CHAPTER – IV

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DATA ANALYSIS AND INTERPRETATION

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DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

In this chapter, the researcher analyzed the data that was obtained by the systematic procedure as mentioned in the previous chapter. While analyzing data, the objectives have been kept in view and the process of analysis has been carried out accordingly.

4.2 Analysis and Interpretation

The analysis and interpretation of data has been presented institution wise in terms of the following Objectives:

1. To study the available infrastructure and learning resources of the Self Financed English Medium Teacher Education Institutions of Gujarat in terms of (a) Physical Infrastructure, (b) Human Resource and (c) Library and Information services

2. To study the curriculum designing of the Self Financed English Medium Teacher Education Institutions of Gujarat in terms of (a) Teacher education goals, (b) Curriculum planning, (c) Curriculum development and (d) Feedback mechanism

3. To study the curriculum transaction and evaluation of the Self Financed English Medium Teacher Education Institutions of Gujarat in terms of (a) Transaction of theory, (b) Practice Teaching, (c) Use of ICT and (d) Assessment and evaluation

4. To study the organization and management of the Self Financed English Medium Teacher Education Institutions of Gujarat in terms of (a) Internal quality management, (b) Leadership, (c) Academic planning and management,

(d) Human resource management and (e) Resource mobilization and Financial management

5. To study the research development and extension services of the Self Financed English Medium Teacher Education Institutions of Gujarat in terms of (a) Research, (b) Community engagement, (c) Consultancy services

6. To study the student support and progression of the Self Financed English Medium Teacher Education Institutions of Gujarat in terms of (a) Student progression, (b) Students support and (c) Students activities and Placement services

Hence forth Institutions will be assigned and referred with the following numbers:

INSTITUTION NAME	INSTITUTION NUMBER
R. H. Patel English Medium B. Ed. College	1
Navrachna College of Education	2
Waymade College of Education	3
J. G. College of Education	4
H. R. Gajjwani B. Ed. College	5

INSTITUTION 1

Infrastructure and Learning Resources
Details of College

The college is having its own website and is affiliated to Kadi Sarva Vishwavidyalaya. It was established in the year 2003. The college is a co-educational college. The college is offering both Bachelor of Education and Master of Education degree.
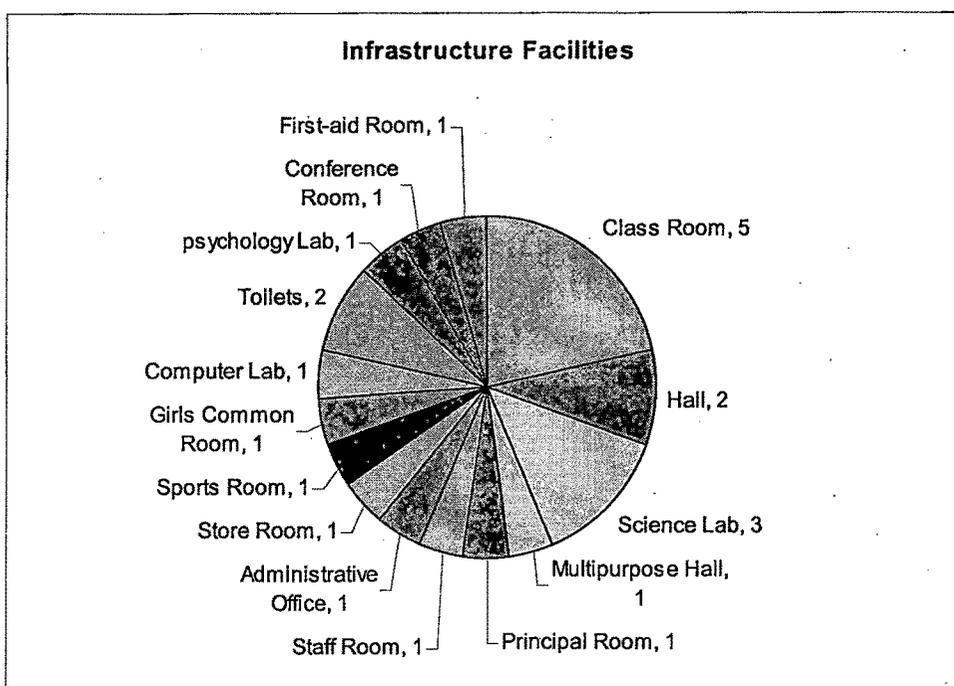
The college works for 6 hours and 30 minutes. The maximum number of intake is 100 students but last two years records show that in one of the years the institution was not able to fill all 100 seats as some of the seats remain unoccupied. The college runs under an in-charge principal.

In the college all staff members are permanent. The College does not have any technical or support staff but the institution is having five administrative staff.

Note: The investigator has found that the institution runs under an in-charge principal and it has not followed the NCTE norms for recruiting the supporting staff.

The admission process is done through Centralized admission cell and the institution does not reserve any seats for management quota.

From the following pie chart we can easily see that the Institution is having almost all the Infrastructural facilities needed to conduct the programme smoothly.

Infrastructure Facilities

First-aid Room, 1
Conference Room, 1
psychology Lab, 1
Toilets, 2
Computer Lab, 1
Girls Common Room, 1
Sports Room, 1
Store Room, 1
Administrative Office, 1
Staff Room, 1
Principal Room, 1
Multipurpose Hall, 1
Science Lab, 3
Hall, 2
Class Room, 5

Note: The investigator has found that as per the NCTE norms the institution is having almost all the infrastructural facilities needed to run the programme smoothly.

Six Teacher Educators are having school experience. All Eight Teacher Educators are getting regular pay scale.

The institution is having its own playground within the campus of the college. The college is also providing indoor games facilities to its students such as table tennis, Chess, carom board, etc.
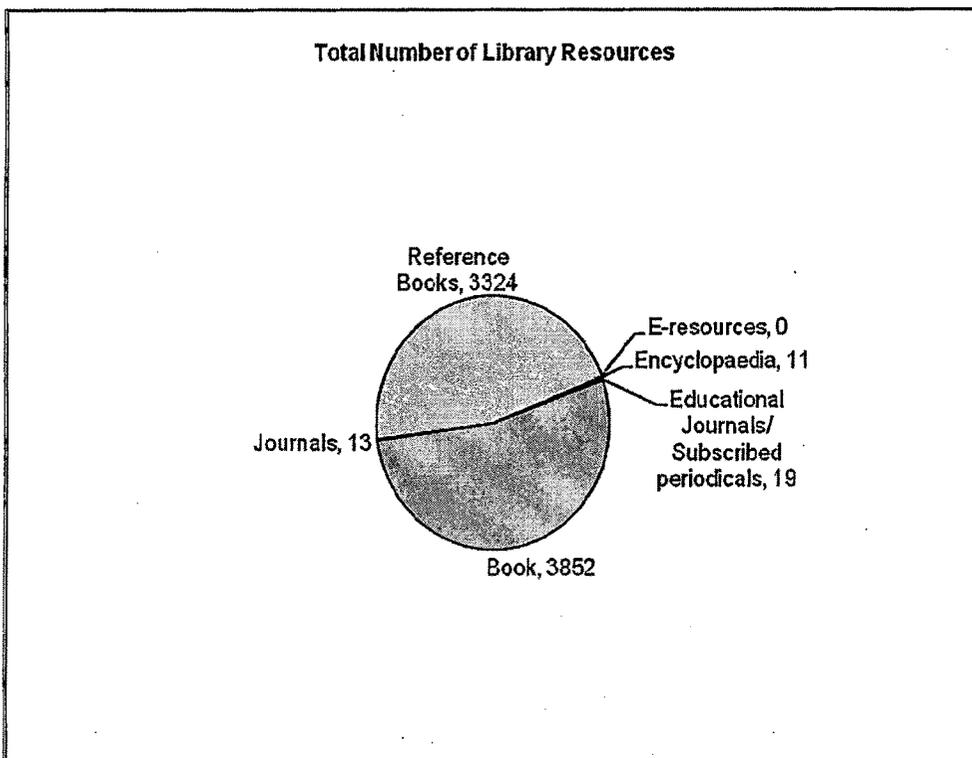
The institution is providing canteen facility to its students. The institution is also providing hostel facility to its students and quarters to its staff members. Two staff members are staying in the staff quarters.

The institution allows practice teaching schools to use its academic facilities.

To keep the campus beautiful the institution appoints campus coordinator, campus director, sufficient number of gardeners and sufficient number of sweepers with their in-charge, etc.

Details of Library Resources

The institution is having computerized library. The following pie chart shows the resources available in the institution.

Total Number of Library Resources

- Reference Books, 3324
- E-resources, 0
- Encyclopaedia, 11
- Educational Journals/ Subscribed periodicals, 19
- Journals, 13
- Book, 3852

The institution is having reading room facility available in the library itself for the students and faculty. The total seating capacity available in the library is limited to 90 individuals.

The Library of the institution has an advisory committee.

The Library of the institution provides Book Bank facility to its students and it also allows membership facilities to the outsiders.

The following activities of the library of the institution are computerized:

    (i)   Purchase of the books

    (ii)   Stock verification

    (iii) Lending of audio-visual materials

But the Book Bank facility is not computerized.

The library of the institution also provides the following facilities to students and faculty members:

    (i)   Photocopying

    (ii) Computers

    (iii) Internet

The working hour of the library is 8:00 am to 6:00 pm.

No data is available for the average number of hours spent by a student in the library in a week.

Computer Laboratory

Respondent has mentioned that the institution has an independent computer laboratory but during the field visit by the investigator it was observed that the same laboratory is shared by the other college also.

The total numbers of computers available in the institution for student-teachers are 67, for faculty members 1 and 1 computer for administrative staff.

The institution has internet facility for its students and faculty members.

The institution does not develop computer aided learning packages in any subject.

For maintenance of computers and their accessories A M C is given and for releasing the funds the Dean of educational department is responsible.

The institution uses the language laboratory of other institution of the same trust in the same campus.

The institution is having the following educational technology:

    1. Education related CD –ROMs

    2. Education related audio-cassettes

    3. LCD

    4. OHP

    5. Television

    6. VCR

    7. CD player

But the institution does not have any educational related video-cassettes.

Curriculum Designing

1. 100% of teacher educators said that they have freedom in designing the curriculum of the institution and while framing the curriculum they keep in mind the goals of the pre-service teacher education.

2. 100% of teacher educators said that they have a separate curriculum/syllabus for their college.

3. 50% of teacher educators said that there is flexibility to make changes in the syllabus so views of student's are taken at the end of the year and after proper discussion with the Dean, principal and faculty member's changes in the syllabus are done.

   50% of teacher educators said that students' views on syllabus are not taken into consideration while changing the syllabus of the institution.

To resolve the above mentioned conflict in the views of the faculty members the investigator has discussed the same with them and found that formally the institution does not collect feedback on the syllabus from the student-teachers.

4. 100% of teacher educators are of the view that the curriculum of the college is in accordance with the goals of the pre-service Teacher Education.

5. 100% of teacher educators are of the view that the current syllabus of the institution is up-to-date.

6. 100% of teacher educators said that the college does not conduct any test prior or during the course to assess the knowledge of the students with respect to any domain/skill for the programme.

7. 50% of teacher educators said that after the examination the underachievers are provided remedial classes but 50% of teacher educators mentioned that the curriculum of the institution does not have any provision of remedial measure for the underachievers.

8. 50% of teacher educators said that the college is having their vision and mission and in their opinion there is no gap between the vision and mission of the college.

   50% of teacher educators are not sure about the vision and mission of the college.

To resolve the above mentioned conflict in the views of the faculty members the investigator has discussed the same with the Principal of the institution and found that the institution is having its vision and mission.

9. 100% of teacher educators mentioned that there is a mechanism to obtain feedback on the curriculum of the college from Teachers, Students and community.

    100% of teacher educators said that there in no mechanism to obtain feedback on the curriculum of the college from the academic peers, employers and parents.

10. 100% of teacher educators said that they have incorporated innovative practices in the curriculum in terms of innovation in theory, teaching and practical work but they all have said that they have not incorporated any innovative practice in practice teaching.

11. 100% of teacher educators said that integration of technology in education is given enough importance in the curriculum of the institution in terms of theory papers, teaching-learning methodologies and learning resources but in evaluation and co-curricular activities it is not given enough importance.

12. 100% of teacher educators said that integration of technology in education is given enough importance in the curriculum of the institution and it meets the requirements of the students and employers in the field.

13. 100% of teacher educators said that the practice teaching phase of the college is divided into 3 phase and they are shown below:

No.	Phases	Groups	Supervisors	No. of Students	No. of Lessons
1	Simulation	7	1 Each	15	10
2	Phase 1	7	1 Each	15	10
3	Internship	7	1 Each	15	20
Total					40

14. 100% of teacher educators are of the view that the number of lessons that students complete during the B. Ed. programme is sufficient enough to give experience of teaching for the students.

15. 100% of teacher educators said that they conduct activities at the college that enable the students to interact with the society and it involves visits to non

government organization, deaf and dumb school, handicap school, orphanage home, slum areas, etc.

16. 100% of teacher educators said that the institution prepares its academic calendar annually and it is implemented accordingly.

Curriculum Transaction and Evaluation

1. 100% of teacher educators said that they follow academic calendar for transacting the curriculum.

2. 100% of teacher educators said that they transact the curriculum through:
    (i) Theory teaching
    (ii) Assignments
    (iii) Projects
    (iv) Practice teaching
    (v) Community outreach programme
    (vi) Value based education
    (vii) Integration of technology
    (viii) Seminar
    (ix) Field Visit
    (x) Peer teaching
    (xi) Computer practical work
    (xii) Self study

    100% of teacher educators said that they are not transacting the curriculum through tutorials, remedial classes, Language Practical work and Library Projects.

3. 100% of teacher educators said that they basically use lecture method but they also use multimedia effectively. 50% of teacher educators said that they are also using seminar method, projects and activities for transacting the theory papers.

4. 50% of teacher educators said that they don't follow any innovative method for transacting the curriculum but 50% of teacher educators said that they follow innovative methods for transacting the curriculum but they failed to give any details.

5. 100% of teacher educators said that they promote interactive teaching-learning by involving students in classroom discussion and through questioning.

6. 100% of teacher educators said that they use ICT for transacting the core courses and method courses and 50% of teacher educators are of the view that they use technology at the expert level in the institution and 50% of teacher educators are using it at intermediate level.

7. 100% of teacher educators said that the practice teaching of the institution is organized in three different phases of simulation, phase 1 and internship.

8. 100% of teacher educators furnished the following details for practice teaching:

   (i) Total number of practice-teaching days are 40

   (ii) 05 days for pre-practice preparation

   (iii) Total number of practice lessons for each trainee's are 40

   (iv) 3-6 schools are taken for practice teaching.

9. 100% of teacher educators said that medium, distance and feasibility for the students are kept in mind for selecting schools for practice-teaching medium.

10. 100% of teacher educators said that there is no scope for creative lessons in their curriculum but students can present lesson creatively in the class.

11. 100% of teacher educators said that for practice-teaching feedbacks are taken from the supervisors, school teachers, peer group i.e. student-teachers and self evaluation i.e. reflection on teaching by the student-teachers.

12. 100% of teacher educators said that for evaluation scheme the institution follows the norms of 700 internal and 700 external marks.

13. 50% of teacher educators said that they follow assessment criteria i.e. evaluation rubric for internal assessment and the same is communicated to students during orientation while rest of the 50% of teacher educators said that they don't follow any assessment criteria.

14. 50% of teacher educators said that they have a provision for underachievers for their improvement through remedial teaching and peer teaching while rest of the 50% of teacher educators said that they don't have any provision for underachievers for their improvement.

15. 100% of teacher educators said that for teacher educators appraisal they follow self-appraisal, evaluation by students and evaluation by the Principals but peer evaluation i.e. evaluation by colleagues are not taken into consideration.

16. 100% of teacher educators said that through the following activities they ensure learners holistic development:

    (i) Co-curricular activities

    (ii) Value based morning assembly

    (iii) Cultural activities

    (iv) Assignments, Projects, Peer teaching

    (v) Community involvement

    (vi) Regular guidance and participation, etc.

17. 100% of teacher educators said that they always use English as a medium for transacting the curriculum.

18. 100% of teacher educators said that most of the students are competent enough to communicate in English language.

19. 100% of teacher educators said that they have a provision to develop communication skills in English among students through English Spoken and Personality Development programme held twice in a week for an hour each day.

20. 100% of teacher educators said that power point presentation is introduced as a compulsory component in every method apart from IT practical and theory classes to develop use of ICT among the students.

21. 50% of teacher educators said that the institution has a provision to develop a sense of mutual growth and development among the student-teachers and this is done through peer group teaching while 50% of teacher educators said that the institution does not have any provision as such to develop a sense of mutual growth and development among the student-teachers.

22. 100% of teacher educators said that in both formal environment and informal environment they use Hindi and English language for communication in the institution.

23. 100% of teacher educators said that the institution has a separate methods rooms for the students.

