H. Devda
12	Awareness Of Secondary Schools' Teachers About Blended Learning Approach	Shikshan Mahavidyalay – IASE (Funded by GCERT)	2011-12	Dr. Dipooaba H. Devda
13	Achievement In Social Science Subject Of Students Studying In Std. IX Through Semester Method And Traditional Method	Shikshan Mahavidyalay, Gujarat Vidyapith, Ahmedabad	2011-12	Dr. Chhnabhai N. Bhinsara
14	Construction And Validation Of Computer	GCERT	2010-11	Dr. Jignesh Patel



No.	Research Topic	Institute Name	Year	Name of the Researcher
	Application Self-Efficacy Scale (Cases)			
15	A Study Of Science Aptitude Among Students Of Upper Primary School Managed By Gujarat Vidyapith	GCERT	2012-13	Dr.Jignesh Patel
16	Diagnosis And Remedial Programme Of The Basic Concepts In Mathematics For Std. 9 <sup>th</sup> Students Of Gujarat Vidyapith Governed Schools	GCERT	2013-14	Dr. Jigneshbhai Patel
17	Student-Teachers' Awareness Towards Gujarat Vidyapith (Minor Project)	GCERT	March,2010	Dr. Dahyabhai M. Patel
18	Achievement Of Students Of Standard 8 <sup>th</sup> In Social Science	GCERT	2011	Dr. Dahyabhai M. Patel
19	A Study Of Environmental Awareness Of Teachers Working In Post Basic Schools Governed By Gujarat Vidyapith	GCERT	2012-13	Dr. Dahyabhai M. Patel
20	Awareness of student-teachers of shikshan Mahavidhyalay (IASE) towards the application of Educational Technology	GCERT	2013-14	Dr. Dahyabhai M. Patel
21	Attitudes Of Trainees Of PTC About Environment.	IASE Shikshan Mahavidyalay Gujarat Vidyapith	2009-2010	Dr. Sitarambhai P. Deshmukh
22	Achievement In Hindi Subject Of Student Studying In Std.-9 Through Semester Method And Traditional Method.	IASE Shikshan Mahavidyalay Gujarat Vidyapith	2010-2011	Dr. Sitarambhai P. Deshmukh
23	A Study Of Teacher Efficiency Of Hindi Subject Teachers Of Post Basic Schools.	IASE Shikshan Mahavidyalay Gujarat Vidyapith	2011-2012	Dr. Sitarambhai P. Deshmukh
24	Achievement Of Students Studying In Dang District In Std.-4 Through Pragna Approach And Traditional Method	IASE Shikshan Mahavidyalay Gujarat Vidyapith	2013-2014	Dr. Sitarambhai P. Deshmukh
25	Readiness Of the use Of Meta-Cognition In the Learning Of Prospective Secondary Teachers	GCERT, Gandhinagar	2010	Dr. Mahesh Narayan Dixit
26	The Relationship Between Reflective Teaching & Meta-Cognitive Readiness Towards the Learning Of Prospective Teacher Educators	GCERT, Gandhinagar	2011	Dr. Mahesh Narayan Dixit
27	Awareness Towards Self-Evaluation Of Post Basic Schools' Students	GCERT, Gandhinagar,	2013-14	Dr. Mahesh Narayan Dixit
28	The Relationship Between Goal Orientation & Academic Achievement of Primary Student Teachers	UGC, New Delhi	2013-14	Dr. Mahesh Narayan Dixit
29	'Construction and Tryout of Sanskrit Achievement Test for 9 <sup>th</sup> Standard Students'	GCERT, Gandhinagar,	2014-15	Dr. Mahesh Narayan Dixit
30	Construction and try-out of computerized achievement test of English in high school for student teachers of B.Ed.	GCERT, Gandhinagar,	2013-14	Shri Sheetalben Rawat
31	A Study Of The 10 <sup>th</sup> Standard Students' Vocational Career Awareness Of Gujarat Vidyapith Managed Schools'	Shikshan Mahavidyalaya, Gujarat Vidyapith, Ahmedabad-14.	2011-12	Shri. Nitinkumar Dhadhodara
32	A Study of Post Basic School Students Learning	GCERT,	2013-14	Shri Nitinbhai

No.	Research Topic	Institute Name	Year	Name of the Researcher
	Styles	Gandhinagar, throw IASE G.V		Dhadhodara
33	Hindi Vocabulary Of Non Hindi Speaking B.Ed. Trainees	GCERT, Gandhinagar, throw IASE G.V	March,2010	Dr. Kokilaben P. Parekh
34	A Study Of Std. VIII Students Achievement Of Hindi Grammar	GCERT, Gandhinagar, throw IASE G.V	March,2011	Dr. Kokilaben P. Parekh
35	A Study Of Secondary Teacher Trainee's Achievement Of Hindi Content	GCERT, Gandhinagar, throw IASE G.V	March,2013	Dr. Kokilaben P. Parekh
36	The Hindi Language Proficiency For P.T.C. Trainees Of Gujarat	GCERT, Gandhinagar, throw IASE G.V	March,2014	Dr. Kokilaben P. Parekh
37	A Study of role perception of post basic school teachers'	GCERT, Gandhinagar, throw IASE G.V	2012-13	Dr. ASHOK PARMAR
38	Environment oriented values of secondary and post basic schools teachers	GCERT, Gandhinagar, throw IASE G.V	2013-14	Dr. Ashokbhai Parmar
39	A Study Of Computer Awareness Of Trainees Of DIETs	Shikshan Mahavidyalay, Gujarat Vidyapith, Ahmedabad.	February-2013	Dr. Nilesh Kapadia
40	An Adolescent Education Awareness Of Post Basic School Students	GCERT, Gandhinagar, throw IASE G.V	2013-14	Dr. Nilesh Kapadia
41	A study of Examination Anxiety among post basic school Students	GCERT, Gandhinagar, IASE G.V	2014-15	Dr. Nilesh Kapadia

**Year wise (2009 to 2014) Expenditure on Researches Conducted Under IASE**

Year	Utilized Expenditure
2009-2010	32,370/-
2010-2011	80,000/-
2011-2012	9,972/-
2012-2013	76,624/-
2013-2014	1,51,387/-
<b>Total</b>	<b>3,50,353/-</b>

**20. Research faculty : SHIKSHAN MAHAVIDHYALAY (IASE)**

- State recognition : GCERT, SSA, DIET
- National recognition : NCERT, NCTE
- International recognition : NA

**21. Special research laboratories sponsored by / created by industry or corporate bodies : NA**

**22. Publications**

Name of Faculty	No. of Books Without ISBN	No. of Book Having ISBN	No. of Edited Books	Total No. of Books	Total No. of Chapters in Books	No of Papers published in without Peer reviewed Journals	No of Papers published in Peer reviewed Journal	Total No of Published Papers
Pro. Aratee Patel	6	2	6	14	6	34	17	51
Pro. Bharat Joshi	0	3	3	6	15	54	17	71
Pro. L.P. Patel	0	0	0	0	9	2	6	8
Dr. C.N. Bhinsara	0	0	0	0	0	0	0	0
Dr. J.G.Patel	1	1	1	3	1	9	7	16
Dr. D.M.Patel	0	0	0	0	1	0	9	9
Dr. S. Deshmukh	0	1	0	1	2	1	0	1
Dr. M. N. Dixit	0	1	1	2	6	10	20	30
Dr. S .N. Rawat	0	0	0	0	1	0	3	3
Shri. N. Dhadhodhara	0	0	0	0	3	7	1	8
Pro. K. Parekh	5	1	1	7	6	42	0	42
Dr. A. M. Parmar	3	0	0	3	3	13	10	23
Dr. Nilesh Kapadia	0	0	0	0	3	2	3	5
<b>TOTAL</b>	<b>15</b>	<b>9</b>	<b>12</b>	<b>36</b>	<b>56</b>	<b>174</b>	<b>93</b>	<b>267</b>

1	Number of papers published in peer Reviewed journals (National / International)	93
2	Monograph	0
3	Chapters in Books	56
4	Edited Books	12
5	Books with ISBN no.	9
6	Number listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare Database-International Social Sciences Directory, EBSCO host etc.)	0

**23. Details of patents and income generated : Nil**

24. Areas of consultancy and income generated

Name	Areas of consultancy	Income generated
Dr. Jayprakash Pandya	Multicentric Research Conducted by DIET lecturers of Gujarat, GCERT	Honorary
Dr. Aartee V. Patel	Model Internship Programme for PTC training GCERT	Honorary
Dr. Lalajibhai P. Patel	Gram Vigyan Vistaran Kendra, Gujrat Vidyapith, Ahmedabad	Honorary
Dr. Jignesh G. Patel	Teachers training and consultancy for ' <i>Shanu</i> ' programme of SEWA Sansthan as well as ISCE's ( Indian society for community Education ) teachers working in rural schools.	Honorary

25. Faculty selected nationally/ internationally to visit other laboratories /institutions/ industries in India and abroad.