24. 100% of teacher educators said that the institution does not have method-wise clubs for all methods.

25. 100% of teacher educators said that they do not have any open resource centre/self access center or any other resources in the method rooms.

26. 100% of teacher educators said that their method class is not well equipped with necessary equipments to conduct the experiments and activities related to methods.

Organization and Management

1. 100% of teacher educators said that the institution has an Internal Quality Assurance Cell and one of the faculty members is the coordinator of the cell. The cell is ensuring the quality of the institution and keeps record of events.

2. 100% of teacher educators said that the institution has feedback mechanism for ensuring the quality of teaching learning process and teacher's progress but there is no mechanism for student results but none of them were sure about how it contributes towards quality assurance.

3. 100% of teacher educators said that they collect staff feedback, student's feedback and management's feedback to improve the management of the institution but the institution does not collect parent's feedback for the same.

4. 100% of teacher educators said that nothing is done to improve the efficiency of non-teaching staff.

5. 100% of teacher educators said that the planning for the next session begins before vacation.

6. 100% of teacher educators said that the institution is having its own academic calendar and it includes all academic and non-academic activities.

7. 100% of teacher educators said that the academic calendar of the institution is planned collaboratively by the principal and teacher educators.

8. 100% of teacher educators said that only the Principal and Dean of the Department is involved in decision making at the institution.

9. 50% of teacher educators said that the distribution of the work takes place at the institution through staff meeting involving the entire staff member and 50% of teacher educators said that the work is distributed by the principal stand alone.

10. 100% of teacher educators said that the institution adopts the following measures to promote professional development of the teacher educators:
   (i) Motivates staff members to participate in workshop and seminars

(ii) Motivates staff members to participate in refresher / orientation course

(iii) Organizes workshop

(iv) Organizes seminars

11. 100% of teacher educators said that the institution does not organize any workshop/seminar for the non teaching staff members.

12. 100% of teacher educators said that the teaching and non- teaching personnel are recruited through the norms and interview.

13. 100% of teacher educators said that the institution has the provision for conducting guest-lectures at the college and it is conducted at least twice a year.

14. 100% of the teacher educators said that the institution has an internal audit mechanism for checking the performance of administrative work and it is done by the principal of the institution.

15. 100% of the teacher educators said that the institution has an internal audit mechanism for checking the performance of teaching work and it is done by the principal of the institution.

16. 100% of teacher educators said that the institution has a grievance redressal mechanism for the students and the same is dealt with guidance and counseling.

17. 100% of teacher educators said that the institution does not have any formal grievance redressal mechanism to deal with the grievances of the employees but sharing take place in the institution.

18. 100% of the teacher educators said that the institution provide medical facility to its employees.

19. 100% of the teacher educators said that they get professional support from the head of the institution.

20. 100% of teacher educators were of the view that the principal is very good as an academic administrator of the institute but none of them were able to substantiate their response.

21. 100% of teacher educators said that the work environment in the institute is conducive to all its employees. They said that the environment is quite friendly and cooperative.

22. 100% of teacher educators said that they have professional relationship with the head of the institution.

23. 100% of teacher educators said that they don't generate or contribute in generating fund for the institution in any way.

24. 100% of teacher educators said that the institution has collaboration with external agencies but they failed to provide any details.

25. 100% of teacher educators said that they are optimally utilized in the institution by giving task of their choice and interest and guidance as and when needed.

26. 100% of teacher educators said that the institution follows same policy for all employees and the head of the institution is not at all biased towards any person.

27. 100% of teacher educators said that the faculty members bear the cost of attending the seminars / workshops / courses.

28. 100% of teacher educators said that the presence or absence of the principal hardly has any influence on their work efficiency.

Research, Development and Extension Services

1. 100% of teacher educators said that the institution promotes research in education.

2. 100% of teacher educators said that the institution has a research committee and three staff members look after the committee. Following are the activities conducted by the research committee:

    (i) Conducting research seminars

    (ii) Conducting research based workshop

    (iii) Informing research activities being organized on other places to the staff members.

3. 100% of teacher educators said that the institution has a researcher cell and it conducts seminars and presentation.

4. 100% of teacher educators said that the institution carried out a research project sponsored by GCERT on study of PTC colleges.

5. 50% of teacher educators said that the institution provides guidance to motivate its faculty members to take up research in education while 50% of teacher educators remained silent on this question.

40

6. 100% of teacher educators said that the institution does not provide any financial support to research scholars.

7. 100% of teacher educators said that one of the faculty members has complemented Ph. D. work, 5 faculty members have registered themselves for the Ph. D. work, whereas, one faculty member has not yet registered for the Ph. D. work.

8. 100% of teacher educators said that the institution provides consultancy services to schools for their academic development.

9. 100% of teacher educators said that the institution has an extension committee.

10. 100% of teacher educators said that the institution carries out in-service training, environment education, working with the school and teachers, Blood donation camps, health and hygiene awareness and social work as extension activities.

11. 100% of teacher educators said that the institution encourages its teacher educators and student-teachers to participate in extension activities.

12. 100% of the teacher educators said that the institution has collaborated with blind's association for its extension activities.

13. 100% of teacher educators said that the institution has a placement cell and from last two years 100% students have been placed through placement cell.

14. 100% of teacher educators said that the institution develops the following materials:
    (i) Teaching-aids,
    (ii) question bank
    (iii) e-materials

15. 100% of teacher educators said that they have not yet conducted any research of any kind in their methods i.e. subjects.

16. 100% of teacher educators said that their method group has not come out with any in-house/external publication but the college publishes its magazine.

17. None of the teacher educators or the institution conducted any research/action research in methods. So there is no question of bringing any change in the academic area due to the result of its research and at the same time institution has not got any benefit from its research.

Student-Support

1. 93% of student-teachers said that the institution has enough books to meet the requirements of the syllabus.

2. 93% of student-teachers said that they have got books from the book bank of the college library and found these fruitful.

3. 47% of student-teachers said that they are allowed to use the internet facility of the college.

4. 93% of student-teachers said that the institution has canteen facility in the campus.

5. 80% of student-teachers said that they participate in the different activities to keep the campus beautiful and pollution free.

6. 100% of student-teachers said that their teachers use computer aided learning packages.

7. 100% of student-teachers said that their teachers integrate/use technology (ICT) in their regular classroom sessions. As far as the frequency is concerned 40% of student-teachers said that their teachers do it regularly and 60% of student-teachers said that their teachers do it sometimes.

8. 33% of student-teachers said that the institution conduct remedial programmes for underachievers, while, 67% of student-teachers said that the institution does not conduct any remedial programmes for underachievers.

9. 47% of student-teachers said that the institution collect their feedback on the curriculum, while, 53% of student-teachers said that the institution does not collect their feedback on the curriculum of the college.

10. 80% of student-teachers said that the college conducts various activities that enable them to integrate with the society.

11. 87% of student-teachers said that the institution prepares its academic calendar, but it is not implemented accordingly.

12. 93% of student-teachers said that their teachers promote interactive teaching-learning.

13. 93% of student-teachers said that their teachers communicate them about the assessment criteria prior to the assessment.

14. 87% of student-teachers said that they formally appraise their teachers performance.

15. 53% of student-teachers said that all their classmates are not competent enough to communicate in English language.

16. 73% of student-teachers said that they have undertaken test pertaining to competency in English language.

17. 93% of student-teachers said that the institution conducts programme to develop their communication skills in English.

18. 87% of student-teachers said that the institution conducts programme to develop their skills in ICT.

19. 67% of student-teachers said that they have clubs in their method class while 33% of student-teachers said that they don't have any clubs in their method class.

20. 80% of student-teachers said that they don't have any open resource centre/self access centre in their method rooms.

21. 67% of student-teachers said that their method class is well equipped with all the necessary equipments while 33% of student-teachers said that their method class is not equipped with the necessary equipments.

22. 100% of student-teachers said that the institution conduct guest lectures.

23. 100% of student-teachers said that the institution has a suggestion box.

24. 80% of student-teachers said that the institution collect feedback from them and 83% of them were satisfied with the response.

25. 87% of student-teachers said that the institution has a placement cell.

26. 60% of student-teachers said that the institution has an alumni association while 40% of student-teachers said that the institution does not have any alumni association.

27. 73% of student-teachers said that the institution has student council.

28. 87% of student-teachers said that the institution does not provide bus/train concession form.

29. 60% of student-teachers said that the institution offers scholarship to student-teachers.

30. 93% of student-teachers said that the institution offers guidance to student-teachers to participate in the co-curricular activities organized at the University level/State level/National level.

31. 80% of student-teachers said that the institution provides financial aid to student-teachers to participate in the co-curricular activities organized at the University level/State level/National level.

32. 80% of student-teachers said that the institution conducts workshop for the in-service teachers/schools.

33. 47% of student-teachers said that they have not participated in the community work on behalf of the institution.

34. 93% of student-teachers said that the institution does not provide health centre in the campus of the institution.

35. 60% of student-teachers said that there is first aid room available in the institution.

36. 100% of student-teachers said that the institution provides hostel facility for its students.

37. 60% of student-teachers said that the institution does not provide indoor sports facilities.

38. 67% of student-teachers said that the institution does not provide outdoor sports facilities.

39. 87% of student-teachers said that they have received updated prospectus of the institution at/after the admission.

INSTITUTION 2

## Infrastructure and Learning Resources
Details of College

The college is having its own website and is affiliated to SNDT women's University, Mumbai. It was established in the year 2004-05. The college is a women's college. The college is offering both Bachelor of Education and Master of Education degree.

The college works for 6 hours. The maximum number of intake in B. Ed. is 100 students but last three years records show that the institution was not able to fill all 100 seats as some of the seats remained unoccupied.

In Bachelor of Education most of the teaching staff is temporary. Only the faculty members of the M. Ed. are Permanent. The College is having one technical staff and

he is appointed on temporary basis. The College is having two administrative staff members one of them is permanent and the other one is temporary. The college is having two temporary support staff members.

The admission process is done through Centralized admission cell and 20 seats in B. Ed. are reserved for management quota.

From the following pie chart we can easily see that the Institution is having almost all the Infrastructural facilities needed to conduct the programme smoothly.

Infrastructure Facilities
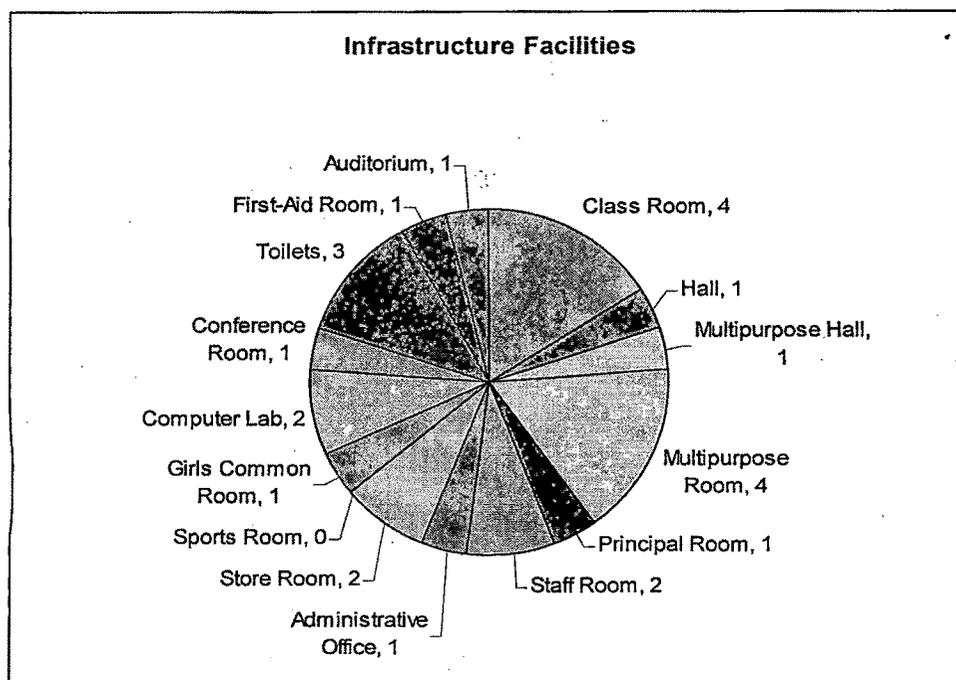
Note: The investigator has found that as per the NCTE norms the institution is having almost all the infrastructural facilities needed to run the programme smoothly.

The average number of guest lecturers engaged in a year was Six. All the Eight Teacher Educators are having school experience. Six out of Eight Teacher Educators are getting regular pay scale.

The institution is having its own playground within the campus of the college. The college is also providing indoor games facilities to its students, such as, table tennis, Badminton, Chess, carom board, etc.
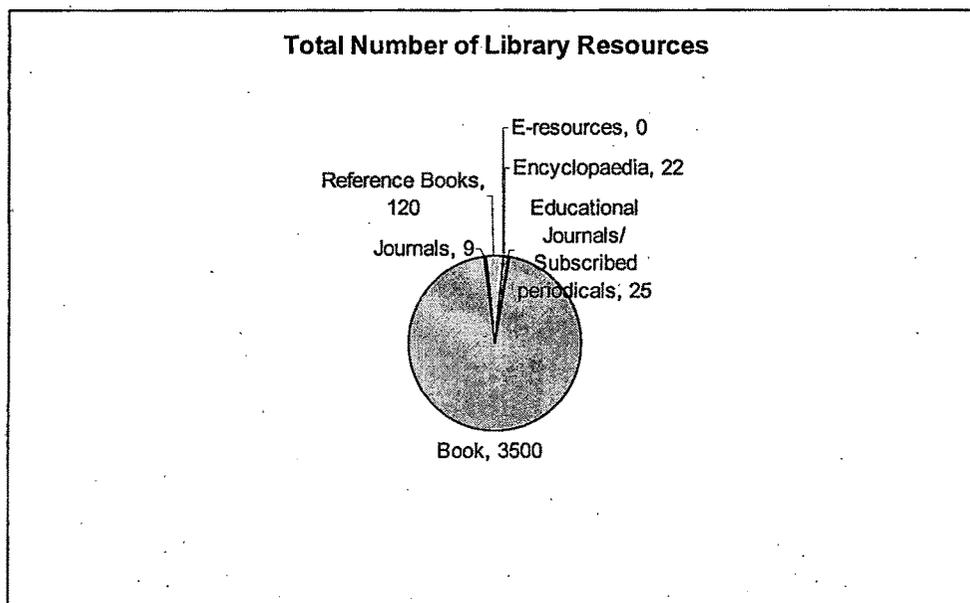
The institution is providing canteen facility to its students.

The institution does not provide hostel facility to its students apart from that the institution also does not provide quarters to its staff members. The institution allows students and faculty members from other institute to use library resources and they can even consult the teacher educators.

To keep the campus beautiful the institution conducts tree plantation and strives to sustain them.

Details of Library Resources

The institution is having computerized library. The following pie chart shows the resources available in the institution.

Total Number of Library Resources

E-resources, 0

Encyclopaedia, 22

Reference Books, 120

Educational Journals/ Subscribed periodicals, 25

Journals, 9

Book, 3500

The institution is having reading room facility available in the library itself for the students and faculty. The total seating capacity available in the library is limited to 24 individuals.

The Library of the institution does not have any advisory committee.

The Library of the institution does not provide the Book Bank facility to its students and it also does not allow membership facilities to the scholarly individuals who would like to avail the facilities of the library.

The following activities of the library of the institution are computerized:

    (i) Lending of the books

    (ii) Purchase of the books

(iii) Lending of the audio-visual materials

But the stock verification activity of the library is not computerized.

The library of the institution also provides the following facilities to students and faculty members:

    (i)   Photocopying

    (ii)   Computers

    (iii)   Audio-video cassettes

    (iv)   Internet

    (v)   Resource material on digital media

The working hour of the library is 10:30 am to 6:00 pm.

Apart from the free time students have to spend 1 hour daily in the library which is mentioned in the time table of the students.

Details of the computer laboratory

The response of the questionnaire shows that the institution is having an independent computer laboratory for the students and faculty member of the institution. But after the field visit it was found that the institution has got computer laboratory on the sharing basis with other institution of the same trust.

Faculty members have got eight separate computers for their use and two computers were given to the administrative staff.

The institution has internet facility for its students and faculty members.

The institution does not develop any computer aided learning packages in any subject but the student teachers develop digital lesson plans in various subjects.

For maintenance of computers and their accessories the institution has engaged maintenance staff from outside computer agency and for releasing the funds the Education Society is responsible.

The trust of the institution has its own Language Academy and the institution is availing this facility for the language development of its student teachers. The institution is also offering SCOPE programme.

The institution is having the following educational technology:

    (i) Education related CD –ROMs

    (ii) Education related video-cassettes

(iii)Education related audio-cassettes

(iv)Two LCD

(v) One OHP

But the institution does not have TV and VCR.