Sr.	Name of Faculty	Type of Conference
1.	Dr. Dipuba Devada	King Montung University, Bangkok , Thailand
2.	Dr. Sheetal N. Rawat	Shrinakharinwirot University. Bangkok, Thailand:

26. Faculty serving in

- a) National committees b) International committees c) Editorial Boards d) any other (please specify)

Sr.no	Name of Faculty	Name of Committee/Board	Type of Committee/ Board (National/ International/ Editorial)	Your position in Committee/ Board
1	<b>Prof.(Dr.) Jayprakash Pandya</b>	All India Association of Educational Research (AIAER)	National	Member
		Gujarat Vidyapith , Ahmedabad, Trustee, Since 2011	Local	Member
		Gujarat State Research Advisory (SRAC) Committee, GCERT, Gandhinagar	State	Member
		Rural Science Center, Gujarat Vidyapith , Ahmedabad	Local	Member
		Gujarat University Education Faculty, Study Circle	Local	Member
2	<b>Dr. Aartee V. Patel</b>	Nai Talim Sangh of Gujarat	National	Member
		Indian Community Education Association (ICEA)	National	Member
		All India Association for Educational Research(AIAER)	National	Member
		Vishva Gujarati Samaj	International	Member
		Swasthya Sewa Trust	State	Trusty
		Dharti Vikas Trust	State	Member
		Prayoga Trust	State	Member
		Vishv-Patidar Samaj	International	Member
		Kudarti Upachar Yoga	State	Member
		Gujarat Vidyapith	State	Trusty and member of working committee year 2010
		Internal Quality Assurance Cell (IQAC) of Gujarat Vidyapith	State	Member from 1-8-2014
		Academic Council (Vidyasabha) of Gujarat Vidyapith	State	Member since 2013
3	<b>Dr. Laljibhai Patel</b>	RPC (Research Progress Committee) Ganapat University, Kherva, Mehsana	<b>Editorial</b>	Member of Other University
		Inquisitive Teacher – A Multidisciplinary Research Journal	National	Member of Editorial Board
		All India Association for Educational Research(AIAER)	National	Member
		IASE, Shikshan Mahavidyalay, Gujarat Vidyapith, Ahmedabad.	State	Member, Board of Studies
		Member of Ph.D. Guide Association of Gujarat	State	Member
4	<b>Dr. Ashok Parmar</b>	GCERT Research Advisory Committee	State	Member

Sr.no	Name of Faculty	Name of Committee/Board	Type of Committee/ Board (National/ International/ Editorial)	Your position in Committee/ Board
		Appointed by NCTE Inspection Team for PTC, B.Ed. & M.Ed.	National	Member from 1995
5	<b>Dr. Nilesh Kapadia</b>	GCERT, Gandhinagar	National	EC Member
		GIET, Ahmedabad	National	Advisory Committee Member
		IASE, Shikshan Mahavidyalay, Gujarat Vidyapith, Ahmedabad.	State	Member, Board of Studies
6	<b>Dr. Jigneshbhai Patel</b>	Editorial Board of Third Peoples Science Education Congress, PCE, Allahabad	National	Member
7	<b>Dr. Dahyabhai Patel</b>	Editorial Board of Third Peoples Science Education Congress, PCE, Allahabad	National	Member
		All India Association for Educational Research(AIAER)	National	Member
		IASE, Shikshan Mahavidyalay, Gujarat Vidyapith, Ahmedabad.	State	Member, Board of Studies
		Member of Ph.D. Guide Association of Gujarat	State	Member
		M.Phil., Ph.D. Entrance Committee	State	Member
8	<b>Dr. Sheetal N Rawat</b>	WILPF: Women's International League for Peace & Freedom-India	International	Lifetime Member
		Academic Research International Journal of Multidisciplinary Studies	International	Member of Editorial Board
		Shikshan Mahavidyalay (IASE), Gujarat Vidyapith, Ahmedabad.	STATE LEVEL	Member, Board of Studies
9	<b>Shri. Nitin Dhandodara</b>	Shikshan Mahavidyalay (IASE), Gujarat Vidyapith, Ahmedabad.	STATE LEVEL	Member, Board of Studies
10	<b>Dr. Kokila Parekh</b>	All India Association for Educational Research(AIAER)	National	Member
		Liaison Officer, OBC cell, Gujarat Vidyapith	State	Liaison Officer
		Mahila Convener, Gujarat Vidyapith, Ahmedabad Circle.	State	Member
		Member of Hindi Bhavan, Gujarat Vidyapith	State	Member
		Vice President of Limbach Vidyotejak Mandal, Social Body	State	Vice President
11	<b>Dr. Mahesh Narayan Dixit</b>	All India Association for Educational Research(AIAER)	National	Member
		The Learning community (Association for Learners)	National	Member
		Emerging Trends in Social Sciences (A refereed National Journal of Social Science)	National	Member of Editorial Board
		SAMPARK PATRIKA, Hindi Bhavan, Gujarat Vidyapith	National	Member of Editorial Board

27. Faculty recharging strategies (UGC, ASC, Refresher / orientation programs, workshops, training programs and similar programs).

Sr.	Name of the Faculty Member	Name of Program	Time Duration (Date/month/year)	Organizing Institute/University (Name & Address)
1	Dr. Mahesh Narayan Dixit	Refresher	10-03-08 to 30-03-08 21 days	Academic Staff College, Ahmedabad, Gujarat
2	Dr. Mahesh Narayan Dixit	Refresher	6-08-12 to 25-08-12 21 Days	Academic Staff College, Shimla, Himachal Pradesh
3	Dr. Mahesh Narayan Dixit	Refresher	1-12-14 to 21-14 21 Days	Academic Staff College, Anand, Gujarat
4	Dr. Ashokbhai Parmar	Refresher	9-03-09 to 29-03-09 21 days	Academic Staff College, Ahmedabad, Gujarat
5	Dr. Ashokbhai Parmar	Refresher	11-11-13 to 1-12-13 21 days	Academic Staff College, Ahmedabad, Gujarat
6	Dr. Ashokbhai Parmar	Refresher	9-03-15 to 29-03-15 21 days	Academic Staff College, Rajkot
7	Dr. Sheetalben Rawat	Orientation	5-01-09 to 1-02-09 28 days	Academic Staff College, Ahmedabad, Gujarat
8	Dr. Sheetalben Rawat	Refresher	8-03-10 to 28-03-10 21 days	Academic Staff College, Ahmedabad, Gujarat
9	Dr. Nilesh Kapadia	Orientation	31-05-10 to 27-06-10 28 days	Academic Staff College, Ahmedabad, Gujarat
10	Dr. Nilesh Kapadia	Refresher	24-11-11 to 14-12-11 21 days	Academic Staff College, Ahmedabad, Gujarat
11	Shri Nitinbhai Dhadhodara	Orientation	3-03-14 to 30-03-14	Academic Staff College, Rajkot
12	Shri Nitinbhai Dhadhodara	Refresher	7-09-15 to 27-09-15 21 days	Academic Staff College, Ahmedabad, Gujarat

28. Student projects

- Percentage of students who have done in-house project including interdepartmental projects. 82.05 %

Each student of B.Ed. and has to conduct Action Research

- Percentage of students doing projects in collaboration with other universities / industry / institute 17.95 %

Each of the M.Ed. Students has to conduct research on education related problem and has to submit dissertation based on the research.

M.Ed. Students have sometimes conducted researches on areas provided by GCERT, State Text Book Boards, SSA or Tribal Research Center, such agencies have provided some times economical help in form of scholarship or others and provided research guidance in association with faculty members.

**29. Award / recognitions received at the national and international level by**

- Faculty

**Awards :**

- Dr. Jayprakash Pandya
  - ✓ “SARSWAT Award” for best performance in Social and Educational field. Sponsored by Achala Education Foundation Trust, Ahmedabad (24-02-2013)
  - ✓ Life Time Achievement Award - Sarvoday Youth Welfare Society- Ahmedabad.
- Dr. Aarteeben Patel
  - ✓ ‘Sarsvat Award’ from Achala Education Foundation Trust for best contribution in Primary Education and Women Education in Gujarat, on 16-11-2008.
- Dr. Laljibhai P. Patel ‘Sarsvat Award’ from Achala Education Foundation Trust in 2014.
- Shri. Rameshbhai Barot – Shrest Gruhpati Award in 2013.

**30. Seminars / conferences / workshop organized and the source of funding (national / international) with details of outstanding participants, if any.**

Sr.	Title of Programme	Type of Programme (Seminars / Conferences/ Workshops / Training Camps)	Level (National/ International)	Funding Agency	Participants
1	नई तालीम सार्वजनिक व्याख्यानमाला: ‘नई तालीमका परिवर्तनकारी नज़रीया : औपनिवेशवाद से लेकर नवउदारवाद तक ज्ञान की लड़ाई’	Conferences (28-2-2011 To 6-3-2011)	National	Gujarat Vidyapith Ahmedabad	300
2	Third People Education Congress : The Indian Education System : Crisis and The Shifting Paradigms	Conferences (19-25, Nov.2012)	National	PCE in association with Gujarat Vidyapith and Lokbharti Sanosara	150
3	Seminar for Educators, GVP	Workshop(03/01/08 -05/01/08)	State	IASE , Gujarat Vidyapith, Ahmedabad	33 Teachers LP



Sr.	Title of Programme	Type of Programme (Seminars / Conferences/ Workshops / Training Camps)	Level (National/ International)	Funding Agency	Participants
4	Seminar for Maths-Science Teachers' & Principals, Surat	Workshop(27/03/08 -29/03/08)	State	IASE , Gujarat Vidyapith, Ahmedabad	37 Teachers LP
5	Seminar for secondary school Principals, GVP	Workshop(16/5/08 -18/5/08)	State	IASE , Gujarat Vidyapith, Ahmedabad	23 Teachers LP
6	RP Principals KARMAYOGI Training (Ahmedabad, Gandhinagar)	Work Shop 16-18 May, 2008	State	GCERT & IASE, Gujarat Vidyapith	DM
7	Innovative Practice in Education principal of Post Basic schools of Gujarat	27-02-12 to 28-02-12	Shikshan Mahavidyalaya IASE	MHRD through GCERT	38 AK
8	Preparedness Work Shop for Social Science Teachers', Bardoli	Work Shop 06-08 Feb 2012	State	GCERT & IASE, Gujarat Vidyapith	DM
9	Preparedness Work Shop for Social Science Teachers'	Work Shop 10-12 Jan. 2013	State	GCERT & IASE, Gujarat Vidyapith	DM
10	Yoga Shibir for teacher educators of PTC	12-03-12 to 15-03-12	Shikshan Mahavidyalaya IASE	MHRD through GCERT	36 AK
11	Seminar for Educators, GVP	Workshop(12/3/12 -14/3/12)	State	IASE , Gujarat Vidyapith, Ahmedabad	20 Educators LP
12	Seminar for Principals SCE , Bela	Workshop(28/03/12 -29/03/12)	State	IASE , Gujarat Vidyapith, Ahmedabad	40 Teachers LP
13	Seminar for teacher School Comprehensive Evaluation, At Bela	Workshop(28/03/12 -29/03/12)	State	IASE , Gujarat Vidyapith, Ahmedabad	37 Teachers LP
14	Research Readiness workshop for Teacher Educator	29-12-11 to 31-12-11	Shikshan Mahavidyalaya IASE	MHRD through GCERT	32 AK
15	Research Readiness workshop teacher education B.Ed. College, Organized by Shikshan Mahavidyalaya, IASE.	07-08-12 to 09-08-12	Shikshan Mahavidyalaya IASE	MHRD through GCERT	30 B.Ed. College Lecturer AK
16	Seminar for Educators, GVP	Workshop(08/8/12)	State	IASE , Gujarat Vidyapith, Ahmedabad	26 Educators LP
17	Research Paper writing workshop for teacher education PTC	27-08-12 to 29-08-12	Shikshan Mahavidyalaya IASE	MHRD through GCERT	38 AK
18	Presentation Work Shop on Article writing for Lecturers of DIET/PTC	Work Shop 27-29 Aug. 2012	State	GCERT & IASE, Gujarat Vidyapith	DM
19	Seminar for Educators, GVP	Workshop(16/9/12 -18/9/12)	State	IASE , Gujarat Vidyapith, Ahmedabad	33 Educators LP
20	Seminar for Ashramshala school Teachers, GVP	Workshop(10/1/13 -12/1/13)	State	IASE , Gujarat Vidyapith, Ahmedabad	44 Teachers LP
21	Seminar for Ashramshala school Teachers, GVP	Workshop(25/2/13 -27/2/13)	State	IASE , Gujarat Vidyapith, Ahmedabad	40 Teachers LP