Curriculum Designing

1. 100% of teacher educators said that they don't have freedom in designing the curriculum of the institution. They even don't participate in framing the syllabus of the institution.

2. 100% of teacher educators said that student's views are taken and the required and possible changes are made at the transaction level but as far as syllabus is concerned no changes are allowed.

3. 100% of teacher educators are of the view that the curriculum of the college is in accordance with the goals of the pre-service Teacher Education.

4. 100% of teacher educators are of the view that the current syllabus of the institution is up-to-date and they said that the syllabus of the institution is updated every five years.

5. 100% of teacher educators said that there is no possibility of conducting any test prior to admission because admission is done through centralized cell but they all said that course test for English language proficiency is conducted by the Language Academy of the Trust and accordingly additional classes are conducted on voluntary basis.

6. 100% of teacher educators mentioned that the curriculum is having a provision for remedial measures for the underachievers.

    (i) 75% of teacher educators said that remedial measures are provided through individual and personal attention.

    (ii) 25% of teacher educators said that extra time is devoted in the mornings before regular classes begin for the underachievers.

    (iii) 75% of teacher educators said that classes for revising of the content are organized for underachievers.

    (iv) 75% of teacher educators said that Peer tutoring is also adopted for the underachievers.

7. 100% of teacher educators said that the college is having their vision and mission. It was found that there are variations in the vision and mission of the college as mentioned by the teacher educators.

100% teacher educators are of the opinion that there is no gap between the vision and mission of the college.

8. 100% of teacher educators mentioned that there is formal mechanism to obtain feedback on the curriculum of the college from teachers and students.

9. 100% of teacher educators said that there in no mechanism to obtain feedback on the curriculum of the college from the academic peers, employers, parents and community members.

10. 75% of teacher educators said that neither they nor the institution incorporated any innovative practices in the curriculum.

(i) 75% of teacher educators said that neither they nor the institution incorporated any innovative practice in the curriculum in terms of innovation in theory, whereas, 25% of teacher educators said that they and the institution incorporated innovative practices in the curriculum in terms of innovation in theory.

(ii) 50% of teacher educators said that neither they nor the institution incorporated any innovative practices in the curriculum in terms of innovation in teaching, whereas, 50% of teacher educators said that they and the institution incorporated innovative practices in the curriculum in terms of innovation in teaching.

(iii) 50% of teacher educators said that they and the institution incorporated innovative practices in the curriculum in terms of innovation in practical work and practice teaching.

11. 100% of teacher educators said that integration of technology in education is given enough importance in the curriculum of the institution in terms of theory papers, teaching-learning methodologies and co-curricular activities but none of them was sure about learning resources and evaluation.

12. 100% of teacher educators said that integration of technology in education is given enough importance in the curriculum of the institution and it meets the requirements of the students and employers in the field.

13. 100% of teacher educators said that the practice teaching phase of the college is divided into 5 phases and these are shown below:

No.	Phases	Groups	Supervisors	No. of Students	No. of Lessons
1	Micro Teaching	8	8	12 – 13	10
2	Integration	8	8	12 – 13	2
3	Simulation	8	8	12 – 13	6
4	School Practice Teaching	8	8	12 – 13	12
5	Internship	16	8	6 – 7	10
Total					40

14. 100% of teacher educators are of the view that the number of lessons that students complete during the B. Ed. programme is sufficient enough to give experience of teaching for the students.

15. 100% of teacher educators said that they conduct activities at the college that enable the students to interact with the society and they call it as community service and it is conducted in small groups of 14 students and it involves visits to old age home, orphanage, blind schools, juvenile home, centre for special children-Arpan, women's home, community science center, etc.

16. 100% of teacher educators said that the institution prepares its academic calendar annually and it is implemented accordingly except in extreme situations.

Curriculum Transaction and Evaluation

1. 100% of teacher educators said that they follow academic calendar for transacting the curriculum.

2. 100% of teacher educators said that they transact the curriculum through:

   (i) Theory teaching

   (ii) Assignments

   (iii) Projects

   (iv) Practice teaching

   (v) Tutorials

   (vi) Remedial classes

(vii) Community Outreach Programme

(viii) Integration of technology

(ix) Seminar

(x) Field Visit

(xi) Peer teaching

(xii) Computer practical work

50% of teacher educators said that they are transacting the curriculum through Language practical work whereas 50% of teacher educators said that they are not transacting the curriculum through Language practical work.

50% of teacher educators said that they are transacting the curriculum through independent reading (Self study) whereas 50% of teacher educators said that they are asking students to read Divaswapna only in independent reading.

50% of teacher educators said that they are transacting the curriculum through library projects, whereas, 25% of teacher educators said that they are only asking students to develop seminar papers and rest of the 25% of teacher educators said that they use it as and when required.

3. 50% of teacher educators said that they use seminar and discussion as methods and techniques for transacting the theory papers, whereas, 50% of teacher educators said that apart from seminar and discussion method they also use group work.

4. 75% of teacher educators said that they follow fish bowl technique as an innovative method for transacting the curriculum.

5. 100% of teacher educators said that they promote interactive teaching-learning by involving students in classroom discussion.

6. 100% of teacher educators said that they use ICT for transacting the core courses and method courses in the form of PowerPoint presentation and all 100% of teacher educators are of the view that they use technology at the expert level in the institution.

7. 100% of teacher educators said that the practice teaching of the institution is organized in five different phases of microteaching, integration, simulation, school based practice teaching and internship.

8. 100% of teacher educators furnished the following details for practice teaching:

(i) Total number of practice-teaching days are 12

(ii) 21 days for pre-practice preparation

(iii) Total number of practice lessons for each trainee's are 40

(iv) 8 schools are taken for practice teaching and 16 schools are taken for internships

9. 100% of teacher educators said that for selecting schools for practice-teaching the comfort level of student-teachers in terms of language proficiency is considered and accordingly English medium, Hindi medium or Gujarati medium schools are selected.

10. 100% of teacher educators said that there is a scope for creative lessons in their curriculum and all 100% of teacher educators said that students are asked to prepare language game lessons, concept attainment model lessons, role play lessons, etc.

11. 100% of teacher educators said that for practice-teaching feedback is taken from the supervisors, school teachers, peer group student-teachers and even self evaluation i.e. reflection on teaching by the student-teachers are taken into account.

12. 100% of teacher educators said that for evaluation scheme the institution follows internal and external evaluation of equal weightage of 600 marks each.

13. 100% of teacher educators said that they follow assessment criteria for internal assessment and these criteria are displayed on bulletin board prior to the assessment.

14. 100% of teacher educators said that they have a provision for underachievers for their improvement through remedial teaching and retest.

15. 100% of teacher educators said that for teacher educators appraisal they follow self-appraisal method, appraisal by student and appraisal by the principal of the institution but for peer evaluation i.e. by colleagues only 75% teacher educators said they are following the same.

16. 75% of teacher educators said that they adopt the following ways to ensure that the learners will develop themselves holistically:

(i) Through value added components

(ii) Through opportunity to participate in co-curricular activities

(iii) Through compulsory group work

(iv) Through community service

17. 75% of teacher educators said that they often use English as a medium for transacting the curriculum and only 25% of teacher educators said that they always use English as a medium for transacting the curriculum.

18. 100% of teacher educators said that most of the students are competent enough to communicate in English language.

19. 100% of teacher educators said that they have a provision to develop communication skills in English among students and this is done through organizing extra classes by the Language Academy of the Trust.

20. 100% of teacher educators said that they have a provision to develop use of ICT among the students. 75% of teacher educators said that computer graphics is made compulsory for all students, technology is integrated through project based learning and Assignments using ICT are given to all student-teachers.

21. 100% of teacher educators said that the institution has a provision to develop a sense of mutual growth and development among the student-teachers and this is done through pair work, group work, by conducting house wise activities and through peer tutoring.

22. 100% of teacher educators said that in formal environment they use English language and in informal environment they use Hindi and Gujarati language for communication in the institution.

23. 50% of teacher educators said that they have separate rooms and according to the needs they are used for method classes but they are not developed as method rooms.

    25% of teacher educators said that they have separate method rooms in the institution.

    25% of teacher educators said that the institution does not have a separate method rooms for the students.

24. 100% of teacher educators said that the institution does not have method-wise clubs.

25. 100% of teacher educators said that they do not have any open resource centre/self access center or any other resources in the method rooms.

26. 100% of teacher educators said that their method class is not well equipped with necessary equipments to conduct the experiments and activities related to methods.

Organization and management

1. 100% of teacher educators said that the institution does not have any Internal Quality Assurance Cell.

2. 75% of teacher educators said that the institution has feedback mechanism for ensuring the quality of teaching learning process and student results, but, none of them was sure about how it contributes towards quality assurance, whereas, 25% of teacher educators said that the institution does not have any feedback mechanism for ensuring the quality of teaching learning process, student results or teacher's progress.

3. 100% of teacher educators said that they collect staff feedback, student's feedback and management's feedback to improve the management of the institution but the institution does not collect parent's feedback for the same.

4. 100% of teacher educators said that to improve the efficiency of non-teaching staff they all are allowed to attend the workshops and training programmes related to their field.

5. 50% of teacher educators said that the planning for the next session begins before vacation and 50% of teacher educators said that it begins before beginning of the new session.

6. 100% of teacher educators said that the institution is having its own academic calendar and it includes all the activities and events.

7. 100% of teacher educators said that the academic calendar of the institution is planned collaboratively by the teacher educators in consultation with the school principals, and on the basis of previous years experience.

8. 50% of teacher educators said that the principal is generally involved in decision making at the institution and 50% of teacher educators said that the principal is always involved and teacher educators are involved sometimes in the decision making process at the institution.

9. 75% of teacher educators said that the distribution of the work takes place at the institution through work distribution committee and through staff meeting involving the entire staff and 25% of teacher educators said that the work is

distributed through the staff meetings involving all the staff members of the institution.

10. 100% of teacher educators said that the institution adopts the following measures to promote professional development of the teacher educators:

(i) Organizes workshop

(ii) Organizes seminars

(iii) Motivates staff members to participate in workshops and seminars

(iv) Motivates staff members to participate in refresher / orientation courses.

(v) Motivates to plan and organize workshops and seminars.

11. 100% of teacher educators said that the institution does not organize any workshop/seminar for the non-teaching staff members.

12. 100% of teacher educators said that the teaching and non- teaching personnel are recruited through interviews conducted by the panel and then meeting with the trustees of the institution after advertisement are given in the newspaper.

13. 100% of teacher educators said that the institution has the provision for conducting guest-lectures at the college and on an average 6 guest-lectures are arranged in a year.

14. 50% of teacher educators said that the institution has an internal audit mechanism for checking the performance of administrative work and it is done by the principal of the institution, whereas, rest of the 50% teacher educators were of the view that the institution does not have any internal audit mechanism for checking the performance of administrative work.

15. 100% of the teacher educators said that the institution has an internal audit mechanism for checking the performance of teaching work and it is done by the principal of the institution.

16. 100% of teacher educators said that the institution has grievance redressal mechanism for the students, wherein, the principal addresses the students' grievances/suggestions and also conducts meeting with students council.

17. 100% of teacher educators said that the institution does not have any grievance redressal mechanism to deal with the grievances of the employees.

18. 100% of the teacher educators said that the institution does not provide any extra facilities to the employees.

19. 100% of the teacher educators said that they get enough support from the head of the institute, such as, emotional, professional and flexibility.

20. 100% of teacher educators were of the view that the principal is excellent as an academic administrator of the institute. They said that the principal provides freedom in academic matters related to teaching-learning, supports in professional growth of faculty and every one is treated equally.

21. 100% of teacher educators said that the work environment in the institute is conducive to all its employees. They said that there are cordial relations within the members of college.

22. 100% of teacher educators said that the relationship between the head and the employees of the institution is friendly, open and cooperative.

23. 100% of teacher educators said that they don't generate or contribute in generating fund for the institution in any way.

24. 100% of teacher educators said that the institution does not have any collaboration with any external agency.

25. 100% of teacher educators said that they are optimally utilized in the institution.

26. 100% of teacher educators said that the institution follows same policy for all employees irrespective of any thing and the head of the institution is not at all biased towards any person.

27. 75% of teacher educators said that the institution bears the cost of attending the seminars/workshops/courses by the faculty members and 25% of teacher educators said that faculty members themselves bear the cost of attending the seminars/workshops/courses.

28. 100% of teacher educators said that they don't work more efficiently in absence of the principal.

Research, Development and Extension Services

1. 100% of teacher educators said that the institution promotes research in education.

2. 50% of teacher educators said that the institution has research committee and 50% of teacher educators said that the institution does not have any research committee.

3. 100% of teacher educators said that the institution does not have researchers' forum.

4. 100% of teacher educators said that the institution has carried out 3 research studies in education from 2004-05.

5. 100% of teacher educators said that the institution provides guidance and support to motivate its faculty members to take up research in education, while, 50% of teacher educators said that the institution motivates its faculty members to take up research in education by giving some free time in a week.

6. 100% of teacher educators said that the institution does not provide any financial support to research scholars.

7. 100% of teacher educators said that the institution does not provide any consultancy services.

8. 100% of teacher educators said that the institution has an extension department which is taken care of by one faculty member of the institution and it organizes workshops for different school teachers.

9. 100% of teacher educators said that the institution carried out in-service training programme, 75% of teacher educators said that the institution carried out community development and environment education, 50% of teacher educators said that the institution is working with school and teachers, whereas, 25% of teacher educators said that the institution carried out Health and hygiene awareness, Social work and activities with out of school children as a part of extension activities.

10. 100% of teacher educators said that the institution encourages its teacher educators and student-teacher to participate in extension activities.

11. 100% of teacher educators said that the institution has not collaborated with any external agency for its extension activities.

12. 100% of teacher educators said that the institution has a placement cell and 75% of them have said that from last two years approximately 60 percent students have been placed through placement cell and 25% of teacher educators said every year approximately 40% to 50% of students get offers from the school at the time of the campus interviews itself.

13. 100% of teacher educators said that the institution develops the following materials:

(i) self instructional material,

(ii) print materials,

(iii) Teaching-aids,

(iv) Audio-video materials,

(v) question bank

and 25% of teacher educators said that the institution also develops e-materials.

14. 100% of teacher educators said that they have not yet conducted any research of any kind in their methods i.e. subjects.

15. 100% of teacher educators said that their method group has not come out with any in-house/external publication.

16. None of the teacher educator or the institution conducted any research/action research in methods. So there is no question of bringing any change in the academic area due to the result of its research and at the same time institution has not got any benefit from its research.

Student-Support

1. 80% of student-teachers said that the institution has enough books to meet the requirements of the syllabus.

2. 23% of student-teachers said that they have got books from the book bank of the college library but only 52% of them found it fruitful.

3. 100% of student-teachers said that they are allowed to use the internet facility of the college.

4. 67% of student-teachers said that the institution has canteen facility in the campus.

5. 33% of student-teachers said that they participate in the different activities to keep the campus beautiful and pollution free while 67% of student-teachers said that they do not participate in any activity to keep the campus beautiful and pollution free.

6. 86% of student-teachers said that their teachers use computer aided learning packages.

7. 100% of student-teachers said that their teachers integrate/use technology (ICT) in their regular classroom sessions. As far as the frequency is concerned 74% of student-teachers said that their teachers do it regularly, 23% of student-teachers said that their teachers do it sometimes, while, 3% of student-teachers said that their teachers use it rarely.

8. 34% of student-teachers said that the institution conducts remedial programmes for underachievers while 66% of student-teachers said that the institution does not conduct any remedial programmes for underachievers.

9. 39% of student-teachers said that the institution collects their feedback on the curriculum, while, 61% of student-teachers said that the institution does not collect their feedback on the curriculum of the college.

10. 53% of student-teachers said that the college conducts various activities that enable them to integrate with the society, while, 47% of student-teachers said that the college does not conduct any activities that enable them to integrate with the society.

11. 100% of student-teachers said that the institution prepares its academic calendar, but, 30% of them said that it is not implemented accordingly.

12. 96% of student-teachers said that their teachers promote interactive teaching-learning.

13. 86% of student-teachers said that their teachers communicate to them about the assessment criteria prior to the assessment.

14. 16% of student-teachers said that they formally appraise their teachers performance while 84% of student-teachers said that they don't appraise their teachers performance formally.

15. 83% of student-teachers said that all their classmates are not competent enough to communicate in English language.

16. 53% of student-teachers said that they have undertaken test pertaining to competency in English language.

17. 67% of student-teachers said that the institution conducts programme to develop their communication skills in English.

18. 81% of student-teachers said that the institution conducts programme to develop their skills in ICT.

19. 96% of student-teachers said that they don't have any clubs in their method class.

20. 94% of student-teachers said that they don't have any open resource centre/self access centre in their method rooms.

21. 39% of student-teachers said that their method class is well equipped with all the necessary equipments, while, 61% of student-teachers said that their method class is not equipped with the necessary equipments.

22. 100% of student-teachers said that the institution conducts guest lectures.

23. 100% of student-teachers said that the institution has a suggestion box.

24. 86% of student-teachers said that the institution collect feedback from them, but, only 67% of them were satisfied with the response.

25. 79% of student-teachers said that the institution has a placement cell.

26. 83% of student-teachers said that the institution has an alumni association.

Note: Investigator found that student-teachers were not sure of alumni association but still most of them replied positively.

27. 100% of student-teachers said that the institution has student council.

28. 100% of student-teachers said that the institution does not provide bus/train concession form.

29. 100% of student-teachers said that the institution does not offer scholarship to student-teachers.

30. 60% of student-teachers said that the institution offers guidance to student-teachers to participate in the co-curricular activities organized at the University level/State level/National level.

31. 100% of student-teachers said that the institution provides financial aid to student-teachers to participate in the co-curricular activities organized at the University level/State level/National level.

32. 43% of student-teachers said that the institution conducts workshop for the in-service teachers/schools.

33. 93% of student-teachers said that they have not participated in the community work on behalf of the institution.

34. 93% of student-teachers said that the institution does not provide health centre in the campus of the institution.

35. 74% of student-teachers said that there is first aid room available in the institution.

36. 100% of student-teachers said that the institution does not provide hostel facility for its students.

37. 90% of student-teachers said that the institution does not provide indoor sports facilities.

38. 97% of student-teachers said that the institution does not provide outdoor sports facilities.

39. 49% of student-teachers said that they have received updated prospectus of the institution at/after the admission.

INSTITUTION 3

Infrastructure and Learning Resources
Details of College

The college is having its own website and is affiliated to Sardar Patel University. It was established in the year 2004. The college is a co-educational college. The college is offering Bachelor of Education degree.

The college works for 7 hours. The maximum number of intake is 100 students but last two years records show that in one of the years the institution was not able to fill all 100 seats as some of the seats remained unoccupied. The college is having a permanent Principal.

Out of 8 faculty members only 3 faculty members are permanent. The College is having 1 technical, 3 administrative and 4 support-staff members.

The admission process is done through Centralized admission cell and the institution does not reserve any seats for management quota.

From the following pie chart we can easily see that the Institution is having almost all the Infrastructural facilities needed to conduct the programme smoothly.

Infrastructure Facilities

Language Lab, 1
Pentry, 1
First-aid Room, 1
Conference Room, 1
psychology Lab, 1
Toilets, 4
Computer Lab, 1
Boys Common Room, 1
Girls Common Room, 1
Sports Room, 0
Store Room, 2
Administrative Office, 1
Staff Room, 1
Principal Room, 1
Multipurpose Hall, 2
Science Lab, 1
Hall, 1
Class Room, 8
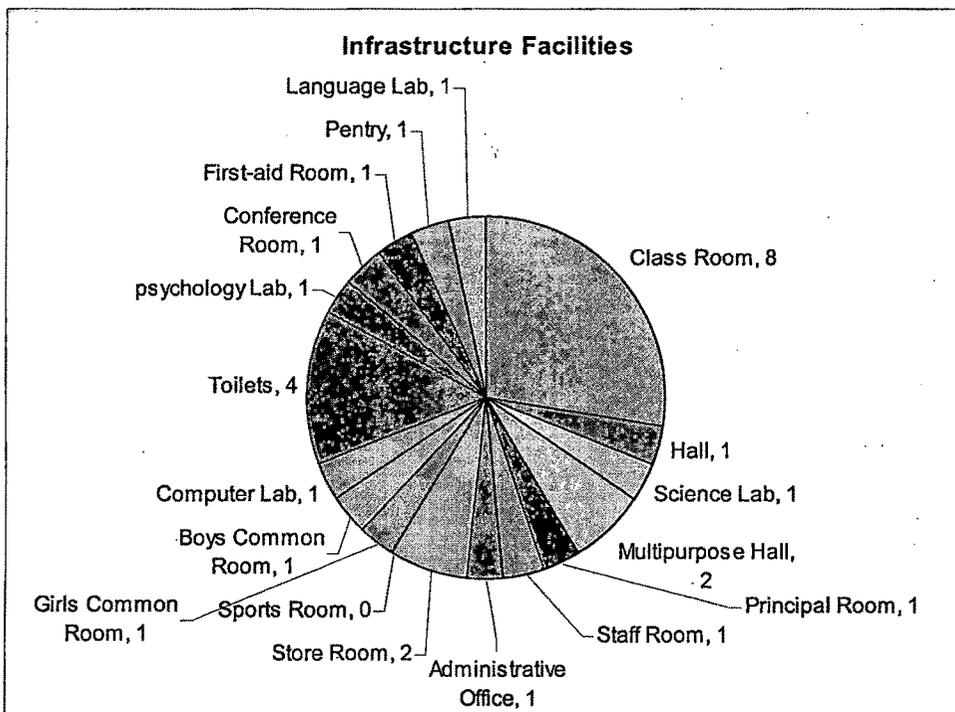
Note: The investigator has found that as per the NCTE norms the institution is having almost all the infrastructural facilities needed to run the programme smoothly.

Five Teacher Educators are having school experience. Only three Teacher Educators are getting regular pay scale.

The institution is having its own playground. The college is also providing indoor games facilities to its students such as Chess and carom board.

The institution does not provide canteen facility to its students, but, the institution is providing hostel facility to its students and quarters to its staff members. Two staff members are staying in the staff quarters.
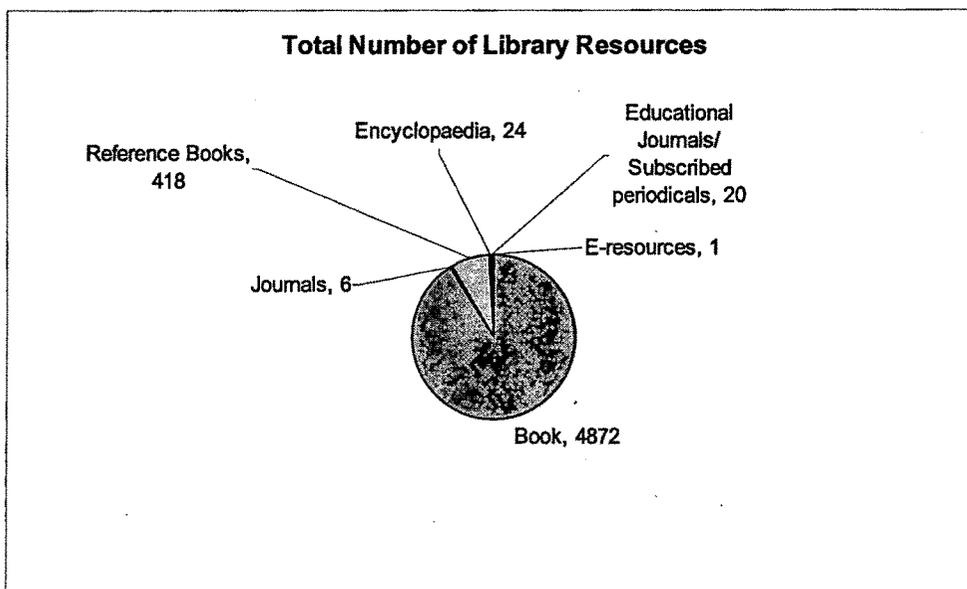
The institution allows external agencies to use its academic facilities.

To keep the campus beautiful the institution appoints campus coordinator, campus director, sufficient number of gardeners and sufficient number of sweepers with their in-charge, etc.

Details of Library Resources

Details of Library Resources

The institution is having computerized library. The following pie chart shows the resources available in the institution.

Total Number of Library Resources

Reference Books, 418
Encyclopaedia, 24
Educational Journals/ Subscribed periodicals, 20
E-resources, 1
Journals, 6
Book, 4872

The institution is having reading room facility available in the library itself for students and faculty. The total seating capacity available in the library is limited to 50 individuals.

The Library of the institution has an advisory committee.

The Library of the institution provides Book Bank facility to its students and it also allows membership facilities to the outsiders. Apart from these services the library also provides selective Dissemination of Information and e-query services.

The following activities of the library of the institution are computerized:

(i)   Purchase of the books

(ii)   Lending of books

(iii)   Lending of the audio-visual materials

But the Book Bank facility and stock verification is not computerized.

The library of the institution also provides the following facilities to students and faculty members:

(i)   Photocopying

(ii)   Computers

(iii)   Audio-Video cassettes

(iv)   Internet

(v)   Resource material on digital media

(vi)   In-House Library web page

The working hour of the library is 10:00 am to 5:00 pm.

On an average student spent at least 2 hours in the library.

Details of the computer laboratory

The institution is having an independent computer laboratory for its students.

The total numbers of computers available in the institution for student-teachers are 20, for faculty members 2, and 4 computer for administrative staff.

The institution has internet facility for its students and faculty members.

The institution develops computer aided learning packages in different subjects.

For maintenance of computers the institution has recruited a full time technician and for releasing the funds after taking the permission of the principal the secretary of the trust releases the funds for the same.

The institution is having its own state of the art language laboratory.

The institution is having the following educational technology:

1. 115 Education related CD –ROMs
2. 45 Education related audio-cassettes
3. 20 Education related video-cassettes
4. 1 LCD
5. 5 OHP
6. 1 Television
7. 1 DVD player

Curriculum Designing

1. 100% of teacher educators said that they have freedom in designing the curriculum of the institution and they all participate in framing the syllabus of the institution and while framing the curriculum they keep in mind the goals of the pre-service teacher education.

2. 100% of teacher educators said that they have a separate curriculum/syllabus for their college and it is called as B. Ed. Advanced.

3. 100% of teacher educators said that there is flexibility to make changes in the syllabus. So, views of students are also taken in to consideration.

4. 100% of teacher educators are of the view that the curriculum of the college is in accordance with the goals of the pre-service Teacher Education.

5. 100% of teacher educators are of the view that the current syllabus of the institution is up-to-date and the syllabus is updated after every three years.

6. 100% of teacher educators said that the college conducts test of English competency of students in the beginning of the course to assess the knowledge of the students. Similarly test related to statistics is also conducted during the course.

7. 100% of teacher educators said that through remedial teaching, tutorial sessions, monitored initiated teaching towards remediation, peer teaching sessions and pairing good student with underachievers the institution tries to provide remedial measures to the underachievers.

8. 100% of teacher educators said that the college is having vision and mission and in their opinion there is no gap between the vision and mission of the college.

9. 100% of teacher educators mentioned that there is a mechanism to obtain feedback on the curriculum of the college from Teachers and Students.
   25% of teacher educators said that there is mechanism to obtain feedback on the curriculum of the college from the academic peers.
   25% of teacher educators said that there is mechanism to obtain feedback on the curriculum of the college from the employers, parents and community.

10. 100% of teacher educators said that they have incorporated innovative practices in the curriculum in terms of innovation in theory, teaching, practical work and practice teaching.

11. 100% of teacher educators said that integration of technology in education is a compulsory component and it is given enough importance in the curriculum of the institution in terms of theory papers, teaching-learning methodologies, learning resources, evaluation and co-curricular activities.

12. 100% of teacher educators said that integration of technology in education is given enough importance in the curriculum of the institution and it meets the requirements of the students and employers in the field.

13. 100% of teacher educators said that the practice teaching phase of the college is divided into 6 phases, as shown below:

No.	Phases	Groups	Supervisors	No. of Students	No. of Lessons
1	Simulated teaching practice and Macro teaching	7	1 for each group	14-15	10
2	Block Teaching	7	1 for each group	14-15	10
3	Off Campus teaching	7	1 for each group	14-15	10
4	Internship	20-40	-	2-5	4
5	Digital Lessons	-	-	-	4
6	Creative lessons	-	-	-	2
Total					40

14. 75% of teacher educators are of the view that the number of lessons that students complete during the B. Ed. programme is sufficient enough to give experience of teaching for the students, while, 25% of teacher educators were of the view that it not enough.

15. 100% of teacher educators said that they conduct activities at the college that enable the students to interact with the society and one of the major programme is community outreach programme which is spread through out the year and students conduct various activity in the society, Exhibitions, rallies, etc.

16. 100% of teacher educators said that the institution prepares its academic calendar annually. 50% of teacher educators said that it is not implemented 100% while 50% of teacher educators said that it is implemented accordingly except in exceptional circumstances.

Curriculum Transaction and Evaluation

1. 100% of teacher educators said that they follow academic calendar for transacting the curriculum.

2. 100% of teacher educators said that they transact the curriculum through:

   (i) Theory teaching

   (ii) Assignments

   (iii) Projects

   (iv) Practice teaching

   (v) Tutorials

   (vi) Remedial Classes

   (vii) Community outreach programme

   (viii) Value based education

   (ix) Integration of technology

   (x) Seminar

   (xi) Field Visit

   (xii) Peer teaching

   (xiii) Computer practical work

   (xiv) Language practical work

   (xv) Self study

   (xvi) Library Projects

3. 100% of teacher educators said that they use lecture, Discussion, seminar, activity based pair work and group work, project work, assignments, peer teaching, self study and technology based sessions.

4. 100% of teacher educators said that they follow innovative methods for transacting the curriculum. Teacher educators said that through peer teaching, integration of technology in education, use of authentic materials, group work, pair work, language lab activity, practical work assignments, teaching Sanskrit through Sanskrit medium, etc.

5. 100% of teacher educators said that they promote interactive teaching-learning through discussion, seminars, group/pair work, project work, practical work assignments, peer and pair teaching, etc.

6. 100% of teacher educators said that they use ICT for transacting the core courses and method courses and 100% of teacher educators are of the view that they use technology at the expert level in the institution.

7. 100% of teacher educators said that the practice teaching of the institution is organized in 6 different phases of simulation and macro-teaching, block teaching, off campus, internship, Digital lessons and creative lessons.

8. 100% of teacher educators furnished the following details for practice teaching:

   (i) Total numbers of practice-teaching days are 45.

   (ii) 15 days for pre-practice preparation.

   (iii) Total numbers of practice lessons for each trainee are 40.

   (iv) 7 schools are taken for block teaching and off campus teaching while 20-30 schools are taken for internship programme.

9. 100% of teacher educators said that on the basis of the following criteria schools are selected for practice-teaching:

   (i) Medium of instruction have to be English.

   (ii) Schools have to be a secondary/higher secondary.

   (iii) Distance is also one of the criteria for different phases of the practice teaching.

10. 100% of teacher educators said that students are given full freedom to prepare creative lessons and two creative lessons are given as a part of regular submission in their curriculum.

11. 100% of teacher educators said that for practice-teaching feedback is taken from the supervisors, school teachers, peer group, i.e., student-teachers and self evaluation, i.e., reflection on teaching by the student-teachers.

12. 100% of teacher educators said that for evaluation scheme the institution follows the norms of 800 internal and 800 external marks.

13. 100% of teacher educators said that they follow assessment criteria i.e. evaluation rubric for internal assessment and the same is communicated to students during orientation.

14. 100% of teacher educators said that they have a provision for underachievers for their improvement through remedial teaching, MITR (Monitored Initiated Teaching Towards Remediation), peer teaching and peer council system.

15. 100% of teacher educators said that for teacher educators appraisal they follow self-appraisal, evaluation by students and evaluation by the Principals and 50% teacher educators said that they also follow peer evaluation i.e. evaluation by colleagues but rest of the 50% have said that peer evaluation is not taken into consideration.

16. 100% of teacher educators said that through the following activities they ensure learners holistic development:

    (i) Co-curricular activities

    (ii) Value based morning assembly

    (iii) Cultural activities

    (iv) Assignments, Projects, Peer teaching

    (v) Community outreach programme

    (vi) Indoor and outdoor sports activities

    (vii) Participation in College and University level competition

    (viii) Field trips

    (ix) Showcasing

    (x) Regular guidance and participation, etc.

17. 100% of teacher educators said that they always use English as a medium for transacting the curriculum.

18. 100% of teacher educators said that most of the students are competent enough to communicate in English language.

19. 100% of teacher educators said that they have a provision to develop communication skills in English among students and it is done through Language laboratory, English enrichment classes, compulsory paper is introduced and named as communication skills and personality development.

20. 100% of teacher educators said that ICT is introduced as a compulsory component in the curriculum and in every method paper, tutorials, participation in Intel contest, compulsory submission of digital lessons, etc. to develop use of ICT among the students.

21. 100% of teacher educators said that the institution has a provision to develop a sense of mutual growth and development among the student-teachers and this is done through peer council, peer teaching and MITR (Monitored Initiated Teaching Towards Remediation).

22. 100% of teacher educators said that in formal environment they use only English language and in informal environment mostly they use English but sometimes they also use Hindi and Gujarati language for communication in the institution.

23. 100% of teacher educators said that the institution has separate methods rooms for the students.

24. 100% of teacher educators said that the institution has method-wise clubs for all methods and they conduct various activities such as field trips, publishing in-house Newsletters, showcasing, seminars, etc.

25. 100% of teacher educators said that they have open resource centre/self access center in the method rooms and it also includes all the resources which are necessary.