Sr.	Title of Programme	Type of Programme (Seminars / Conferences/ Workshops / Training Camps)	Level (National/ International)	Funding Agency	Participants
22	Preparation of TET & TAAT Examination work shope for M.Ed. Shikshan Mahavidyalaya and Post Graduate students of Mahadev Desai Mahavidyalaya	08-08-13 to 23-08-13	Shikshan Mahavidyalaya IASE	MHRD through GCERT	84 AK
23	Educational Research Preparation for B.Ed. Lecturers	21-01-14 to 23-01-14	Shikshan Mahavidyalaya (IASE)	MHRD through GCERT	25 AK
24	Preparation of TET & TAAT for M.Ed. Students	13-7-14 to 22-7-14	Shikshan Mahavidyalaya (IASE)	MHRD through GCERT	47 AK
25	Workshop for English Language Oral Skill for post basic teacher of English of South Zone	15-9-14 to 17-9-14	Shikshan Mahavidyalaya (IASE)	MHRD through GCERT	57 AK
26	Seminar for Educators, GVP	Workshop(29/9/14-30/9/14)	State	IASE , Gujarat Vidyapith, Ahmedabad	22 Educators LP
27	NCFT-09 and Two years B.Ed. M.Ed. Frame work	11-3-15 to 13-3-15	Shikshan Mahavidyalaya (IASE)	MHRD through GCERT	43 AK
28	computer teachers training for post basic schools	Training (10-1-08 to 12-1-08)	State	GCERT, Gandhinagar	
29	Science & Maths teachers readiness program for post basic schools	Seminars (3-3-08 to 5-3-08 )	State	GCERT, Gandhinagar	
30	Resource persons training of Biology of higher secondary schools	Workshop (1-5-08 to 3-5-08)	State	GCERT, Gandhinagar	
31	Training program for Urja Agevan teachers of Baroda, Ananda, & Kheda districts	Training (4-12-09)	State	GCERT, Gandhinagar	
32	Training program for Urja Agevan teachers of Bhavnagar district	Training( 17-12-09)	State	GCERT, Gandhinagar	
33	Workshop of application of computer in data analysis for DIET lecturers	Workshop (8-01-10 to 9-1-10)	State	GCERT, Gandhinagar	
34	Language teachers readiness program for post basic schools	Seminars (13-2-12 to 15-2-12)	State	GCERT, Gandhinagar	
35	Science teachers readiness program for post basic schools	Seminars (23-3-12 to 24-3-12)	State	GCERT, Gandhinagar	
36	Hindi shikshak sajjata shibir for secondary teachers	Training - 2014	State	GCERT	45 KP
37	Hindi shikshak sajjata for secondary teachers	Training- 2013	State	GCERT	55 KP
38	Gujarati Handwriting and spelling workshop	Workshop 13-15 july2015	Local	Hindi shikshkhk Mhaviyalaya Gujarat Vidyapith	72 KP
39	Gujarati Handwriting and Spelling workshop	Workshop -july-2014	local	Shikshan Mahavidyalaya	162 KP

**31. Code of ethics for research followed by the departments**

General five rules of ethics in research should be followed strictly, namely

**1. Competence :** Claims of Competence, Acceptance of Assignments, Training of Subordinates, Professional Continuing Education.

**2. Practice :** Objectivity, Use of Accepted Technical Standards, Initial Discussions, Identification of Responsibility, Quality of Secondary Data, Reports, Documentation.

**3. Confidentiality :** Atmosphere of Confidentiality, Release of confidential information, Special standards for data Collection.

**4. Relationship to the Community :** Equal Treatment, Development of Local Codes of Ethics, Custody and Archiving, Assessment of Institutional Research, Institutional Confidentiality, Integrity of Reports, External Reporting.

**5. Relationships to the Craft :** Research Responsibilities, Integrity of the Profession, False Accusations, Incompetence of Colleagues, Unethical Conduct of Colleagues

**32. Student profile program-wise:**

Sr. No	Name of Course	Appear in Examination			Pass in Examination			Result In %
		Male	Female	Total	Male	Female	Total	
<b>Year – 2010</b>								
1	Shikshan Visharad (B.Ed.)	28	21	49	28	21	49	100
2	Hindi Shiksha Visharad (Hindi .B.Ed.)	50	34	84	50	34	84	100
3	Shikshan Parangat (M.Ed.)	7	3	10	7	3	10	100
3	Vidyavachaspati (Ph.D.)	3	1	4	4	1	3	100
4	Anuparangat (M.Phil.)	7	6	13	7	6	13	100
<b>Year - 2011</b>								
1	Shikshan Visharad (B.Ed.)	29	34	63	28	34	62	98.42
2	Hindi Shiksha Visharad (Hindi .B.Ed.)	38	59	97	38	59	97	100
3	Shikshan Parangat (M.Ed.)	15	10	25	15	10	25	100
4	Vidyavachaspati (Ph.D.)	3	2	5	3	2	5	100
5	Anuparangat (M.Phil.)	3	0	3	3	0	3	100
<b>Year - 2012</b>								
1	Shikshan Visharad (B.Ed.)	36	55	91	36	55	91	100
2	Hindi Shiksha Visharad (Hindi .B.Ed.)	35	61	96	35	61	96	100
3	Shikshan Parangat (M.Ed.)	26	8	34	26	8	34	100
4	Vidyavachaspati (Ph.D.)	1	2	3	1	2	3	100
5	Anuparangat (M.Phil.)	1	0	1	1	0	1	100
<b>Year – 2013</b>								
1	Shikshan Visharad (B.Ed.)	44	52	96	44	52	96	100
2	Hindi Shiksha Visharad (Hindi .B.Ed.)	36	54	90	36	54	90	100
3	Shikshan Parangat (M.Ed.)	22	12	34	22	12	34	100
4	Vidyavachaspati (Ph.D.)	1	1	2	1	1	2	100
5	Anuparangat (M.Phil.)	1	1	2	1	1	2	100
<b>Year – 2014</b>								
1	Shikshan Visharad (B.Ed.)	31	56	87	31	56	87	100
2	Hindi Shiksha Visharad (Hindi .B.Ed.)	22	36	58	22	36	58	100
3	Shikshan Parangat (M.Ed.)	20	11	31	20	11	31	100
4	Vidyavachaspati (Ph.D.)	4	2	6	4	2	6	100
5	Anuparangat (M.Phil.)	6	3	9	6	3	9	100

**33. Diversity of students**

Name of the programme (refer to question no.4)	% of students from the same university	% of students from other universities within the state	% of students from universities outside the state	% of students from other countries
M.Ed. (2006-2015)	94.28	5.72	-	-
M.Phil. (2006-2015)	52.64	47.36	-	-
Ph.D. (2006-2015)	49.05	50.95	-	-

**34. How many students have cleared Civil Services and Defense Services examinations, NET, SET, GATE and other competitive examinations? Give details category wise.**

Approximate numbers are as follows :

NET	SLET	GATE	Others
10	10	-	15

**35. Student progression**

Student Progression	2009- 2010	2010- 2011	2011- 2012	2012- 2013	2013- 2014	2014- 2015	2015- 2016
UG to PG	8.6*	18.0	24.5	24.5	23.0	25.2	35.3
PG to M.Phil.	0.0	16.0	2.9	5.8	28.1	34.3	4.1
PG to Ph.D.	0.0	20	8.8	2.9	15.6	14.3	4.1
Ph.D. to Post-Doctoral	-	-	-	-	-	-	-
Employed	-	-	-	-	-	-	-
Campus selection	-	-	--	-	-	-	-
Other than campus recruitment	-	-	-	-	-	-	-
Entrepreneurs	-	-	-	-	-	-	-

\* figures of percentage shown in above table are minimum.

**36. Diversity of Staff**

Sr. No.	Details	Number of Faculty Member	Percentage
Percentage of faculty who are graduates			
1	Of the same University	2 faculty member	13.33
3	From other universities within the state	12 faculty member	80.00
4	From universities form other states	1 faculty member	6.67

Sr. No.	Details	Number of Faculty Member	Percentage
5	Form universities outside the country	None	0

37. Number of faculty who were awarded M.Phil., Ph.D., D.Sc. and D.Litt. during the assessment period.

Sr. No.	Name	Name of the Degree	Year
1	Dr. Nilesh Kapadia	Ph.D.	2009
2	Dr. Mahesh Narayan Dixit	Ph.D.	2011
3	Dr. Ashokbhai Parmar	Ph.D.	2011
4	Dr. Sheetalben Rawat	Ph.D.	2014
5	Shri. Nitinbhai Dhadhodara	M.Phil.	2012

38. Present details of departmental infrastructural facilities with regard to

- |   |   |  |
|---|---|--|
| a) Library  | - | Yes  |
| b) Internet facility for staff and students<br>PC | - | Yes, each staff member is given<br>with internet connectivity.<br>There are 3 PC available in<br>computer<br>laboratory having the internet<br>connectivity. |
| c) Class rooms with ICT Facility                  | - | 03 (ET Room, Prayers Room,<br>Conference Room)   |
| d) Students laboratories<br>following             | - | Laboratories are listed in the<br>infrastructure details.  |
| e) Research laboratories                          | - | No   |

**Details of infrastructure is given in the following table.**

Area of the land in possession (in sq. mts.)	114834
Built up area earmarked for the programme (in sq. mts.)	2723
Whether the building constructed / proposed to be constructed on the same land.	Yes
Date of completion of construction of the building.	18/10/2003
Name of the competent authority for approval of building plan	Public Trust Registration

and issue of completion certificate	office
Address of the competent authority for approval of building plan and issue of completion certificate	Public Trust Registration office, Ahmedabad Region Ahmedabad
Whether Bldg. Is disabled – friendly as per law	Yes
Total Built up Area (in sq.mts.)	2723
Total Built up Area (in sq.mts.)	24507

### Specification of Room and other infrastructural facilities

Description	Room No.	Length in meter	Breadth in meter	Carpet area in sq. meter
Class Room	5	6.60	6.86	45.96
Class Room	1	9.79	7.32	71.66
Class Room	2	7.38	7.32	54.02
Class Room	3	6.58	7.32	48.16
Class Room	4	9.90	7.32	72.46
Class Room	6	10.52	6.67	70.17
Class Room	8	10.29	6.67	68.63
Class Room	7	10.15	6.67	67.70
Multipurpose Hall	1	24.69	9.14	225.66
Multipurpose Hall	2	13.57	9.14	124.02
Principal Room	1	6.82	3.52	24.01
Store Room	2	6.00	3.50	21.00
Store Room	1	6.00	3.50	21.00
Art and Craft Room	1	10.15	6.67	67.70
Art and Craft Room	2	10.15	6.67	67.70
Educational Technology (ET) ICT Lab	1	24.69	9.14	225.66
Any other facilities	16	3.41	3.52	12.00
Administrative Office	1	6.82	3.52	24.01
Girls Common Room	1	10.23	3.52	36.01
Language Lab 1	1	10.50	6.67	70.03
Social Science Lab 1	3	10.50	6.67	70.03
Science Lab 1	2	10.50	6.67	70.03
Audio Visual Lab 1	4	10.50	6.67	70.03
Psychology Lab	1	6.86	6.67	45.75

### 39. List of doctoral, post-doctoral students and Research Associates

- From the host institution / university
- From the other institution / universities

Sr. No	Name of the student	Subject	Name of Guide	Title of the Research	Awarding Date
1	Maheshkumar Viththalbhai Patel	Adult Education	Dr. Niranjanbhai Modi	Continuous Education Program in Ahmedabad District- A Study	18-01-2008
2	Akshaykumar Naranjibhai Maheta	Education	Dr. Jayprakash J. Pandya	Use of Computer in Math Teaching-Learning and its Effect	05-02-2008
3	Deven Ramaniklal	Education	Dr. Jayprakash J.	Construction and Tryout of	04-03-2008

Sr. No	Name of the student	Subject	Name of Guide	Title of the Research	Awarding Date
	Rathod		Pandya	Computer Adapted Measurement System based on Item Response theory	
4	Gitaben Biharilal Kothari	Education	Dr. Jayprakash J. Pandya	Construction and Standardization of Computer based Three Dimensional Intelligence Test	05-03-2008
5	Aziz Hajimahmad Mansuri	Education	Dr. Dipuba Devada	Construction and Validation of Computer based Question Bank of 5 <sup>th</sup> standard Maths	07-01-2010
6	Pushpaben Dhulabhai Patel	Education	Dr. Dipuba Devada	A study of current Status and Direction of Health and Physical Education in Higher Primary Schools of Gujarat State	07-04-2010
7	Vipul Ranchhodhbhai Kiri	Education	Dr. Aratiben V. Patel	Study of the impact of Yog Education on All Round Development of seven standard students	19-07-2010
8	Mahendrakumar Narayanbhai Patel	Education	Dr. Pravinchandra J. Gor	Construction and standardization of Mother tongue Competency Measurement Test for Primary Teachers Trainees of PTC colleges	07-09-2010
9	Premilben Narayanbhai Patel	Education	Dr. Kantilal C. Parmar	A Comparative study of Vocabulary of Std. 6 <sup>th</sup> and 7 <sup>th</sup> Sanskrit and Gujarati Textbooks.	18-04-2011
10	Mahesh Narayan Dixit	Education	Dr. Bharat Joshi	Correlation of Self Directed Learning ability and academic achievement of perspective elementary school teachers.	26-05-2011
11	Hemantbhai Jivanlal Parmar	Education	Dr. Kantilal C. Parmar	Study of Educational and its related Issues of Children of families having lower economic status	28-11-2011
12	Jayshree Narayanbhai Gurjar	Education	Dr. Kokilaben Parekh	Construction and Standardization of Hindi Language competency test for student teachers of PTC of Gujarat	03-12-2011
13	Chanabhai Naranbhai Bhinsara	Education	Dr. Mohanbhai Patel	Contribution in different fields including Education of past Student teachers of Shikshan Mahavidyalay and Hindi Shikshan Mahavidyalay of Gujarat Vidyapith	22-12-2011
14	Jyotsnababen Ranchhodhbhai Patel	Education	Dr. Jayprakash Pandya	Present Status and Vision of Computer Education in PTC of Gujarat State	11-05-2012
15	Alkaben Chimanlal Panchal	Education	Dr. Mohanbhai Patel	Construction and Standardization of Emotional Intelligence test for Std. 5 <sup>th</sup> to 7 <sup>th</sup> Students.	30-11-2012
16	Gambhirsang Natvarsang Tur	Education	Dr. Laljibhai P. Patel	A Study of Meena Campaign under National Programme for Education of Girls at Elementary Level	27-12-2012
17	Kaushikkumar Vishnuprsad Raval	Education	Dr. Niranjambhai Modi	Construction and Standardization of Language Efficiency for Pre-Primary Teachers trainees in Gujarat State	05-12-2013
18	Bhagwanbhai Narsinhdas Patel	Education	Dr. Dipuba Dewda	Educational Thinking's reflected in the literature created by Gunvant Shah	12-02-2013
19	Kalpanababen Narendrakumar	Education	Dr. Laljibhai P. Patel	Effectiveness of concept attainment model in social science	12-07-2013

Sr. No	Name of the student	Subject	Name of Guide	Title of the Research	Awarding Date
	Mehta			of Std. 7 <sup>th</sup>	
20	Shital Jivandas Rawat	Education	Dr. Aartiben Patel	Effectiveness of Expression skill Development programme in English for pre-service student teachers	12-01-2014
21	Shaileshkumar Premjibhai Maru	Education	Dr. Laljibhai P. Patel	Comprehensive Evaluation of Primary teacher Education in Gujarat State	20-01-2014
22	Jesal Shantibhai Patel	Education	Dr. Mohanbhai Patel	Construction and Standardization of Mathematical Creativity test for Students of 10 to 14 age group	14-06-2014
23	Supriya Raghunath Benarji	Education	Dr. Mohanbhai Patel	Study of achievement motivation of elementary school students	09-07-2014
24	Pravinchandra Hiralal Prajapati	Education	Dr. Kokilababen Parekh	Case study of talented resolution class students of post basic schools	04-08-2014
25	Hemaben Hiralal Makvana	Education	Dr. Aartiben Patel	Construction and Effectiveness of Developmental program of Gender sensitivity of primary student teachers	01-10-2014
26	Mehulkumar Guntantlal Vyas	Education	Dr. Mohanbhai Patel	Effect of Anupam school project in primary schools managed by Ahmedabad primary education committee.	29-10-2014

40. Number of post graduate students getting financial assistance from the university.

Sr. No	Year	Course	No of Students	Total Amount
1	2009-10	M.Ed.	1	2000/-
2	2010-11	M.Ed.	4	20000/-
3	2011-12	M.Ed.	10	50000/-
4	2012-13	M.Ed.	6	30000/-
		M.Phil	1	6500/-
5	2013-14	M.Ed.	8	40000/-
		M.Phil	1	6500/-
6	2014-15	M.Ed.	2	10000/-

41. Was any need assessment exercise undertaken before the development of new programs? If so, highlight the methodology.

MLL( Minimum Levels of Learning ) project was conducted by the department from year 1992 in the all Ashram Shala of the Gujarat State. In this project text books, question papers, evaluation system, teachers training etc. were prepared in the base of competency centered curriculum. Then after the two years



B.Ed. Curriculum were prepared and implemented in Shikshan Mahavidyalay (IASE) for six academic years. A case study was also undertaken regarding two years B.Ed. Curriculum with assistance of NCTE, New Delhi.

NICE( Networking Institution for capacity enhancement) project was conducted by the department.

A Audio visual material development workshop was organized for DIET's lecturers. Feedback were received from them, then after a optional field named Audio visual material development is introduced in the Master of Education programme.

42. Does the department obtain the feedback from

a. **Faculty of curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize the feedback?**

The Curriculum is Evaluated during the course of time through the evaluation of Programme in meetings & group discussion with faculty members & teachers trainees. The attempt is made to improve the quality of programme by taking personal feedback from teachers.

b. **Students on staff, curriculum and teaching-learning-evaluation and how does the department utilize the feedback?**

A specific feedback sheet has been developed by the faculty following the principles of *Nai Talim* in which each student is allowed to give feedback about each and every faculty member without disclosing own identity.

Filled feedback forms are packed by student themselves in paper bag which are distributed among faculty members by third person in well designed confidential way. Feedbacks are collected from the students in maintaining secrecy environment to expext true feedback which can really be helpful in improving the role in Mahavidyalay.

Programmes like “Gram shikshan Shibir, Stray Lessons & Homeroom “ evaluated the involvement of teachers with students.

c. **Alumni and employers on the programmes offered and how does the department utilize the feedback?**

The responses of former students are taken gradually and their suggestion ae taken into consideration by inviting then while constructing the curriculum and in various annual programmes

- List the distinguished alumni of the department (maximum 10)
- Give details of student enrichment programmes (special lectures /workshops/ seminar)involving external experts.
- List the teaching methods adopted by the faculty for different programmes.

- How does the department ensure that programme objectives are constantly met and learning outcomes are monitored?
- Highlight the participations of students and faculty in extension activities.
- Give details of “Beyond syllabus scholarly activities” of the department.
- State whether the programme / department is accredited / graded by other agencies? If yes, give details.
- Briefly highlight the contributions of the department in generating new knowledge, basic or applied.
- Detail five major strengths, weaknesses, opportunities and challenges (SWOC) of the department.
- Future plans of the department.