26. 100% of teacher educators said that their method class is well equipped with all necessary resources to conduct the experiments and activities related to methods.

Organization and Management

1. 100% of teacher educators said that the institution has an Internal Quality Assurance Cell and one of the faculty members is the coordinator of the cell. The cell is ensuring the quality of the institution, finding the ways to improve the quality of the institution audits the functions of all the departments of the college and ensure that the institute functions according to UGC norms.

2. 100% of teacher educators said that the institution has feedback mechanism for ensuring the quality of teaching learning process, teacher's progress and students result.

3. 100% of teacher educators said that they collect staff feedback, student's feedback and management's feedback to improve the management of the institution, but, only 50% of teacher educators said that the institution collect parent's feedback for the same.

4. 100% of teacher educators said that to improve the efficiency of the non-teaching staff they are encouraged to join courses related to their field and to

develop their communication skills the teacher educators themselves offer courses.

5. 75% of teacher educators said that the planning for the next session begins before vacation while 25% of teacher educators said that it begins before the new session.

6. 100% of teacher educators said that the institution is having its own academic calendar and it includes all academic and non-academic activities.

7. 100% of teacher educators said that the academic calendar of the institution is planned collaboratively by the principal and teacher educators and it is prepared on the basis of the availability of teaching days, UGC norms, co-curricular activities and in consultation with the schools.

8. 100% of teacher educators said that the principal, all faculty member and the students are involved in decision making at the institution, while, 100% teacher educators said that in some of the aspects only the managing trust decides.

9. 100% of teacher educators said that the distribution of the work take place at the institution through staff meeting involving the entire staff member.

10. 100% of teacher educators said that the institution adopts the following measures to promote professional development of the teacher educators:

    (i) Motivates staff members to participate in workshop and seminars.

    (ii) Organizes workshops.

    (iii) Organizes seminars.

11. 100% of teacher educators said that the institution has offered a course on English for the non-teaching staff members.

12. 100% of teacher educators said that the teaching and non-teaching personnel are recruited by inviting applications through advertisement in the newspaper by the trust and then interviews are conducted and selection is done based on the University rules and regulations.

13. 100% of teacher educators said that the institution has the provision for conducting guest-lectures at the college and two to three guest lectures are arranged per month.

14. 100% of the teacher educators said that the institution has an internal audit mechanism for checking the performance of administrative work and it is done by audit section of the trust and by the principal of the institution.

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15. 100% of the teacher educators said that the institution has an internal audit mechanism for checking the performance of teaching work and it is done by the principal of the institution and through Mutual Auditing System wherein each one faculty member's session is audited by the colleagues.

16. 100% of teacher educators said that the institution has a grievance redressal mechanism for the students and it done through suggestion box named CREATE which is opened on weekly basis by the members of the committee and the same is discussed by the student counselor in the open forum and all the genuine grievances of the students are taken care of.

17. 100% of teacher educators said that the institution has a grievance redressal mechanism to deal with the grievances of the employees and it is also done through suggestion box named CREATE or the employee can discuss their grievance with the principal.

18. 100% of the teacher educators said that apart from 100 Rs. medical allowance and staff quarters the institution does not provide any other facility to its employees.

19. 100% of the teacher educators said that they get emotional and professional support from the head of the institution.

20. 50% of teacher educators were of the view that the principal is excellent and rest of the 50% teacher educators were of the view that the principal is very good as an academic administrator.

21. 100% of teacher educators said that the work environment in the institute is conducive to all its employees; their ideas are welcomed and due facilities are available and there is freedom to use them.

22. 50% of teacher educators said that they have professional relationship with the head of the institution, while, 50% of teacher educators said that they have open, cordial and friendly relationship with the head of the institution.

23. 100% of teacher educators said that they generate or contribute in generating fund for the institution by participating in consultancy work, publication and through courses which are offered to the outsiders by the college.

24. 50% of teacher educators said that the institution has collaboration with external agencies but it is not done through any MOU, while, 50% of teacher educators said that they don't have any collaboration with external agencies.

25. 100% of teacher educators said that they are optimally utilized in the institution by giving task based on individual's capacity.

26. 75% of teacher educators said that the institution follows same policy for all employees and the head of the institution is not at all biased towards any person.

27. 100% of teacher educators said that they have Faculty Development Initiatives.

28. 100% of teacher educators said that the faculty members bear the cost of attending the seminars / workshops / courses by the faculty members.

29. 50% of teacher educators said that in the absence of the principal they work more efficiently while 50% of the teacher educators said that in the absence of the principal they don't work efficiently.

Research, Development and Extension Services

1. 100% of teacher educators said that the institution promotes research in education.

2. 100% of teacher educators said that the institution has a research committee constituted of three staff members. The committee organizes discussion on research proposals.

3. 100% of teacher educators said that the institution has a researchers' forum and it conducts discussion and presentation on research proposals of teacher educators of Sardar Patel University.

4. 100% of teacher educators said that the institution carried out research in the use of ICT and OBEX i.e. open book examination.

5. 100% of teacher educators said that the institution provides guidance to motivate its faculty members to take up research in education.

6. 100% of teacher educators said that the institution does not provide any financial support to research scholars.

7. 100% of teacher educators said that two of the faculty members have complemented their Ph. D. work, 4 faculty members have registered

themselves for the Ph. D. work and two faculty members has not yet registered for the Ph. D. work.

8. 100% of teacher educators said that the institution provide consultancy services to various schools and colleges on developing communication skills and improving teaching learning processes.

9. 50% of teacher educators said that the institution has an extension committee for COP while 50% of teacher educators said that the institution does not have any formal committee for extension activities.

After the documentary survey related to the Research and Extension activities the investigator found that formally there is nothing like extension committee in the institution.

10. 100% of teacher educators said that the institution carried out health and hygiene awareness, 50% of teacher educators said that the institution carried out in-service training, environmental education and blood donation camp, 75% of teacher educators said that the institution carried out community development, working with school and teachers and certificate course and 25% of teacher educators said that the institution carried out social work on out of school children as extension activities.

11. 100% of teacher educators said that the institution encourages its teacher educators and student-teacher to participate in extension activities.

12. 100% of teacher educators said that the institution has not collaborated with any external agency for its extension activities.

13. 100% of teacher educators said that the institution has a placement cell and from last two years 80% students have been placed through placement cell.

14. 100% of teacher educators said that the institution develops the following materials:
    (i) Teaching-aids
    (ii) Audio-Video materials
    (iii) Question bank
    (iv) E-materials
    50% of teacher educators said that the institution develops self instructional and print materials.

15. 100% of teacher educators said that they have not yet conducted any research of any kind in their methods i.e. subjects.

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16. 100% of teacher educators said that their method group has come out with Newsletter as an in-house publication.

17. None of the teacher educators or the institution conducted any research/action research in methods. So, there is no question of bringing any change in the academic area due to the result of its research.

18. 100% of teacher educators said that the institution has conducted the action researches in Statistics, English for office and effectiveness of peer teaching.

Student-Support

1. 80% of student-teachers said that the institution has enough books to meet the requirements of the syllabus.

2. 100% of student-teachers said that they have got books from the book bank of the college library and 98% of student-teachers found it quite fruitful to them.

3. 98% of student-teachers said that they are allowed to use the internet facility of the college.

4. 100% of student-teachers said that the institution does not have canteen facility in the campus.

5. 44% of student-teachers said that they participate in the different activities to keep the campus beautiful and pollution free, while, 56% of student-teachers said that they do not participate in any activity to keep the campus beautiful and pollution free.

6. 90% of student-teachers said that their teachers use computer aided learning packages.

7. 100% of student-teachers said that their teachers integrate/use technology (ICT) in their regular classroom sessions. As far as the frequency is concerned 22% of student-teachers said that their teachers do it regularly, 74% of student-teachers said that their teachers do it sometimes, while, 4% of student-teachers said that their teachers use it rarely.

8. 90% of student-teachers said that the institution conducts remedial programmes for underachievers.

9. 62% of student-teachers said that the institution collects their feedback on the curriculum while 38% of student-teachers said that the institution does not collect their feedback on the curriculum of the college.

10. 86% of student-teachers said that the college conducts various activities that enable them to integrate with the society while 14% of student-teachers said that the college does not conduct any activities that enable them to integrate with the society.

11. 84% of student-teachers said that the institution does not prepare its academic calendar, while, 16% of student-teachers said that the institution does prepare its academic calendar but 4% of them said that it is not implemented accordingly.

12. 98% of student-teachers said that their teachers promote interactive teaching-learning.

13. 88% of student-teachers said that their teachers communicate to them about the assessment criteria prior to the assessment.

14. 50% of student-teachers said that they formally appraise their teachers' performance.

15. 70% of student-teachers said that all of their classmates are not competent enough to communicate in English language.

16. 66% of student-teachers said that they have undertaken test pertaining to competency in English language.

17. 92% of student-teachers said that the institution conducts programme to develop their communication skills in English.

18. 88% of student-teachers said that the institution conducts programme to develop their skills in ICT.

19. 88% of student-teachers said that they have clubs in their method class and the method clubs organize activities related to the subject.

20. 68% of student-teachers said that they have open resource centre/self access centre in their method rooms.

21. 90% of student-teachers said that their method class is well equipped with all the necessary equipments.

22. 100% of student-teachers said that the institution conducts guest lectures.

23. 100% of student-teachers said that the institution has a suggestion box.

24. 100% of student-teachers said that the institution collects feedback from them but only 80% of them were satisfied with the response.

25. 100% of student-teachers said that the institution has a placement cell.

26. 100% of student-teachers said that the institution has an alumni association.

27. 100% of student-teachers said that the institution has student council.

28. 100% of student-teachers said that the institution does not provide bus/train concession form.

29. 70% of student-teachers said that the institution offers scholarship to student-teachers.

30. 76% of student-teachers said that the institution offers guidance to student-teachers to participate in the co-curricular activities organized at the University level/State level/National level.

31. 40% of student-teachers said that the institution provides financial aid to student-teachers to participate in the co-curricular activities organized at the University level/State level/National level.

32. 100% of student-teachers said that the institution conducts workshop for the in-service teachers/schools.

33. 66% of student-teachers said that they have participated in the community work on behalf of the institution.

34. 86% of student-teachers said that the institution does not provide health centre in the campus of the institution.

35. 86% of student-teachers said that there is first aid room available in the institution.

36. 100% of student-teachers said that the institution provides hostel facility for its students.

37. 74% of student-teachers said that the institution does not provide indoor sports facilities.

38. 74% of student-teachers said that the institution does not provide outdoor sports facilities.

39. 50% of student-teachers said that they have received updated prospectus of the institution at/after the admission.

INSTITUTION 4

Infrastructure and Learning Resources
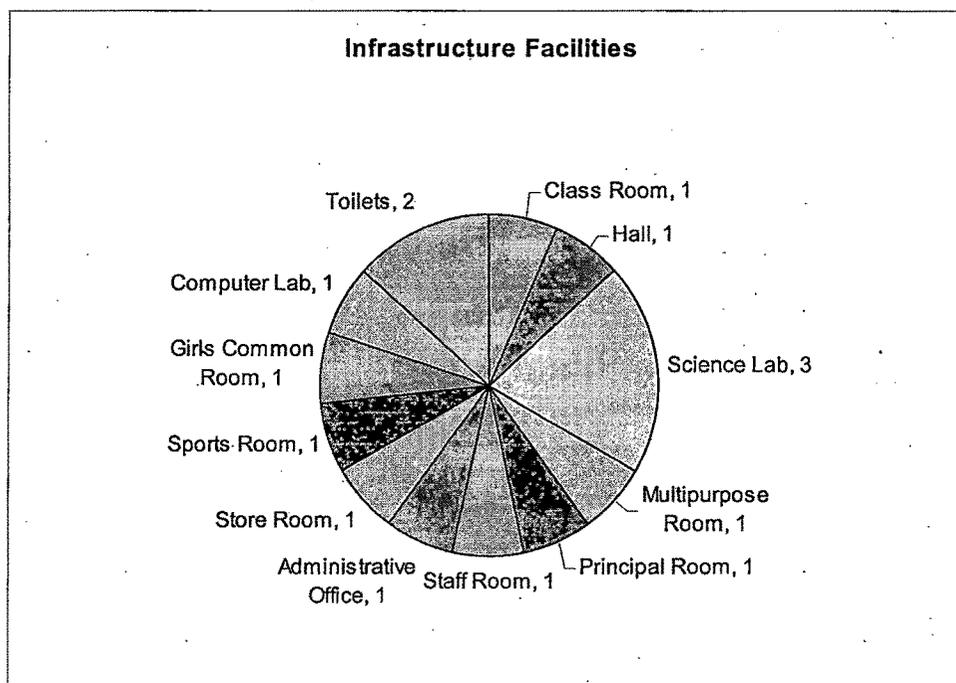## Details of College

The college is having its own website and is affiliated to Gujarat University. It was established in the year 2003. The college is a co-educational college. The college is offering Bachelor of Education degree.

The college works for 6 hours. The maximum number of intake is 100 students but last two years records show that the institution was not able to fill all 100 seats as some of the seats remained unoccupied. The college runs under an in-charge principal.

In the college all staff members are permanent. The College is having two technical, three administrative and two support staff members.

The admission process is done through Centralized Admission Cell and 15 seats are reserved for management quota.

From the following pie chart we can easily see that the Institution is having almost all the Infrastructural facilities needed to conduct the programme smoothly.

Infrastructure Facilities

Toilets, 2 · Class Room, 1 · Hall, 1 · Computer Lab, 1 · Girls Common Room, 1 · Science Lab, 3 · Sports Room, 1 · Store Room, 1 · Multipurpose Room, 1 · Administrative Office, 1 · Staff Room, 1 · Principal Room, 1

Note: The investigator has found that as per the NCTE norms the institution is having almost all the infrastructural facilities needed to run the programme smoothly.

The average number of guest lecturers engaged in a year was Six. Five Teacher Educators are having school experience. Six out of Eight Teacher Educators are getting regular pay scale.

The institution is having its own playground within the campus of the college. The college is also providing indoor games facilities to its students such as table tennis, Badminton, Chess, carom board, etc.

The institution is providing canteen facility to its students.

The institution is providing hostel facility to its students.

The institution does not provide quarters to its staff members.

The institution does not allow the use of its academic facility by any external agency.

To keep the campus beautiful the institution appoints cleanliness Inspector and conducts various activities related to cleanliness and pollution.

Details of Library Resources

The institution is having computerized library. The following pie chart shows the resources available in the institution.

Total Number of Library Resources

Reference Books, 856

E-resources, 73

Encyclopaedia, 10

Educational Journals/ Subscribed periodicals, 43

Journals, 56

Book, 1608
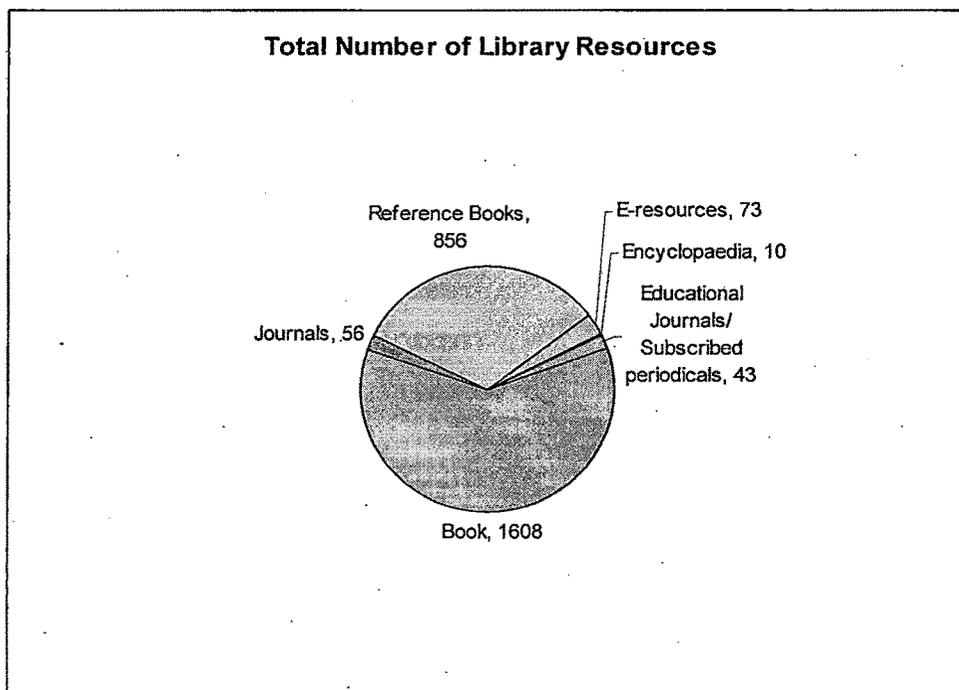
The institution is having reading room facilities available in the library itself for the students and faculty. The total seating capacity available in the library is limited to 60 individuals.