43. List the distinguished alumni of the department (maximum 10)

- ❖ Shri Aanandibahen M Patel - Chief Minister, Gujarat State
- ❖ Shri (Dr.) Ratanbahen Ratadia – Ex Principal, Amarbharti U. Buniyadi Vidyalay At : Motipavthi Ta : Dahegam, Dist : Ahmedabad
- ❖ Prof. Harjibhai Vaghela – Ex. IC.VC, Bhavnagar University and Head, Department of Hindi, Bhavnagar University.
- ❖ Dr Kiritbhai C Joshi Principal, Diwan Ballubhai Madhyamik Shala, Ahmedabad
- ❖ Dr A J Patel Principal, H K PTC, Ahmedabad Best Teacher Award Winner (State)
- ❖ Shri Aatankumar J Patel, Ex Principal, U U Buniyadi Vidyalay At : Indrad Ta : Kadi, Dist : Mahesana
- ❖ Dr Motibhai M patel Educationist, Gujarat State
- ❖ Aayashaben Patel, Trustee, Gujarat Vidyapith, Ahmedabad
- ❖ Shri Manibhai K Patel, Organizer, Varahi Education Trust, Ahmedabad
- ❖ Dr Tejalbhai J Sheth, HoD, Education Department, Ganapat University, Gujarat State
- ❖ Dr Mehulbhai Vyas, Finance and Planning Officer, Children University
- ❖ Dr. Akshay N. Maheta, Principal, Vidyanagar School, Ahmedabad
- ❖ Dr. Jitendra B. Patel, Associate Professor, M.B. Patel College of Education, Vvnagar, Dist Anand
- ❖ Shri Nutanben Raval, Principal, DIET, Ahmedabad

44. Give details of student enrichment programmes (special lectures /workshops/ seminar)involving external experts.

- TET Exam Training programme of M.Ed. Students from **13-7-2014 to 22-07-2014** at IASE Shikshan Mahavidyalaya Gujarat Vidyapith, Ahmedabad-14

- TET Exam Training programme of M.Ed. Students from **8-8-2013 to 23-08-2013** at IASE Shikshan Mahavidyalaya Gujarat Vidyapith, Ahmedabad-14

45. List the teaching methods adopted by the faculty for different programmes.

Shikshan Mahavidyalay engages in active learning by encouraging and motivating them to participate in teaching – learning process with the help of innovative strategies and methods. For achieving this purpose, following learning resources were optimally used:

**ICT:**

The students generally do their work in the computer laboratory. They develop skills relating to internet access and retrieving information, internet mailing, using multimedia, preparing power point presentation and transparencies.

**Library:**

Comfortable sitting arrangements are made in the reading room. Students are encouraged to use library as much as possible. In addition to the need based visits to library there is a provision of library period in the time table conducted under the supervision of concerned faculty members. Sufficient number of latest texts and reference books are available in library.

Internet connectivity is available in the library and computer laboratory. Students are assigned such type of work by which they encouraged to surf the internet, as accessing internet makes them self-seekers of knowledge. The skills relating to internet address, internet mailing, retrieving information through e-libraries and websites are routine activity of the students. They can also browse online Journals/Magazines, National and International journals.

**Teaching learning methods used by faculty members to facilitate subject knowledge are given follows :-**

<b>Method used</b>	<b>To teach different subjects</b>
Inductive-Deductive Method	: Language, Science and mathematics
Model for subject	: Language, Science, & Maths
Concept Attainment Model	: Social Studies & Language
Computer Aided Lesson-	: All Teaching Methods
Problem-Solving Method	: Science, & Math
Supervised Study Method	: Language, Social studies and Science
Debate and Discussion	: Social Studies, Science, Language
Multimedia Approach	: English, Computer & Social Studies, Language
Story Telling Method	: Language & Social Studies
Role-Play Method	: Language, & Social Studies

**Seminar : -**

Shikshan Mahavidyalay organizes collage level seminars relating to all four compulsory papers. present papers with the help of prepared material, O.H.P. and projector. After the presentation, the whole group turns into an open forum for raising questions and adding their own experiences. This makes the seminar a good learning experience.

**Workshop : -**

Workshops are held for the students to taught in the different topics like Jivan Vidya, Micro-teaching, Lok Shikshan, and Activity based lesson plan preparation , etc.

**Supervised Group work :**

Practical experience in preparation of teaching aids, blue print, transparencies, programmed Instructional material (frames), power point presentations, work experience etc. are taught through supervised group work.

### **Reflective Teaching :-**

Exploring our own classroom practice is yet another innovation that is under experimentation. The details are as under:

### **Diary writing :-**

Students were directed to maintain their entire activities of collage in their daily diary. Students write their own assessment in the diary. They also describe their own reactions, difficulties, feelings and observations. At the end of the week they discuss/ submit a report to the teacher regarding topics covered by them.

### **Peer observation :-**

Teacher educators are evaluated by their colleague who came into their class to collect information about their lesson with the help of observation schedule. For example, the colleague is asked to focus on what the student contribute most in the lesson? What different patterns of interaction occur? And how the faculty deals with such typical situations etc.

### **Observation :-**

Students-Teacher are also evaluated by supervisors on a set observation schedule.

### **Student feedback :-**

Shikshan mahavidyalaya believes that the opinions and perceptions of students add a different and valuable perspective to the entire system. Their opinions and perceptions would add a different and valuable perspective. Therefore, students-teachers are asked about their views on individual teachers' performance, methods used in teaching learning process and their suggestions too to improve the situation. This is done with simple feed-back forms prepared by mahavidyalaya.

### **Methods and strategies related with different Programs organized by Shikshan**

#### **Mahavidyalaya to prepare a good teacher-**

Shikshan Mahavidyalaya organized different types of Special programs to serve this purpose since it beginning. The name of Program and related methods are given below-

- **Orientation programme-** The aim of this program is to make students familiar with the course and institution. This program is regularly organized in the first week of the first semester for new students to know the Gandhian values . Lecture, Group work, team teaching, local tour, role play, workshop and dancing and singing methods and strategies were used to conduct this program.
- **Jivan Vidya Shibir-** is the three day program organized by mahavidyalaya to facilitate the environment to students to know and learn values. Group work, team teaching, local tour, role play, workshop and dancing and singing methods and strategies were used to conduct this program.
- **Off-campus Program-** This program is organized each academic year for B.Ed. Students to provide them a live school environment and opportunity of practice-teaching. During of-campus program B.Ed. Students were not only practice how to teach but along with this they were guided about how to organized co-cultural activities, educational tour and management of school. Lecture, Group work, team teaching, local tour, role play, workshop and dancing and singing methods and strategies were used to conduct this program.
- **Lokshikshan:** Gujarat vidyapith organized Gram Jivan Padyatra each year for all students of Gujarat Vidyapith. Shikshan Mahavidyalaya as a part of Gujarat vidyapith, also participate in this program. Shikshan Mahavidyalaya attach a new program with this Pad yatra named Lok Shikshan. This lok-shikshan lesson is originally associated with B.Ed. Students. Social issues like , literacy, Environment Conservation, Village development, Health, cleanliness, are taken for awareness as well as practice teaching. Group work, team teaching, local tour, role play, workshop and dancing and singing methods and strategies were used to conduct this program, rally, Exhibition, Gram sabha. Folk song and dance, street dance, Garba, mime and dialogue are the methods that were used to address the social issues during lok shikshan program.

- **Educational Tour** are organized for the student of Shikshan Mahavidyalay each year.
- **Internship programme** is organized by the institution from its beaning. students are using lecture, group work, team teaching, local tour, role play, workshop, dancing and singing methods and strategies during intership program to complete the assigned the task.

46. How does the department ensure that programme objectives are constantly met and learning outcomes are monitored?

Learning outcomes are monitoring by following way.

1. Feedback from students in orally as well as written form.
2. Feedback from school principals of practice teaching schools mostly Uttar Buniyadi Vidyalay.
3. Reports of different activities organized in the campus and off the campus.
4. Review meetings of faculties.
5. Continuous and periodical Evaluation of students.

47. Highlight the participations of students and faculty in extension activities.

Mahavidyalay has a research and extension unit since 1967. It was upgraded as CTE in 1989 which was finally upgraded as IASE since 1994. Faculty of Mahavidyalay is used to work in form of faculty of IASE, conducting training programmes, researches, keeping village contact. Mahavidhyalay used to work in society during natural calamities like flood, earth quake, riots etc.

48. Give details of “Beyond syllabus scholarly activities” of the department.

***Beyond Syllabus Innovative and scholarly activities done by shikshan mahavidyalay(IASE)***

Shikshan mahavidyalay as a prominent department of education of Gujarat Vidyapith determines a set of goal to practice Basic Education at its best in its teaching learning process. The department is dedicated to accomplish the mission of the university by strictly following principles of basic education or Nai Talim in the teaching learning process to enrich the sustainable development of its teacher trainees. It indulges in few practices beyond the syllabus taking into consideration the ideal means of Nai Talim which according to Gandhi was a laboratory for the creation of a new social order, an ideal device of the demonstration of the constructive programme.

***Beyond Syllabus scholarly activities aims***

- ✓ To make student teachers really innovative teachers.
- ✓ To enable them to be creative and sensitive to human values.
- ✓ To make them to believe in the concept of lifelong education for all and for themselves in particular
- ✓ To enable them to own up their major social responsibility of helping the future generation to achieve their best and contributing their best to the society

Certain Valuable and authentic practices in form of innovative programmes and unique activities of department are as follows:

### **1:Orientation Workshop ( Abhimukhta Shibir)**

objective: to orient students towards Gandhian principles of Gujarat Vidyapith

#### **Special Features:**

- Three day interactive workshop
- Organized every year during first week of new term

#### **Special focus upon:**

- Khadi- a living texture
- co-education
- Value of SHRM(Labour work
- Why to live in community
- prayer: its healing effect
- sources of solar energy
- live simple, Serve all.

### **2: Educational Tour:**

Objective : To enable students to get educational experience of different places of Gujarat

#### **Special Features :**

- Educational tour of Saurashtra for students of Shikshan Mahavidyalay
- Special visit to basic education institutes in Saurashtra.
- Visit to “ AGRA” every year for students of Hindi shikshan Mahavidyalay.
- Academic stay at Agra with practical classroom teaching in Agra Hindi B.Ed. college
- Exploring different cultural aspects of society

### **3: Language Enrichment Programme for M.Ed students**

- Special ELT programme was arranged to teach basics of English language to M. Ed student.
- The content of English in TET exam was specially focused.
- Guidance of Experts in different area of ELT was provided.

### **4: ENTRANCE PROCEDURE WITH THE USE OF ‘ICT’**

- The procedure for the admission of total 235 students of the year 2011-2012,2012-13,and 2013-14 was done with the use of computer.
- The whole procedure from form filling forms, data entry and preparing merit was computerized.
- The M. Ed students were given admission on the basis of the result of their entrance examination

### ***5: Forming Internal Quality Assurance Cell-(IQAC )as a Part of preparation for NAAC***

- IQAC was formed with the participatory of professors as a part of Evaluation for NAAC
- The cell will determine the different aspects of NAAC evaluation the senior professors are appointed as the members of IQAC cell.

### ***6: INNOVATIVE PAPER: “ Samuhjivan na Siddhanto ” based on ‘Jivanvidya’ & Jivanvidya shibir***

- The new paper called samuhjivan na siddhanto’( principles of community life) based on Jivnvidya was introduced in the curriculum of B.Ed course.
- The paper focuses upon the principles of community life which has its roots in Mahatma Gandhi’s educational philosophy of Nai Talim.
- It is also correlated with jivanvidya
- Three days interactive workshop is organized every year
- The **Prabodhak** ( resource person) departs knowledge about life and its spiritual aspect.
- The theory of Co-existence (SahAstivVad) is the core of the workshop

### ***7 : ICT IN HOSTEL: Facilitating computers to M. Ed. students at hostel for research work***

- M.Ed students in the year 2011-12 were provided computers at their hostel to do dissertation at their own.
- They could type research report at their own
- It was easy for them to do statistical analysis
- 50% of students have done data entry, statistical analysis at their own and prepared their research report with the help of computer.

### ***8:Evaluation of teaching and non-teaching staff by Students***

- The most intrinsic part of teaching- learning process is supposed to be the evaluation.
- The feedback of teachers by students is a new emerging approach.
- All the students were provided an opportunity to give their opinion about all teachers and
- non-teaching staff members.

### ***9: Homeroom Scheme( Room of One’s Own)***

- Novel initiation towards empathy with the students.
- Each teacher acts as a guardian of particular group of students.
- The group is a family where all can share their views and thoughts together.



- Sensible and healthy interaction between teacher and students.
- The feedback sheet proved helpful to all for improving their teaching and individual traits

#### ***10: Developing skill based craft : agriculture( self-reliance by sowing vegetables)***

Students have planted vegetables in ‘Aushadhbag’ of Shikshan Mahavidyalay.

Students themselves did,

- Sowing the seeds of spinach
- watering the plants
- fertilizing and cropping
- Could have earned 3000 Rs. altogether.

#### ***11: Group labor and Group Sanitation***

- Programme of group sanitation and labor is arranged to give students lessons of manual labor and value of sanitation in life.
- All the students and teachers participate together to make classes, garden, areas around the department clean
- It is considered as a practice of Nai Talim

#### ***12: Preparing Gramshilpis under “ Gramshilpi Scheme ”***

##### ***Financial help to needy students***

- The students who were not sound economically were provided financial help from the group of teachers mutually
- They can earn at their own with self-reliant occupations in the department itself. for e.g. Manufacturing wooden items.

#### ***13: Decision Making by Nai Talim approach .***

##### **Important decisions were made on the basis of**

- Humanistic approach
- Nai Talim principles of forgiveness and giving space to all.
- Participation of everyone
- Individual Autonomy

#### ***14: Financial help to needy students***

- The students who were not sound economically were provided financial help from the group of teachers mutually
- They can earn at their own with self -reliant occupations in the department for e.g. Manufacturing wooden items.
- Thus Shikshan Mahavidyalay(IASE) does beyond syllabus practices as and when necessary to enrich its goal of achieving Nai Talim in its best way.



49. State whether the programme / department is accredited / graded by other agencies? If yes, give details.

**Report of 'JRM's Visit to IASE, Gujarat Vidhyapith, Ahmedabad:**

**Background :-**

The Ministry of Human Resource Development, Government of India constituted a Joint Review Mission (JRM) to assess the progress made by the State of Gujarat towards implementation of the revised Centrally Sponsored Scheme for Teacher Education (CSSTE) and recommend measures for strengthening them. The JRM was in Gujarat from September 12 to September 20, 2013. As part of revive process, the JRM visited and interacted with a cross section of institutions involved with teacher education: the GCERT, one IASE, three CTEs, eight DIETs and also held discussions with the Block Resource Persons, school teachers in the area of teacher education.

**Report of 'JRM's Visit to IASE, Gujarat Vidhyapith, Ahmedabad:**

The JRM has visited Shikshan Mahavidyalay on 19th september-2013. It has scrutinized each and every aspects of teacher education elaborately by coordinating meeting with the faculties and visiting the required places. According to the report, The IASE has a clear vision and objectives. The objectives are in adherence to Gandhian values like truth and nonviolence, participation in productive activities with a sense of dignity of labour, acceptance of equality of religion, priority for the need of village dwellers in all curricular activities and use of mother tongue as medium of instruction. The salient features of the Vidhyapith is reflected in the work culture of staff and students through participation in craft and community work, assembling for community prayer, simple and self-reliant living and education for rural upliftment.

**Curriculum and Pedagogical Practices:**

The Shikshan Mahavidhyalaya (IASE) curriculum was last revised in 2012-13 for B.Ed. and in 2010 for M.Ed. The Gujarat Vidhyapith was running the 2 year B.Ed. course from 1999 to 2006. However, it was closed down from 2007 due to decrease in the number of takers, due to two reasons, (a) there was no incentive in terms of priority in recruitment for the 2 year graduates over 1 year graduates. (b) There was no evaluation process in place which could distinguish between the 1 year model and 2 year model. At present the IASE is running 1 year B.Ed. & 1 year M.Ed. in addition to M.Phil. and Ph.D. in Education under the semester system.

In-service training and research are important functions of the IASE. Besides, IASEs

Shikshan Mahavidhyalaya (IASE), Gujarat Vidhyapith has done 10 programmes of 3 days during 2012-13. Philosophically Gujarat Vidhyapith is devoted to Gandhian system of Education. IASE, Ahmedabad conducts training on the broad theme of basic education to cater to the needs of around 600 basic education schools working all over the state. Majority of the programmes have been conducted on developing teacher and head teachers' competency and use of ICT. The training are mostly through traditional mode. No impact analysis has been made in respect of the training programmes.

It has satisfactorily showed its consent so far as the faculty development programmes and infrastructural facilities with modern lab facilities for computer and language learning are concerned. Are concerned. It has given sticking attention to shikshan Mahavidyaly's leadership quality anf team spirit.it has reviewed **“The vision of IASE, Ahmedabad is based on Gandhian philosophy to improve teacher education emphasizing philosophy of basic education, craft centered education with rural orientation. Therefore, the whole community of IASE work together in a team spirit.”**

The innovations like Inclusion of a paper in B. Ed. curriculum on principles of community life (Samuhjivanna Shiddhanto) at B. Ed. level based on philosophy and principles of 'NaiTalim' and the Home Room Scheme in which one teacher mentors for a smaller group of teacher trainees as well as evaluation of teaching and non-teaching staff by pre service teacher trainees were specifically noticed by the JRM. The most particular feature noticed and appreciated by the JRM was its process based on Basic Education Philosophy. As they cited

**“ Process component in the IASE, Ahmedabad is guided by the principles of basic education. Emphasis is given on hand, head and heart coordination in all aspects of curriculum transaction. As emphasis is on putting the theories and ideas into practice is akin to the approach of constructivism in curriculum transaction. One of the performance indicators of the IASE is the B.Ed. and M.Ed. results which iscent percent for last two years. It is learnt that the products from this institute are presently leading many teacher education institutions.”**

Thus Shikshan Mahavidyalay (IASE) according to the JRM report has emerged as the stronger and leading IASE in Gujarat which is always strives for better quality of teacher education.

50. Briefly highlight the contributions of the department in generating new knowledge, basic or applied.

Shikshan Mahavidyalay (IASE) has conducted minor research projects funded by various funding agencies to generate new knowledge in the field of educational research. Shikshan Mahavidyalay (IASE) faculty members and students prepared various kinds of psychological tools to measure different psychological aspects of teaching learning process of students and teachers. The department has conducted various kinds of educational survey to improve quality of education and its report is submitted to government and Gujarat Council of Educational Research and Training. (GCERT). Faculties research projects and dissertations are published in book forms. Teachers training programmes was conducted to improve educational method with the help of educational tools and teaching learning materials.

51. Detail five major strengths, weaknesses, opportunities and challenges (SWOC) of the department.

#### ***Nai Talim* based Teaching and Learning Process in Shikshan Mahavidyalay**

##### **Background: Historical Development of Basic Education :**

Gujarat vidyapith was founded on October 18, 1920 as a Rashtriya Vidyapith (*National University*) by Mahatma Gandhi who would serve throughout his life as the *Kulpati*, or chancellor. The purpose of its establishment was to promote educational institutions run by Indians for Indians and outside the financial and governing control of British authorities. The foundation of the university was one of the first most important events in the initiative of Satyagraha launched by Gandhi as a means to peacefully terminate British rule in India. The university follows Gandhian philosophy of education called '*Basic Education*' or '*Nai Talim*' to build the national character of our youth.

**Strength:** Teaching practice is organized as per university norms. The teachers (method masters of subjects) present demonstration lessons for each subject after integrating theory into practice. Practice teaching includes classroom teaching by student teachers under the observation of teacher educators. Student teachers modify their teaching based on the feedback obtained from the teacher educators. Teaching or lesson plans are prepared under the guidance of the methodology teachers. Practicing school staff is consulted by the teacher educators before the lessons are delivered.

The usual work of planning the practice and block teaching lessons by student teachers under the guidance of the teacher educators is adhered to. Skill training by micro sessions in simulated classes, demonstration lessons by teacher educators of respective methods and issues related to the curricular activities are attempted by the faculty members

**Objectives** Mahatma Gandhi explained the concept of Basic Education through a series of articles in his Harijan magazine in 1937. Gandhi's scheme is described as Basic Education or the Wardha Scheme of Education. "Basic Education is my most important gift to the world" said Gandhi who is known for his cautiousness in whatever he speaks. Gandhi wanted to construct a new society, a value-based new society. The means, the instrument of this new social order is basic education. Basic education was a laboratory for the creation of a new social order. It is an ideal device of the demonstration of the constructive programme. The basic principle, in his own words, was that the education would be "physical, intellectual and religious". Shikshan mahavidyalay as a prominent department of education of Gujarat vidyapith determines a set of goal to practice Basic Education at its best in its teaching learning process.