The Library of the institution has an advisory committee.

The Library of the institution does not provide the Book Bank facility to its students and it also does not allow membership facilities to the outsiders but it provides institutional membership of British Library.

The following activities of the library of the institution are computerized:

(i) Purchase of the books

(ii) Stock verification

But the following facilities are not computerized:

(i) Lending of the audio-visual materials

(ii) Book Bank

The library of the institution also provides the following facilities to students and faculty members:

(i) Photocopying

(ii) Computers

(iii)Audio-video cassettes

(iv)Internet

(v) Resource materials on digital media

The working hour of the library is 7:30 am to 8:00 pm.

Apart from the free time students have to spend 1 hour daily in the library which is mentioned in the time table of the students.

Details of the computer laboratory

The total numbers of computers available in the institution are as follows:

(i) For student-teachers 35,

(ii) For faculty members 2 and

(iii) One computer for administrative staff.

The institution has internet facility for its students and faculty members.

The institution develops computer aided learning packages especially in computers, mathematics and Science.

For maintenance of computers and their accessories the institution has engaged full time maintenance staff. For releasing the funds the management is responsible.

The institution does not have any language laboratory for the students.

The institution is having the following educational technology:

    (i) LCD

    (ii) OHP

    (iii) Television

    (iv) VCR

    (v) CD player

But the institution does not have the following education technology:

    (i) Education related CD –ROMs

    (ii) Education related video-cassettes

    (iii) Education related audio-cassettes

Curriculum Designing

1. 100% of teacher educators said that they don't have freedom in designing the curriculum of the institution. They even don't participate in framing the syllabus of the institution.

2. 100% of teacher educators said that there is no flexibility to make the changes in the syllabus. So, views of students are not taken into consideration about the changes in the syllabus.

3. 50% of teacher educators are of the view that the curriculum of the college is in accordance with the goals of the pre-service Teacher Education, 25% of teacher educators said that it is not in accordance with the goals of pre-services teacher education and rest of the 25% teacher educators didn't respond to this question.

4. 100% of teacher educators are of the view that the current syllabus of the institution is not up-to-date.

5. 75% of teacher educators said that the college does not conduct any test prior or during the course to assess the knowledge of the students with respect to any domain/skill for the programme, whereas, 25% of teacher educators said

that during the course tests are conducted, but, they failed to provide any details about the kind/type of tests conducted by the institution.

6. 100% of teacher educators mentioned that the curriculum of the institution does not have any provision of remedial measure for the underachievers.

7. 75% of teacher educators said that the college is having their vision. 50% of teacher educators said that the college is having their mission. It was found that there are variations in the vision and mission of the college as mentioned by the teacher educators.

   50% teacher educators are of the opinion that there is gap between the vision and mission of the college.

   25% of teacher educators are not sure about the vision and mission of the college.

8. 100% of teacher educators mentioned that there is no mechanism to obtain feedback on the curriculum of the college from any stake holders.

9. 100% of teacher educators said that there in no mechanism to obtain feedback on the curriculum of the college from the academic peers, employers, parents and community members.

10. 100% of teacher educators said that neither they nor the institution incorporated any innovative practices in the curriculum in terms of innovation in theory, practical work and practice teaching, but, 25% of teacher educators said that they incorporated innovative practices in the curriculum in terms of innovation in teaching by integrating ICT, peer group teaching, group discussion and new techniques in teaching.

11. 50% of teacher educators said that integration of technology in education is given enough importance in the curriculum of the institution in terms of theory papers, teaching-learning methodologies, learning resources and evaluation, while, 25% of teacher educators said that integration of technology in education is given due importance in the teaching-learning methodologies and rest of the 25% teacher educators were not able to respond to this question.

12. 75% of teacher educators said that integration of technology in education is given enough importance in the curriculum of the institution and it meets the requirements of the students and employers in the field, while, 25% teacher educators said that it meets the requirement of the students only.

13. 100% of teacher educators said that the practice teaching phase of the college is divided into 5 phases as shown below:

No.	Phases	Groups	Supervisors	No. of Students	No. of Lessons
1	Micro Teaching	6-7	1 Each	10 – 14	10
2	Simulation	6-7	1 Each	10 – 14	10
3	Stray	6-7	1 Each	10 – 14	10
4	Block	6-7	1 Each	10 – 14	10
5	Internship	18	1	4 – 7	20
Total					60

14. 100% of teacher educators are of the view that the number of lessons that students complete during the B. Ed. programme is sufficient enough to give experience of teaching for the students.

15. 100% of teacher educators said that they conduct activities at the college that enable the students to interact with the society and it involves visits to old age home, orphanage, international schools and participation in the sakshardeep project i.e. Literacy drive, etc.

16. 100% of teacher educators said that the institution prepares its academic calendar annually and which is implemented accordingly except in extreme situations.

Curriculum Transaction and Evaluation

1. 100% of teacher educators said that they follow academic calendar for transacting the curriculum.

2. 100% of teacher educators said that they transact the curriculum through:
   (i) Theory teaching
   (ii) Assignments
   (iii) Projects
   (iv) Practice teaching
   (v) Seminar

(vi) Field Visit

(vii) Computer practical work

75% of teacher educators said that they transact the curriculum through:

(i)   Remedial Classes

(ii)   Community Outreach Programme

(iii)   Integration of Technology

(iv)   Independent Reading (Self Study)

50% of teacher educators said that they are transacting the curriculum through value Based Education.

75% of teacher educators said that they are not transacting the curriculum through Peer teaching, Language Practical work and Library Projects.

3. 100% of teacher educators said that they use discussion as a method and technique for transacting the theory papers.

50% of teacher educators said that they are using lecture method, 50% of teacher educators are using Computer Assisted Instruction and only 25% of teacher educators are using either seminar method or demonstration method for transacting the theory papers.

4. 100% of teacher educators said that they don't follow any innovative method for transacting the curriculum.

5. 75% of teacher educators said that they promote interactive teaching-learning by involving students in classroom discussion, quiz and seminars, whereas, 25% of teacher educators said that they don't promote interactive teaching-learning.

6. 100% of teacher educators said that they use ICT for transacting the core courses and method courses in the form of Power Point presentation and all 100% of teacher educators are of the view that they use technology at the expert level in the institution.

7. 100% of teacher educators said that the practice teaching of the institution is organized in five different phases of microteaching, simulation, stray lessons, Block teaching and internship.

8. 75% of teacher educators furnished the following details for practice teaching:

(i) Total numbers of practice-teaching days are 12.

(ii) 40 days for pre-practice preparation.

(iii)Total numbers of practice lessons for each trainee's are 40.

(iv)3-4 schools are taken for practice teaching.

25% of teacher educators furnished the following details for practice teaching:

- (i) Total numbers of practice-teaching days are 60.
- (ii) 60 days for pre-practice preparation.
- (iii) Total numbers of practice lessons for each trainee's are 60.
- (iv) 7 schools are taken for practice teaching.

The investigator has observed that there is a variation in the information provided by the teacher educators with respect to the practice teaching of the institution. Earlier all the 100% of the teacher educators said that the total number of practice lessons for each trainee's are 60 and now only 25% of teacher educators are saying so. The manual of the institution suggest that the total numbers of lessons are 40 only.

9. 100% of teacher educators said that for practice-teaching only English medium schools of Gujarat Boards are selected.

10. 100% of teacher educators said that there is no scope for creative lessons in their curriculum.

11. 100% of teacher educators said that for practice-teaching feedback is taken from the supervisors, school teachers, peer group student-teachers, but, self evaluation, i.e., reflection on teaching by the student-teachers is not taken into account.

12. 100% of teacher educators said that for evaluation scheme the institution follows the Gujarat University norms of 700 internal and 700 external marks.

13. 100% of teacher educators said that they follow assessment criteria for internal assessment as specified by the Gujarat University but they don't prepare any evaluation rubric for the assessment. This marking scheme of internal assessment is given in the students manual and the same is oriented to the students.

14. 100% of teacher educators said that they have a provision for underachievers for their improvement through assignment and class test.

15. 100% of teacher educators said that for teacher educators appraisal students are asked to evaluate while, only, 50% of teacher educators said that they follow self-appraisal method, but, peer evaluation, i.e., evaluation by colleagues and evaluation by the Principals are not taken into account.

16. 100% of teacher educators said that they conduct achievement test to ensure that the learners are developing holistically.

17. 100% of teacher educators said that they always use English as a medium for transacting the curriculum.

18. 100% of teacher educators said that most of the students are competent enough to communicate in English language.

19. 100% of teacher educators said that they have a provision to develop communication skills in English among students through seminars, assembly activities, and communication skill development programme.

20. 100% of teacher educators said that ICT has been introduced as a compulsory subject to develop use of ICT among the students.

21. 75% of teacher educators said that the institution has a provision to develop a sense of mutual growth and development among the student-teachers and this is done through co-curricular activities while 25% of teacher educators said that the institution does not have any provision to develop a sense of mutual growth and development among the student-teachers.

22. 100% of teacher educators said that in formal environment they use English language and in informal environment they use Hindi and English language for communication in the institution.

23. 100% of teacher educators said that the institution has separate method rooms for the students.

24. 100% of teacher educators said that the institution does not have method-wise clubs.

25. 100% of teacher educators said that they do not have any open resource centre/self access center or any other resources in the method rooms.

26. 100% of teacher educators said that their method class is not well equipped with necessary equipments to conduct the experiments and activities related to the method subjects.

Organization and management

1. 100% of teacher educators said that the institution does not have any Internal Quality Assurance Cell.

2. 100% of teacher educators said that the institution has feedback mechanism for ensuring the quality of teaching learning process, teacher's progress and student results but none of them was sure about how it contributes towards quality assurance.

3. 100% of teacher educators said that they collect staff feedback and student's feedback to improve the management of the institution but the institution does not collect management's feedback and parent's feedback for the same.

4. 100% of teacher educators said that nothing is done to improve the efficiency of non-teaching staff.

5. 100% of teacher educators said that the planning for the next session begin before vacation and 50% of teacher educators said that it also begins before beginning the new session.

6. 100% of teacher educators said that the institution is having its own academic calendar and it includes all the activities and events.

7. 100% of teacher educators said that the academic calendar of the institution is planned collaboratively by the principal and teacher educators in consideration with the school calendar.

8. 25% of teacher educators said that only the Principal is involved in decision making at the institution and 75% of teacher educators said that the Principal and staff members of the institution are involved in the decision making process at the institution. 25% of teacher educators said that management is also involved in the decision making process.

9. 75% of teacher educators said that the distribution of the work takes place at the institution through staff meeting involving the entire staff member and 25% of teacher educators said that the work is distributed by the principal stand alone.

10. 100% of teacher educators said that the institution adopts the following measures to promote professional development of the teacher educators:
(i) Motivates staff members to participate in workshop and seminars
(ii) Motivates staff members to participate in refresher / orientation course
While 50% of teacher educators said that the institution adopts the following measures to promote professional development of the teacher educators:
(i) Organizes workshop
(ii) Organizes seminars

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11. 100% of teacher educators said that the institution does not organize any workshop/seminar for the non-teaching staff members.

12. 100% of teacher educators said that the teaching and non-teaching personnel are recruited through the norms as specified by the Gujarat University.

13. 100% of teacher educators said that the institution has the provision for conducting guest-lectures at the college and on an average 2 to 3 guest-lectures are arranged per term.

14. 100% of teacher educators said that the institution does not have any internal audit mechanism for checking the performance of administrative work.

15. 50% of the teacher educators said that the institution has an internal audit mechanism for checking the performance of teaching work and it is done by the peers and rest 50% teacher educators said that the institution does not have any internal audit mechanism for checking the performance of teaching work.

16. 100% of teacher educators said that the institution has a grievance redressal mechanism for the students wherein the students' grievances / suggestions are taken through suggestion box and the institution is also having guidance cell.

17. 100% of teacher educators said that the institution does not have any grievance redressal mechanism to deal with the grievances of the employees.

18. 100% of the teacher educators said that the institution does not provide any extra facilities to the employees.

19. 100% of the teacher educators said that they get professional and flexibility in the schedule as a support from the head of the institute.

20. 75% of teacher educators were of the view that the principal is very good as an academic administrator of the institute while 25% of teacher educators said that he is good but none of them was able to substantiate their response.

21. 75% of teacher educators said that the work environment in the institute is conducive to all its employees. They said that the environment is quite friendly and cooperative but 25% of teacher educators said that sometimes it is not at all conducive to its employees.

22. 100% of teacher educators said that the relationship between the head and the employees of the institution is fine.

23. 100% of teacher educators said that they don't generate or contribute in generating fund for the institution in any ways.

24. 75% of teacher educators said that the institution does not have any collaboration with any external agencies while 25% of teacher educators said that they don't know whether the institution has any collaboration with any external agency.

25. 50% of teacher educators said that they are not optimally utilized in the institution because only academic teaching is stressed.
    25% of teacher educators said that they are optimally utilized in the institution and 25% of teacher educators were not able to respond to this question. .

26. 100% of teacher educators said that the institution follows same policies for all its employees.

27. 50% of teacher educators said that the head of the institution is biased to some people who are in clique.

28. 50% of teacher educators said that the faculty members as well as the institution bear the cost of attending the seminars / workshops / courses and 25% of teacher educators said that faculty members himself/herself bear the cost of attending the seminars/workshops/courses while rest of the 25% of teacher educators said that it is by the institution.

29. 100% of teacher educators said that they don't work more efficiently in the absence of the principal.

Research, Development and Extension services

1. 75% of teacher educators said that the institution promotes research in education while 25% of teacher educators said that the institution does not promote research in education.

2. 100% of teacher educators said that the institution does not have any research committee.

3. 100% of teacher educators said that the institution does not have researchers' forum. .

4. 100% of teacher educators said that the institution has not carried out any research in education.

5. 75% of teacher educators said that the institution provides guidance and support to motivate its faculty members to take up research in education while 25% of teacher educators said that the institution does not motivate its faculty members to take up research in education.

6. 100% of teacher educators said that the institution does not provide any financial support to research scholars.

7. None of the faculty members is registered for the Ph. D. work.

8. 100% of teacher educators said that the institution does not provide any consultancy services.

9. 100% of teacher educators said that the institution does not have any extension committee/department.

10. 100% of teacher educators said that the institution carried out Blood donation camps and health and hygiene awareness programme and 75% of teacher educators said that the institution carried out in-service training, community development and Adult education and literacy. 75% of teacher educators said that institution does not carry out any extension activity with respect to environment education and working with the school and teachers. 50% of teacher educators said that the institution offers certificate courses as a part of extension activity.

11. 100% of teacher educators said that the institution encourages its teacher educators and student-teachers to participate in extension activities.

12. 100% of teacher educators said that the institution has not collaborated with any external agency for its extension activities.

13. 100% of teacher educators said that the institution has a placement cell and from last two years 100% students have been placed through placement cell.

14. 75% of teacher educators said that the institution develops the following materials:
   (i) print materials,
   (ii) Teaching-aids,
   (iii) Audio-video materials,
   (iv) question bank

15. 100% of teacher educators said that yet they have not conducted any research of any kind in their methods i.e. subjects.

16. 100% of teacher educators said that their method group has not come out with any in-house/external publication.

17. None of the teacher educators or the institution conducted any research/action research in their methods so there is no question of bringing any changes in the academic area due to the result of its research and at the same time institution has not got any benefit from its research.

Student-Support

1. 82% of student-teachers said that the institution has enough books to meet the requirements of the syllabus.

2. 78% of student-teachers said that they have got books from the book bank of the college library and 56% of student-teachers found it quite fruitful to them.

3. 96% of student-teachers said that they are not allowed to use the internet facility of the college.

4. 90% of student-teachers said that the institution does not have canteen facility in the campus.

5. 58% of student-teachers said that they participate in the different activities to keep the campus beautiful and pollution free, while, 42% of student-teachers said that they do not participate in any activity to keep the campus beautiful and pollution free.

6. 90% of student-teachers said that their teachers use computer aided learning packages.

7. 92% of student-teachers said that their teachers integrate/use technology (ICT) in their regular classroom sessions. As far as the frequency is concerned 2% of student-teachers said that their teachers do it regularly, 68% of student-teachers said that their teachers do it sometimes, while, 22% of student-teachers said that their teachers use it rarely.

8. 62% of student-teachers said that the institution does not conduct any remedial programmes for underachievers.

9. 54% of student-teachers said that the institution collects their feedback on the curriculum while 48% of student-teachers said that the institution does not collect their feedback on the curriculum of the college.

10. 88% of student-teachers said that the college conducts various activities that enable them to integrate with the society while 12% of student-teachers said that the college does not conduct any activities that enable them to integrate with the society.

11. 82% of student-teachers said that the institution prepares its academic calendar, while, 18% of student-teachers said that the institution does not prepare its academic calendar but 24% of them said that it is not implemented accordingly.

12. 100% of student-teachers said that their teachers promote interactive teaching-learning.