The institution officially embraced Gandhi's goals as its mission:

- Adherence to truth and non-violence
- Participation in productive work with a sense of dignity of labour,
- Acceptance of equality of religions
- Priority for the need of villages dwellers in all curricula and
- Use of mother-tongue as a medium of instructions.

Shikshan Mahavidyalay is dedicated to accomplish this mission of the university by strictly following principals of basic education or Nai Talim in the teaching learning process to enrich the sustainable development of its teacher trainees. Specific objectives of the practice are summarized as follows:

- ✓ To make student teachers really innovative teachers.
- ✓ To enable them to be creative and sensitive to human values.
- ✓ To make them to believe in the concept of lifelong education for all and for themselves in particular
- ✓ To enable them to own up their major social responsibility of helping the future generation to achieve their best and contributing their best to the society.

Based on *Gandhian* philosophy, *Shikshan Mahavidyalay* follows core elements of basic education theory. It believed in all round development of the student teachers and insists upon the holistic education. It creates bench markers in self learning Techniques and innovative teaching learning practices. Learning experiences for thinking, feeling and doing are provided in each phase of learning. The institute is endowed with natural and beautiful campus and having team of dedicated teacher educators who believed in *Gandhian* philosophy.

#### **Challenges :**

- ✓ Modern society relies upon the knowledge based education, putting more emphasis on the intellectual development of a child, whereas basic education theory believes in holistic development comprising of physical, intellectual and religious growth.
- ✓ Need to cultivate faith in student teachers to follow the *Gandhian* principles not as a ritual but with utter sincerity and understanding to shape their life accordingly especially as a responsible teacher to prepare next generation of the society.
- ✓ If basic education which is education for life based on industry, community and social service is properly understood and practiced, then the new generation can not only be saved from the destruction inherent in today's world but new values can also take root.

#### **Implementation of Nai-Talim based Teaching Learning Process**

The education system of *shikshan Mahavidyalay* includes regular participation in community work, residential life, social service, community prayers, simple and self-reliant living, study tours and field studies, hand spinning and training in craft. The

chief concern of the department is to conduct experiments in various fields of education with a view to develop the application of *Gandhian* thought and way in all aspects of education. The special features of *Nai Talim* based teaching –learning process are summarized as follows.

**(1) Work as a central place:**

Since work occupies a central place in life, it had an important place in Basic Education. Dignity of labour is emphasized by the department and work is made an integral part of this education. The department prepares student teachers for valuing all types of labour work. He/ She not only learns teaching practices but also learns to respect all types of labour work irrespective of its classifications as ‘white color job’ or ‘bread earning job’.

Group labour and Group Sanitation

- Programme of group sanitation and labour is arranged to give students lessons of manual labour and value of sanitation in life.
- All the students and teachers participate together to make classes, garden, areas around the department clean.
- It is considered as an authentic practice of *Nai Talim*

**(2) A new method of teaching:**

Through Basic Education Gandhiji introduced a new method of teaching. This method is to teach all subjects through crafts and taken as activity-centred meant to free children from tyranny of words and cramming.

Shikshan Mahavidyalay offer the craft of Spinning and Weaving to student teachers. ‘Udyog’ as the name is given to the craft is given place in the curriculum. The students would spin regularly for two hours of the morning and get the theoretical knowledge of it during the teaching sessions from the craft teacher.

They wear khadi habitually so that, on the one hand, they would boost the production of swadeshi cloth and thereby promote the country’s self-reliance and, on the other, they would identify with the lives of the overwhelming majority in the villages of India.

The following is an outline of the making process of the production of the mat or ‘*Aasan Pattas*’ by student teachers which is supposed to be the best practice of craft or ‘*Udyog*’ in Shikshan Mahavidyala,

**The Spinning and Weaving process**

Carding: Carding is the process in which raw cotton is opened and separated so that each fiber is set in a straight or parallel position. Student teachers get the raw cotton as ‘Puni’ which they spin first on *Peti Retiya* during the prayer assembly from 11.15 to 12.45 daily and make a yarn of minimum 90 threads in this period.

- **Hand Spinning:** The carded cotton is spun into yarn by the ‘Charkha’ system of using spinning wheels operated by hands, is used for this purpose. Student teachers spin the cotton of ‘Puni’ to make a yarn. They used to spin both on ‘*Peti Retiya*’ and ‘*Ambar Charkha*’ as per the requirement of the craft . *Making of AasanPatta includes the whole process. like Dyeing: Balling: Weaving: Trimming: Washing and drying: Stretching: Finishing:* The whole process of making mat is done by student teachers within two semesters. They have to give practical exam of making yarn at the end of the each year while they have to prepare one AassanPatta or mat within a year. Good craftsmanship including all above mentioned process is a Hercules task for each student teacher for which they work hard for the whole academic year.

- Apart from making *AasanPatta* student teachers also prepare brooms made of bamboo in their hostel as a part of community living.

### **(3) Community Living**

Community living is also an indivisible part of basic education. The bane of Indian Social life is its lack of team spirit though an individual we have high standards. *Mahatma Gandhi* believes that if we work together as a group than only we can sustain right civil order of our society. Training for group life in education can do this. This is the reason why training for hostel lair is emphasized in basic education.

In Shikshan Mahavidyalay hostel life is mandatory for student teachers. Here they live together transcending differences due to the caste, community, and religion. They work and live together as a group. It is through camps, study – tour, cleanliness, cooking, service, industry and cultural activities that they learn spontaneously that the group is above the individual self. The fact that the present generation is in the grip of corruption, communalism, and violence is symptomatic of the deficiency in the training for group and social life. Given such training to the student teachers the new generation of teachers will shine in society as a responsible social being.

### **(4) Socially sound system of education:( Social Service)**

- ❖ Basic education is sound sociologically. The then class-labour and chasm between mental and physical labour and the spirit of dependence on others were required to be removed from the society. Basic education is intended to eradicate many ills of the society.
- ❖ *Shikshan Mahavidyalay* organizes many programmes in two semesters that arise a kind of sensitivity in student teachers towards the ills of society and also enable them to work in community to bring awareness regarding these ills of society. The issues like female feticide, de addiction, ills of modern society, need of socialization are highlighted by teacher educators in their address to student teachers during prayer assembly.
- ❖ Environment day, World ozone day, world aids day, world population day and other such days are celebrated to acquaint student teachers with the present day condition of the world and Indian society in particular.
- ❖ The college does community work during Gramshikshan Shibir and Gramjivanpadyatra.itconductsvariouscommunitybasedactivitiesuchassocialliteracy programme, cleanliness, deaddication, HIV-AIDS, resource generation programme in the session. The college could strengthen its links with the community and the schools with the help of regular conduct of activities which are need based for the benefit of the schools, colleges and community.

of the specific programme which serves the purpose has been organized by Gujarat Vidyapith in which shikshan mahavidyalay actively participates since the year 2008.The salient features of ‘*Gramjivan Padyatra*’ are as follows.

### **Gramjivan Padyatra**

It's a programme back to the basics – rural India - for Gujarat Vidyapith, every year on Gandhi Jayanti. Across the globe, people celebrate October 2 as International Non-violence Day. As part of the celebrations, *Gramjivan Padyatra*' aims to sensitize people



towards rural life. About 5,000 people from all walks of life - students, academicians and teachers of Gujarat Vidyapith take part in the *padyatra* from September 28 to October 2 organized to spread Gandhi's ideas and message at grassroots level. Often, people from villages come to cities looking for education and settle down there, forgetting their roots. During this *padyatra*, students will get to know about rural areas. The four basic issues that will be taken up in villages during the *padyatra* are literacy, cleanliness, *panchayat* rights and deaddiction. Each team will have an exhibition which will address these issues.

### **Implementation of the Programme by *Shikshan Mahavidyalay*.**

The lofty objectives of the *Gramjivan Padyatra* are

- ❖ To provide social dimension to the educational system of the department and inculcate social responsibility and commitment in student teachers
- ❖ To bring forth the team spirit and leadership qualities of the students and broaden their social outlook that will help them work for the welfare of the community
- ❖ To restore gender equity and make available equal opportunities to emerge full-fledged and take up new ventures

The salient features of this four days journey to know the social order of the villages are as follows;

- ✓ During this yatra, all the student teachers and teacher educators of *Shikshan Mahavidyalay* visit 4 different villages for 4 days and experience the village life.
- ✓ It is necessary for each participant to stay in villages and have meals at villagers' homes. This will give them a chance to interact with villagers and understand rural life. They will develop a perspective on how to integrate this with academics.
- ✓ During their visit in each village, student teachers try to bring awareness among villagers for cleanliness, literacy, disadvantage of addiction and advantage of village assembly, etc.
- ✓ They organize street plays, garba and poster exhibition etc to spread messages on social issues. Students also try to connect with villagers and understand their hardship by visiting their homes.
- ✓ They also visit the schools and spread messages of cleanliness, literacy etc. among children by songs, stories and plays.
- ✓ Under the banner of *Gramjivan Padyatra*, they went to the poorest of villages and tried to understand the problems of village life.
- ✓ They try to bring awareness among villagers regarding the problems in village by living together with them for a day and conveying social messages through cultural programme.

### **(5) Training for Citizenship:**

- ✓ Basic education is providing for training students in democratic living and practices. *Shikshan Mahavidyalay* is aiming at forming positive attitudes, creating interests and appreciation, developing understanding and imparting skills in citizenship. On the whole, it is a training citizenship.

- ✓ The student teachers from different methods utilize their practice to understand their role as a responsible citizen. They do activities which requires specific application to develop their civic sense.
- ✓ Student teachers share loving and harmonious relation with one another during their stay at hostel. They work together for *SamuhSafai* (mass cleanliness) during their turn of *Safai* in hostel, live together and share together each phase of life during this training of being a teacher of '*Nai Talim*'
- ✓ Student teachers of social science clean the statue of Mahatma Gandhi at Ashram road circle to make people aware of keeping their social asset clean and at the same time to give respect to our national figures.
- ✓ Student teachers visit CEE (center for environment Education), CSC (Community Science Center), Shreyas Foundation to know about the best practices of such institutes in education.