13. 80% of student-teachers said that their teachers communicate to them about the assessment criteria prior to the assessment.

14. 90% of student-teachers said that they formally appraise their teachers' performance.

15. 54% of student-teachers said that all of their classmates are competent enough to communicate in English language while 45% of student-teachers said that all their classmates are not competent enough to communicate in English language.

16. 44% of student-teachers said that they have undertaken test pertaining to competency in English language.

17. 92% of student-teachers said that the institution conducts programme to develop their communication skills in English.

18. 80% of student-teachers said that the institution conducts programme to develop their skills in ICT.

19. 92% of student-teachers said that they don't have any clubs in their method class.

20. 74% of student-teachers said that they don't have any open resource centre/self access centre in their method rooms.

21. 48% of student-teachers said that their method class is well equipped with all the necessary equipments.

22. 100% of student-teachers said that the institution conduct guest lectures.

23. 76% of student-teachers said that the institution has a suggestion box.

24. 76% of student-teachers said that the institution collect feedback from them but only 87% of them were satisfied with the response.

25. 100% of student-teachers said that the institution has a placement cell.

26. 100% of student-teachers said that the institution has an alumni association.

27. 40% of student-teachers said that the institution has student council while 60% of students-teachers said that the institution does not have any student council.

28. 66% of student-teachers said that the institution provide bus/train concession form.

29. 62% of student-teachers said that the institution offers scholarship to student-teachers.

30. 100% of student-teachers said that the institution offers guidance to student-teachers to participate in the co-curricular activities organized at the University level/State level/National level.

31. 50% of student-teachers said that the institution provides financial aid to student-teachers to participate in the co-curricular activities organized at the University level/State level/National level.

32. 86% of student-teachers said that the institution conducts workshop for the in-service teachers/schools.

33. 48% of student-teachers said that they have participated in the community work on behalf of the institution.

34. 52% of student-teachers said that the institution does not provide health centre in the campus of the institution.

35. 72% of student-teachers said that there is first aid room available in the institution.

36. 74% of student-teachers said that the institution provides hostel facility for its students.

37. 54% of student-teachers said that the institution does not provide indoor sports facilities.

38. 62% of student-teachers said that the institution does not provide outdoor sports facilities.

39. 82% of student-teachers said that they have received updated prospectus of the institution at/after the admission.

Institution 5

Infrastructure and Learning Resources
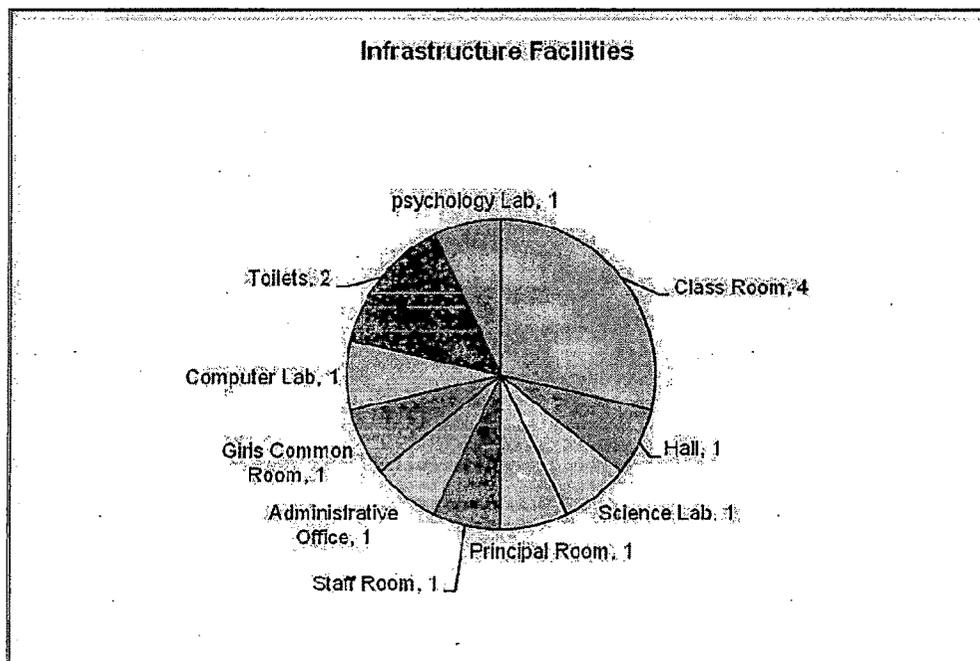## Details of College

The college is having its own website and is affiliated to Krantiguru Shyamji Krishna Verma Kachchh University, Bhuj. It was established in the year 2005. The college is a co-educational college. The college is offering Bachelor of Education degree.

The college works for 6 hours and 45 minutes. The maximum number of intake is 100 students but last two years records show that the institution was not able to fill all 100 seats as some of the seats remain unoccupied. The college runs under an in-charge principal.

In the college all staff members are permanent. The college has five teacher educators and one I/C principal. The College does not have any computer technician but it has one administrative and four support staff members.

The admission process is done through Centralized admission cell and the institution reserve 15 seats for management quota.

From the following pie chart we can see the infrastructure facilities available in the institution:

Infrastructure Facilities

psychology Lab, 1 — Class Room, 4 — Toilets, 2 — Computer Lab, 1 — Girls Common Room, 1 — Administrative Office, 1 — Staff Room, 1 — Principal Room, 1 — Science Lab, 1 — Hall, 1

During the field visit the investigator found that the institution is running through the building which is earlier used as a working women hostel and still half of the same building is used for the same.

Four Teacher Educators are having school experience. All Teacher Educators are getting regular pay scale.

The institution does not have its own playground but the playground is shared with Sadhu Vaswani International School present in the same campus. The college does not provide indoor games facilities to its students.

The institution does not provide canteen facility to its students.

The institution is providing hostel facility to its students but it does not provide quarters to its staff members.

The institution allows private institutions to use its infrastructure facilities to conduct their exams.

To keep the campus beautiful the institution has appointed sufficient support staff members and it also conduct tree plantation day.

Details of Library Resources

The institution is having computerized library. The following pie chart shows the resources available in the institution.

Total Number of Library Resources

Journals, 14
Encyclopaedia, 4
Educational Journals/ Subscribed periodicals, 14
Book, 2007
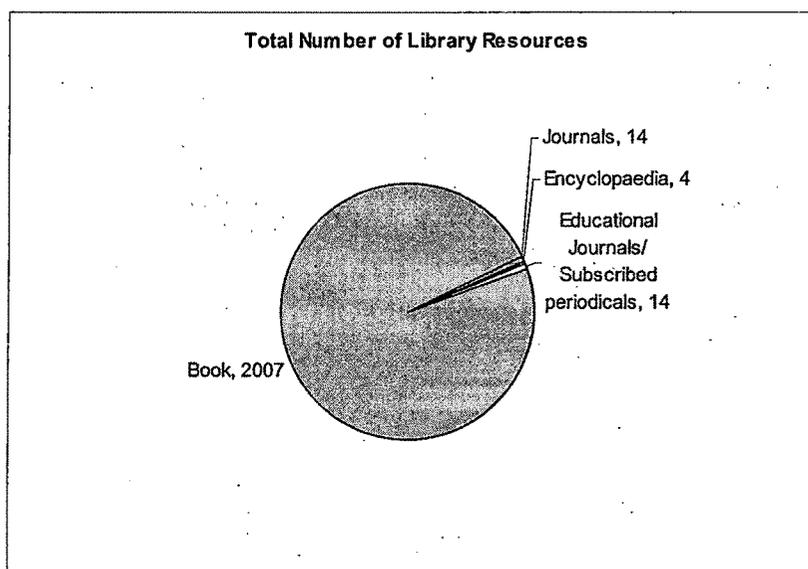
The institution is having reading room facility available in the library itself for the students and faculty. The total seating capacity available in the library is limited to 22 individuals.

The Library of the institution has an advisory committee.

The Library of the institution provides membership facilities to the outsiders.

The library of the institution is computerized in terms of purchase of books only.

The library of the institution also provides audio-video cassettes along with viewing apparatus to students and faculty members

The working hour of the library is 10:00 am to 4:45 pm.

No data is available for the average number of hours spent by a student in the library in a week.

Computer Laboratory

The institution is having a independent computer laboratory for its students. The total numbers of computers available in the institution for student-teachers are 21, for faculty members and principal 1 and 1 computer for administrative staff.

The institution has internet facility for its students and faculty members.

The institution does not develop computer aided learning packages in any subject.

For maintenance of computers and their accessories and for releasing the funds the management is responsible. The institution does not have any full time/ part time computer technician.

The institution does not have any language laboratory.

The institution is having the following educational technology:

1. Education related CD –ROMs (12)
2. Education related audio-cassettes (3)
3. LCD
4. OHP
5. DVD player
6. Tape recorder

But the institution does not have any educational related video-cassettes and Television.

Curriculum Designing

1. 100% of teacher educators said that they don't have freedom in designing the curriculum of the institution. They even don't participate in framing the syllabus of the institution. The institution does not have any separate curriculum/syllabus for their institution.

2. 100% of teacher educators said that student's views are not taken into consideration about the syllabus and so there is no possibility of making changes in the curriculum.

3. 100% of teacher educators are of the view that the curriculum of the college is in accordance with the goals of the pre-service Teacher Education.

4. 100% of teacher educators are of the view that the current syllabus of the institution is not up-to-date.

5. 100% of teacher educators said that the institution does not conduct any test prior or during the course to assess the knowledge of the students with respect to any domain/skills for the programme.

6. 100% of teacher educators mentioned that the curriculum is having a provision for remedial measures for the underachievers. All the teacher educators said that extra hour on daily basis are allotted for the underachievers as per the convenience/feasibility of teacher educators.

7. 75% of teacher educators said that the college is having their vision and mission, while, 25% of teacher educators were not aware of the vision and mission of the college. It was found that there are variations in the vision and mission of the college as mentioned by the teacher educators.
   75% teacher educators are of the opinion that there is no gap between the vision and mission of the college.

8. 100% of teacher educators said that there is no mechanism to obtain feedback on the curriculum of the college from the Teachers, Student, academic peers, employers, parents and community members.

9. 100% of teacher educators said that they incorporated innovative practices in the curriculum in terms of innovation in theory and innovation in teaching, while, they have not incorporated any innovative practices in the curriculum in terms of practical work and practice teaching.

10. 100% of teacher educators said that integration of technology in education is given enough importance in the curriculum of the institution in terms of theory papers, learning resources, while, only 25% of teacher educators said it is given enough importance in terms of Teaching-Learning methodologies.

11. 100% of teacher educators said that integration of technology in education is given enough importance in the curriculum of the institution and it meets the requirements of the students, whereas 50% of teacher educators said that it meets the requirements of the employers in the field.

12. 100% of teacher educators said that the practice teaching phase of the college is divided into the two semesters and it includes micro teaching, stray lesson, Block teaching and internship. In first semester lessons of method-I is completed and second method is taken in the second semester. No clear data was available with respect to the grouping of students, supervisors and number of students in each group, but, all teacher educators said that the student teachers of the institution complete 30 numbers of lessons during the year.

Note: The investigator reviewed the documents and found that in semester-I 75 marks(15 lessons of 5 marks each) is allotted to lessons and similarly in semester-II 75 more marks(15 lessons of 5 marks each) is allotted to the same.

13. 75% of teacher educators are of the view that the number of lessons that students complete during the B. Ed. programme is not sufficient enough to give experience of teaching for the students, while, 25% of teacher educators said that it is sufficient enough to give experience of teaching for the students provided the tasks and suggestions given by teacher is taken seriously by the student teachers.

14. 75% of teacher educators said that they conduct activities at the college that enable the students to interact with the society and it includes saptdhara programme, Beti Bachao andolan, save environment, rally by Inner Wheel Club, programme on Aids and Thalesemia, etc.

15. 100% of teacher educators said that the institution prepares its academic calendar annually, but, only 50% of teacher educators said that it is implemented accordingly.

Curriculum Transaction and Evaluation

1. 50% of teacher educators said that they follow academic calendar for transacting the curriculum.

2. 100% of teacher educators said that they transact the curriculum through:
    a. Theory teaching
    b. Assignments
    c. Projects
    d. Practice teaching
    e. Remedial classes
    f. Integration of technology
    g. Seminar
    h. Field Visit
    i. Peer teaching
    j. Computer practical work

   100% of teacher educators said that they do not transact the curriculum through:
    (i)   Community Outreach Programme
    (ii)   Tutorials
    (iii) Value Based Education
    (iv)   Language Practical Work
    (v)   Independent Reading
    (vi)   Library Projects

3. 100% of teacher educators said that they use Lecture and Discussion methods, whereas, 50% of teacher educators said that they use team teaching, power point presentation and peer teaching.

4. 100% of teacher educators said that they use seminar method for transacting curriculum, whereas, 50% of teacher educators said that apart from seminar method they also use team teaching peer teaching.

5. 100% of teacher educators said that they promote interactive teaching-learning by involving students in classroom discussion.

6. 100% of teacher educators said that they follow discussion method and seminar method as an innovative method for transacting the curriculum.

7. 100% of teacher educators said that they use ICT for transacting the core courses and method courses in the form of PowerPoint presentation and all 100% of teacher educators are of the view that they use technology at the expert level in the institution.

8. 25% of teacher educators said that the practice teaching of the institution is organized according to the semester i.e. in first semester 15 lessons with respect to the first method is completed through micro teaching, stray lesson and block teaching, whereas, in second semester 15 lessons with respect to the second method is completed through the above mentioned phases and internship is not applicable to them. 75% of teacher educators were not able to provide the exact information.

9. 50% of teacher educators furnished the following details for practice teaching:
   a. Total number of practice-teaching days are 10 -15
   b. 10-15 days for pre-practice preparation
   c. Total number of practice lessons for each trainee's are 30
   d. 5-8 schools are taken for practice teaching and 16 schools are taken for internships

   Whereas, 50% of teacher educators said that it depends on needs and schedule.

10. 100% of teacher educators said that for selecting schools for practice-teaching the comfort level of student-teachers in terms of language proficiency is considered and accordingly English medium, Hindi medium or Gujarati medium schools are selected.

11. 100% of teacher educators said that there is no scope for creative lessons in their curriculum.

12. 100% of teacher educators said that for practice-teaching feedback is taken from the supervisors, school teachers and peer group student-teachers, but, self evaluation i.e. reflection on teaching by the student-teachers are not taken into account.

13. 100% of teacher educators said that for evaluation scheme the institution follows internal and external evaluation according to the university norms.

14. 75% of teacher educators said that they follow assessment criteria for internal assessment and these criteria are shared with the student teachers prior to the assessment.

15. 100% of teacher educators said that they have a provision for underachievers for their improvement through remedial teaching and retest.

16. 75% of teacher educators said that for teacher educators appraisal they follow self-appraisal method and peer evaluation, whereas, 25% of teacher educators said that they follow evaluation by student and appraisal by the principal of the institution, whereas, 25% of teacher educators said that they don't follow any appraisal method to appraise the performance of the teachers.

17. 100% of teacher educators said that they organize curricular and co-curricular activities to ensure that the learners will develop themselves holistically.

18. 100% of teacher educators said that they often use English as a medium for transacting the curriculum but as per the need of the student teachers Hindi and Gujarati language is also used.

19. 100% of teacher educators said that only some of the students are competent enough to communicate in English language.

20. 100% of teacher educators said that they don't have any provision to develop communication skills in English among students.

21. 100% of teacher educators said that they have a provision to develop use of ICT among the students. Through IT Paper and Project work are given wherein use of ICT is compulsory.

22. 100% of teacher educators said that the institution has no provision to develop a sense of mutual growth and development among the student-teachers.

23. 75% of teacher educators said that in formal environment they use English language, whereas, 25% of teacher educators said that they use Hindi language, whereas, 100% of teacher educators said that in informal environment they use Hindi and Gujarati language for communication in the institution.

24. 100% of teacher educators said that they have separate method rooms for the students.

25. 100% of teacher educators said that the institution does not have method-wise clubs.

26. 100% of teacher educators said that they do not have any open resource centre/self access center in the method rooms.

27. 100% of teacher educators said that their method class is not well equipped with necessary equipments to conduct the experiments and activities related to methods.

Organization and management

1. 100% of teacher educators said that the institution does not have any Internal Quality Assurance Cell.

2. 50% of teacher educators said that the institution has feedback mechanism for ensuring the quality of teaching learning process and student results, but, none of them was sure about how it contributes towards quality assurance, whereas, 100% of teacher educators said that the institution does not have any feedback mechanism for ensuring the quality of teacher's progress.

3. 75% of teacher educators said that they collect student's feedback and management's feedback to improve the management of the institution, whereas, 100% of teacher educators said that the institution does not collect staff feedback and parent's feedback for the same.

4. 100% of teacher educators said that nothing is done to improve the efficiency of non-teaching staff.

5. 75% of teacher educators said that the planning for the next session begins before vacation and 25% of teacher educators said that it begins after the commencement of new session.