**(6) Decision Making by Nai Talim approach.**

Important decisions are made on the basis of

- ❖ Humanistic approach
- ❖ Nai Talim or Basic Education principles of forgiveness and giving space to all.
- ❖ Participation of everyone
- ❖ Individual Autonomy
- ❖ Positive and neutral attitude for everyone

**(7) Preparing a Teacher of 'Nai Talim'(Basic Education)**

**GRAMSHIKSHAN SHIBIR ( off campus)**

*Objective to provide students live experience of teaching in different basic education schools of Gujarat.*

Special Features

- 10 days educational programme for B.Ed. student teachers off the campus
- Living community life during a stay at basic education schools
- Practical classroom teaching of student teachers' special methods
- Active participation of student teachers in prayer-assembly, co-curricular activities and cultural programme
- Making school children to participate in different competitions.
- Special training on various elements of teaching –learning process and school management.
- Following principles of Basic Education under the guidance of Teacher Educator.



### **Kendranivas (Internship)**

The student teachers of *Shikshan Visharad* and *Hindi shiksha visharad* work as a teacher of *Nai Talim* at secondary level in different basic education schools or other educational organizations having secondary schools. Main objective of the internship is to provide real life experiences to future teachers. The objective is to help students apply the theoretical experiences provided (knowledge base and skill set developed) during the first semester in the school management and teaching learning process.

Following are the goals of ***Kendranivas***

- ❖ To provide self-experience to students in school management and teaching learning process
- ❖ To get the first-hand experience of working as a teacher in a real situation of schools
- ❖ To be competent in the professional field by synchronizing social and academic aspects of teaching.
- ❖ To get the educational experience with an innovative practices of real classroom teaching.
- ❖ To get an insight to bring harmony between theoretical and practical knowledge.
- ❖ To get motivated in different school situation for his/her overall development through self-evaluation.
- ❖ To develop organizational power by handling different programmes of school.
- ❖ Since constant challenges occur in the education field, the student teachers has to be the competent teachers keeping in view their bright future. After clearing eligibility tests like TET and TAT, students will get appointment anywhere in the remote areas of village. In such a scenario *Shikshan Mahavidyalay* prepares their student teachers to handle any school with great capacity.

The College generates knowledge for scattering the need of a teacher and so its main focus is on quality teacher education. It builds the character of student teachers by strongly following principles of Gandhian philosophy and prepares them with sound teaching and administrative qualities.

*Kendranivas* is an internship programme for providing holistic experience of becoming a teacher to the student teachers. The programme is organized during the second semester of the academic year. It is organized to develop the hidden potentials of student teachers through the complete self dependence. Earlier in two years B.Ed. course, student teachers had to do internship for two months, one month in each year. In one year B.ED course student teachers do one month internship, thereafter 15 days internship programme has been organized in one year having two semesters. The unique feature of the programme is not a professional recruitment of and student in schools or educational institutions but after this programme student teachers not only gain professional attitude as a teacher but also cultivate ethically strong persona as a teacher. Its special features are as follows:

- ❖ *15 days stay at basic education school.*
- ❖ *Group of three or four students live and learn together during the stay*
- ❖ They have to manage classes, school, and extracurricular activities at their own.
- ❖ They have to behave as a responsible teacher of Nai Talim
- ❖ They will orient children towards principles of Gandhian philosophy
- ❖ They visit particular village and try to understand its problems
- ❖ They organize programmes of literacy and general awareness in village
- ❖ The school management, administration, classroom teaching and following practice of community life are the core aspects in which students indulge with their active participation throughout the program

The internship Program is the culmination point. Thereafter students look forward to work in *Ashram Shalas* or post basic schools as teacher trainees. Students are motivated to put in their best efforts as they can choose from the best educational institutes if they are good in performance. Their professional aptitude enhances to greater extent. Most of the schools offer these students a job of a subject teacher and also a rector of the hostel on completion of internship and B.Ed. course. Quality work during Internship is an important criterion for selection by the principal. This results in better output during internship. Students learn to become proactive.

Internship experience helps students to get adjusted easily to the work situation. Internship experience is also counted while the overall performance of community life is counted as a best teacher efficacy practice. *The quality of the product of the program is satisfactory in terms of expectations from the field. Post basic schools shows concern for students' progression to higher studies and to a teaching career as well as their retention in it.* The internship provides students with real life experiences, which enhances the growth and development as a teacher. The student's vertical growth is monitored through continuous assessment and feedback. Sometimes non-availability of resources, student teachers cannot work efficiently in the school.

### **(8) Holistic Development**

Holistic learning is encouraged through the continuous evaluation system. Various forms of assessment are used for continuous evaluation such as group discussions, assignments, PowerPoint presentations, class test to name a few. Various co-curricular activities are also organized for the learners. These activities give an opportunity to the student teachers to put their knowledge into application.

An aspect very unique about our *Nai Talim based* teaching /learning process is the freedom given to learners to share their views and ideas. Even ideas that sound impractical are discussed and a proper explanation is given to the learners why they cannot be implemented. The learner is the part of the learning process rather than just a spectator of the same.

A major limitation of the teaching /learning process is the time constraint. The teacher educators have various ideas which they would like to implement in their class, however due to paucity of time all of them cannot be implemented.

### **Evidence of success**

The evidence of success is visible, qualitatively as well as quantitatively. The qualitative indicators are a more positive outlook towards life, improvement in etiquettes and desire to understand things rather than learning by the rote. The faith in *Nai Talim* theory and to practice it at various stages of teaching practically in the classroom and outside is deeply incorporated in student teachers. Younger generation do not study 'Gandhi'. The society is degrading day by day in moral values. The younger generation is in race for money and that too, quickly and with less effort. Physical labor which Gandhi stood for has no respect. In such scenario of society *Shikshan Mahavidyalay* prepares future teachers having respect and healthy practice in physical labor, moral values and teaching potentials to lead the next generation.

The quantitative indicators for learners who actively participate in co-curricular activities are that they show improvement in academic performance. Student teachers who have passed out have done extremely well in the society and have their own contribution for serving the society.

The results bring some prominent factors to light. Some of the factors are that students when shown the right direction and given the right encouragement can achieve the goals they desire. Holistic development rather than only academic success contributes in creating socially sensitive individuals which is a prominent requirement of educational institute.

### **Challenges:**

The non-availability or non-workability of sources to create interest among student teachers regarding *Nai Talim* is one of the major problems encountered in the teaching learning process. They have living examples before them who practiced *Gandhian* principles throughout their life, but practical input within them needs lots of motivation. Further, encouraging discussions in the lecture becomes self-obliterate towards its aim, at times. Questions posed by student teachers regarding the practice of *Nai Talim* may not be to find an answer to the problem but to test the knowledge of the practitioners, teaching faculties. The span of interest of the learners is very short.

The change in attitude and perspectives that Gandhi hoped to achieve was the identification of the interests of the classes and the masses, compatibility in home and school, and a new perception of educational aims, including value for dignity of labor and lack of ambition for making money. New generation is quite conscious for having this kind of attitude. It seems quite difficult but not impossible to orient student teachers towards *Gandhian* principles and putting them in practice in one year of time span.

It may be said that Gandhi considered education not an end in itself, but a means to an end. *Shikshan Mahavidyalay* follows Basic Education as an instrument to serve the purpose of the all-round development of individual personalities and the needs of the nation.

## 52. Future plans of the department.

Perspective to Ignite Teacher Education

### **Shikshan Mahavidyalay(IASE), Gujarat Vidyapith**

Vision of IASE Shikshan Mahavidyalay, Gujarat Vidyapith :

The present is a labyrinth with no exit, but it is the teacher who must imagine the possible solutions even though they seem far away. The vision of Shikshan Mahavidyalay (IASE) is to rejuvenate and ignite teacher education by preparing future teachers having strong teaching potentials and an insight for creating educational opportunities at its best. It will have a strong role to display for the perspective as follows.

- To strengthen IASE Shikshan Mahavidyalay as per the chore suggested for IASE in National Curriculum Framework for Teacher Education-2010 (NCFTE-2010)
- Organizing training programmes for the development of the professional and academic skills of teachers and to bring awareness among teacher education about the prospective goals of National Curriculum Framwrok for Teacher Education-2010 (NCFTE-2010).
- To reinforce the network of IASE for the institutions LIKE DIETs, CTEs and GCERT that comes under direct guidance of IASE Shikshan Mahavidyalay.
- Research areas like various stages of child development, teaching-learning process, learning styles of students, information and communication technology, inclusive education, extending time duration of teacher education course and community life will be given primary focus to explore novel opportunities in these areas for the betterment of teacher education in the preceding years.
- The details of the total expenditure to fulfill above mentioned goals and other criteria recommended by JRM for coming years are shown in annual work plan in detail. The institution is committed to follow the recommendations made by JRM and therefore the complete functioning of IASE Shikshan Mahavidyalay as per its' recommendations is elaborated separately in AWP 2014-15. The issue of having two years B.Ed. Course is under scrutiny. With reference to it IASE Shickshinny Mahavidyalay will revise B.Ed. curriculum according to NCFTE 2009 and its different components will be covered in new curriculum.

The institute has categorized different research areas and will organize training programmes to strengthen teachers and teacher educators. The no. of training programmes has been referred in AWP 2014-15. Another important aspect to be specific about is the requirement of staff for better functioning of IASE. Therefore IASE, shikshan Mahavidyalay has described the need of four positions (3 Research associates and 1 research assistant) which will work for IASE along with other staff members of IASE Shikshan Mahavidyalay.

This IASE is upgraded from teacher education as **Shikshan Mahavidyalay** & the staff of Shikshan Mahavidyalay has been also the staff of IASE. In order to make this IASE running in full mode, its requirements should be fulfilled. It has been working a lot within

limited resource since its inception. If staff, amount and time provided as per its requirement IASE is ready to function as per guidelines of the Centrally Sponsored Scheme, 2012.

In response of restructuring IASEs as per the MHRD guideline, 2012 for Centrally Sponsored Scheme of Teacher Education, it has been decided to initiate this process in present academic year to revise the teacher education curriculum for B.Ed., M.Ed. and M.Phil. (Education) in the light of recommendations of NCF 2005, NCFTE 2010 and RTE 2009. The present IASE has decided to put Centrally Sponsored Scheme guidelines into action in totality. So all the components shown in guidelines will be followed in AWP now onwards. This has already been focused in our AWP of 2014-15. The AWP 2014-15 further consist of the research projects and training programmes to be conducted, institutions efforts for faculty capacity building, how to bring technology for enhancing teacher education, material development by various faculty members of the institute, innovations to be done in the coming years and the detail of total expenditure required to put AWP 2014-15 in action. Shikshan Mahavidyal( IASE) altogether has a vital role to play to empower teacher educators and teachers as the fraternity who can lead the future generation.