6. 100% of teacher educators said that the institution is having its own academic calendar and it includes all the curricular and co-curricular activities.

7. 50% of teacher educators said that the academic calendar of the institution is planned collaboratively by the principal and teacher educators, whereas, 50% of teacher educators said that it is prepared according to the University and NCTE prescription.

8. 50% of teacher educators said that the management and principal is generally involved in decision making at the institution and 50% of teacher educators said that only the principal is involved in the decision making process at the institution.

9. 75% of teacher educators said that the work is distributed through the staff meetings involving all the staff members of the institution and 25% of teacher educators said that the work is distributed by the principal alone.

10. 75% of teacher educators said that the institution adopts the following measures to promote professional development of the teacher educators:

    (i) Motivates staff members to participate in workshops and seminars

    (iv) Motivates staff members to participate in refresher / orientation courses.

    (v) Motivates to plan and organize workshops and seminars.

    25% of teacher educators said that the number of teacher educators is not sufficient and so those who are working hard they are given more responsibility and sometimes unnecessary work is given to teacher educators so that they should not progress or develop just remained engrossed in the college work only.

11. 100% of teacher educators said that the institution does not organize any workshop/seminar for the non-teaching staff members.

12. 100% of teacher educators said that the teaching and non- teaching personnel are recruited as per University norms.

13. 100% of teacher educators said that the institution has the provision for conducting guest-lectures at the college and on an average 6 guest-lectures are arranged in a year.

14. 100% of teacher educators said that they are not aware whether the institution is having any internal audit mechanism for checking the performance of administrative work.

15. 100% of the teacher educators said that the institution has an internal audit mechanism for checking the performance of teaching work and it is done by the principal of the institution informally.

16. 100% of teacher educators said that the institution has grievance redressal mechanism for the students, wherein, the principal addresses the students' grievances/suggestions personally.

17. 100% of teacher educators said that the institution does not have any grievance redressal mechanism to deal with the grievances of the employees.

18. 100% of the teacher educators said that the institution does not provide any extra facilities to the employees.

19. 75% of the teacher educators said that they get enough professional support from the head of the institute, whereas, 25% of teacher educators said that they get emotional support and flexibility in the schedule from the head of the institute, whereas, 25% of teacher educators said that they does not get any kind of support from the head of the institute.

20. 50% of teacher educators were of the view that the principal is good as an academic administrator of the institute, whereas, 25% of teacher educators said that the principal is excellent as an academic administrator because the system facilitates the academic progress of each and every students, whereas, 25% of teacher educators didn't respond to this question.

21. 75% of teacher educators said that the work environment in the institute is conducive to all its employees. They said that there are cordial relations within the members of college, whereas, 25% of teacher educators didn't respond to this question.

22. 75% of teacher educators said that the relationship between the head and the employees of the institution is O.K., whereas, 25% of teacher educators didn't respond to this question.

23. 100% of teacher educators said that they don't generate or contribute in generating fund for the institution in any way.

24. 100% of teacher educators said that the institution does not have any collaboration with any external agency.

25. 100% of teacher educators said that they are optimally utilized in the institution.

26. 75% of teacher educators said that the institution has different policies for different employees, while only 25% of teacher educators said that the institution has same policy for all its employees.

27. 75% of teacher educators said that the head of the institution is biased to some of its employees but they have not given any details.

28. 100% of teacher educators said that the faculty members themselves bear the cost of attending the seminars/workshops/courses.

29. 75% of teacher educators said that they work more efficiently in absence of the principal, whereas, 25% of teacher educators said that they don't think that they work efficiently in the absence of the principal.

Research, Development and Extension services

1. 75% of teacher educators said that the institution does not promote research in education, whereas, 25% of teacher educators said that the institution promotes research in education.

2. 100% of teacher educators said that the institution does not have any research committee.

3. 100% of teacher educators said that the institution does not have researchers' forum.

4. 100% of teacher educators said that the institution has not carried out any research in education.

5. 75% of teacher educators said that the institution does not motivate its faculty members to take up research in education, while, 25% of teacher educators said that the institution provides guidance and support to motivate its faculty members to take up research in education.

6. 100% of teacher educators said that the institution does not provide any financial support to research scholars.

7. 100% of teacher educators said that the institution does not provide any consultancy services.

8. 100% of teacher educators said that the institution does not have any extension department to look after the extension activities of the institution.

9. 100% of teacher educators said that the institution carried out blood donation camps and health and hygiene awareness as a part of extension activities.

10. 75% of teacher educators said that the institution encourages its teacher educators and student-teacher to participate in extension activities.

11. 100% of teacher educators said that the institution has not collaborated with any external agency for its extension activities.

12. 100% of teacher educators said that the institution take care of the placement of the students but it does not have any formalized placement cell and 100% of them have said that from last two years approximately 70 percent students have been placed.

13. 100% of teacher educators said that the institution develops the following materials:

(i) Teaching-aids,

(ii) Question bank, and

(iii) E-materials.

14. 100% of teacher educators said that they have not yet conducted any research of any kind in their methods i.e. subjects.

15. 100% of teacher educators said that their method group has not come out with any in-house/external publication.

16. None of the teacher educator or the institution conducted any research/action research in methods. So there is no question of bringing any change in the academic area due to the result of its research and at the same time institution has not got any benefit from its research.

Student-Support

1. 80% of student-teachers said that the institution has enough books to meet the requirements of the syllabus.

2. 100% of student-teachers said that they have not got any book from the book bank of the college library.

3. 72% of student-teachers said that they are allowed to use the internet facility of the college.

Note: It was found that in the Computer laboratory of the institution only two computers are having internet facility so students are allowed to avail this facility in turns.

4. 100% of student-teachers said that the institution does not have canteen facility in the campus.

5. 55% of student-teachers said that they participate in the different activities to keep the campus beautiful and pollution free, while, 45% of student-teachers said that they do not participate in any activity to keep the campus beautiful and pollution free.

6. 95% of student-teachers said that their teachers use computer aided learning packages.

7. 92% of student-teachers said that their teachers integrate/use technology (ICT) in their regular classroom sessions. As far as the frequency is concerned 56% of student-teachers said that their teachers do it regularly, while, 44% of student-teachers said that their teachers do it sometimes.

8. 57% of student-teachers said that the institution conducts remedial programmes for underachievers.

9. 100% of student-teachers said that the institution collects their feedback on the curriculum but it is done informally.

10. 85% of student-teachers said that the college conducts various activities that enable them to integrate with the society while 15% of student-teachers said that the college does not conduct any activities that enable them to integrate with the society.

11. 70% of student-teachers said that the institution prepare its academic calendar, while, 30% of student-teachers said that the institution does prepare its academic calendar but 32.15% of them said that it is not implemented accordingly.

12. 95% of student-teachers said that their teachers promote interactive teaching-learning.

13. 75% of student-teachers said that their teachers communicate to them about the assessment criteria prior to the assessment.

14. 77% of student-teachers said that they formally appraise their teachers' performance.

15. 87% of student-teachers said that all of their classmates are not competent enough to communicate in English language.

16. 90% of student-teachers said that they have not undertaken any test pertaining to competency in English language.

17. 85% of student-teachers said that the institution does not conduct any programme to develop their communication skills in English.

18. 65% of student-teachers said that the institution does not conduct any programme to develop their skills in ICT.

19. 100% of student-teachers said that they don't have any club in their method class.

20. 100% of student-teachers said that they don't have any open resource centre/self access centre in their method rooms.

21. 60% of student-teachers said that their method class is well equipped with all the necessary equipments.

22. 100% of student-teachers said that the institution conducts guest lectures.

23. 100% of student-teachers said that the institution has a suggestion box.

24. 77% of student-teachers said that the institution collects feedback from them but only 58% of them were satisfied with the response.

25. 80% of student-teachers said that the institution has a placement cell.
Note: It was found that the Institution take care of the placement of the student teachers but it does not have a structured/formal placement cell.

26. 100% of student-teachers said that the institution does not have an alumni association.

27. 77% of student-teachers said that the institution has student council.

28. 77% of student-teachers said that the institution does not provide bus/train concession form.

29. 87% of student-teachers said that the institution does not offers scholarship to student-teachers.

30. 75% of student-teachers said that the institution offers guidance to student-teachers to participate in the co-curricular activities organized at the University level/State level/National level.

31. 50% of student-teachers said that the institution provides financial aid to student-teachers to participate in the co-curricular activities organized at the University level/State level/National level.

32. 75% of student-teachers said that the institution does not conduct any workshop for the in-service teachers/schools.

33. 75% of student-teachers said that they have not done anything for the community work on behalf of the institution.

34. 90% of student-teachers said that the institution does not provide health centre in the campus of the institution.

35. 85% of student-teachers said that there is no first aid room available in the institution.
Note: During the field visit the investigator has not found any separate room for first aid.

36. 100% of student-teachers said that the institution provides hostel facility for its students.

37. 87% of student-teachers said that the institution does not provide indoor sports facilities.

38. 70% of student-teachers said that the institution does not provide outdoor sports facilities.

    Note: The investigator has not found any indoor/outdoor sports equipments in the institution.

39. 85% of student-teachers said that they have received updated prospectus of the institution at/after the admission.

4.3 Overall scenario of B. Ed. Programme offered by the Self Financed English Medium Teacher Education Institutions of Gujarat

On the basis of analysis and interpretation of the collected data, the following major findings emerged are presented objective wise.

Objective1. To study the available infrastructure and learning resources of the Self Financed English Medium Teacher Education Institutions of Gujarat in terms of (a) Physical infrastructure, (b) Human resource and (c) Library and Information services

All the Self Financed English Medium Teacher Education Institutions of Gujarat are affiliated to different Universities and they all are having their web sites.

All 100% institutions are fulfilling the NCTE norms of working for a minimum of thirty six hours in a week.

All the 100% institutions are having almost all the infrastructural facilities needed to run the programme smoothly as per the norms of NCTE.

80% of teacher education institutions are co-educational institutions.

20% of teacher education institutions (i.e. One Teacher education institution) are having a full time permanent principal and rest of the 80% of teacher education institutions are working under in-charge principals.

60% of teacher education institutions reserve 15 to 20 seats for management quota.

None of the teacher education institutions is having a separate playground exclusively for its use as they use and share the playground of the same trust.

80% of teacher education institutions are providing indoor games facilities to their students.

60% of teacher education institutions are providing canteen facility to their students.

80% of teacher education institutions are providing hostel facility to their students.

All 100% teacher education institutions take steps to keep the campus clean and beautiful.

All 100% teacher education institutions are having computerized library and as per the NCTE norms they all are having sufficient/enough number of resources in the library.

80% of teacher education institutions are providing photocopying facility and computer with internet facility for the use of faculty and student-teachers.

100% of teacher education institutions are providing library-cum-reading room facility to its teacher and student-teachers but in only 60% of teacher education institutions libraries are having the seating capacity for at least fifty percent of students, which is specified by the NCTE.

In 80% of teacher education institutions libraries are having an advisory committee.

In 60% of teacher education institutions libraries are not providing the Book Bank facility to its students.

In 60% of teacher education institutions libraries allow membership facilities to the outsiders.

60% of teacher education institutions are having independent computer laboratories for their student teachers.

100% of teacher education institutions have internet facility for their students and faculty members.

60% of teacher education institutions do not develop computer aided learning packages in any subject.

20% of teacher education institutions are having their own language laboratory, whereas, 40% of teacher education institutions are availing the facility of language laboratory of other institution of the same trust in the same campus.

100% of teacher education institutions are having enough educational technology to promote and integrate technology in education.

Objective 2. To study the curriculum designing of the Self Financed English Medium Teacher Education Institutions of Gujarat in terms of (a) Teacher education goals, (b) Curriculum planning, (c) Curriculum development and (d) Feedback mechanism

1. In 40% of teacher education institutions, 100% the teacher educators said that they have freedom in designing the curriculum of the institution and they all participate in framing the syllabus of the institution and while framing the curriculum they keep in mind the goals of the pre-service teacher education.

2. In 40% of teacher education institutions, 100% teacher educators said that they have a separate curriculum/syllabus for their institution.

3. In 20% of teacher education institutions, 100% teacher educators said that there is flexibility to make changes in the syllabus. So, views of the students are also taken into consideration and changes in the syllabus are done accordingly, whereas, in 20% of teacher education institutions 50% of teacher educators said that there is flexibility to make changes in the syllabus.

4. In 80% of teacher education institutions, 100% teacher educators are of the view that the curriculum of the college is in accordance with the goals of the pre-service Teacher Education, whereas, in 20% of teacher education institutions 50% teacher educators are of the view that the curriculum of the college is in accordance with the goals of the pre-service Teacher Education.

5. In 60% of teacher education institutions, 100% teacher educators are of the view that the current syllabus of the institution is up-to-date, whereas, in 40% of teacher education institutions, 100% teacher educators are of the view that the current syllabus of the institution is not up-to-date.

6. In 100% of teacher education institutions, 100% teacher educators said that there is no possibility of conducting any test prior to admission because admission is done through centralized admission cell, but, in 40% of teacher education institutions, 100% teacher educators said that test for English language proficiency is conducted by the institution after admitting the students and accordingly additional classes are provided to develop the same, whereas, in 20% of teacher education institutions, 75% of teacher educators said that the test for English language proficiency is conducted and accordingly additional classes are provided to develop the same.

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7. In 60% of teacher education institutions, 100% teacher educators said that the curriculum is having a provision for remedial measures for the underachievers, whereas, in 20% of teacher education institutions, 50% of teacher educators said that the curriculum is having a provision for remedial measures for the underachievers.

8. In 40% of teacher education institutions, 100% teacher educators said that the college is having vision and mission and in their opinion there is no gap between the vision and mission of the college, whereas, in 40% of teacher education institutions, 75% of teacher educators said that the college is having vision and mission and more than 50% of teacher educators were of the opinion that there is a gap between the vision and mission of the college, whereas, in 20% of teacher education institutions, 50% of teacher educators said that the college is having vision and mission and in their opinion there is no gap between the vision and mission of the college.

9. In 60% of teacher education institutions, 100% teacher educators said that there is no mechanism to obtain feedback on the curriculum of the institution from the Teachers, Students, Academic peers, Employers, Parents and Community members, whereas, in 20% of teacher education institution, 100% teacher educators said that there is a mechanism to obtain feedback on the curriculum of the institution from the Teachers, Student and Community members, whereas in 20% of teacher education institutions, 100% teacher educators said that there is a mechanism to obtain feedback on the curriculum of the institution from the Teachers and Student, while, 25% of teacher educators said that there is a mechanism to obtain feedback on the curriculum of the institution from Academic peers, Employers, Parents and Community members.

10. In 60% of teacher education institutions, 100% teacher educators said that they have incorporated innovative practices in the curriculum in terms of innovation in theory and teaching, whereas, in 60% of teacher education institutions, more than 50% of teacher educators said that they have incorporated innovative practices in the curriculum in terms of innovation in practical work, whereas, in 60% of teacher education institutions, 100% teacher educators said that they have not incorporated any innovative practices in the curriculum in terms of innovation in practice teaching.

11. In 80% of teacher education institutions, 100% teacher educators said that integration of technology in education is given enough importance in the curriculum of the institution in terms of theory papers, whereas, in 60% of teacher education institutions, 100% teacher educators said that integration of technology in education is given enough importance in the curriculum of the institution in terms of teaching-learning methodologies, whereas, in 60% of teacher education institutions, 100% teacher educators said that the integration of technology in education is given enough importance in the curriculum of the institution in terms of learning resources, whereas, in 60% of teacher education institutions, 100% teacher educators said that the integration of technology in education is not given enough importance in the curriculum of the institution in terms of evaluation.

12. In 60% of teacher education institutions, 100% teacher educators said that during practice teaching phases student teachers complete 40 lessons in a year, whereas, in 20% of teacher education institutions, 100% teacher educators said that during practice teaching phases student teachers complete 60 lessons in a year, whereas, in 20% of teacher education institutions, 100% teacher educators said that during practice teaching phases student teachers complete 40 lessons in a year.

13. In 60% of teacher education institutions, 100% teacher educators are of the view that the number of lessons that students complete during the B. Ed. programme is sufficient enough to give experience of teaching to the students, whereas, in 20% of teacher education institutions, 75% of teacher educators are of the view that the number of lessons that students complete during the B. Ed. programme is sufficient enough to give experience of teaching for the students, whereas, in 20% of teacher education institutions only 25% of teacher educators are of the view that the number of lessons that students complete during the B. Ed. programme is sufficient enough to give experience of teaching for the students.

14. In 80% of teacher education institutions, 100% teacher educators said that they conduct activities at the college that enable the students to interact with the society, whereas, in 20% of teacher education institutions, 75% of teacher educators said that they conduct activities at the college that enable the students to interact with the society.

15. In 100% of teacher education institutions, 100% teacher educators said that the institution prepares its academic calendar annually.

Objective 3. To study the curriculum transaction and evaluation of the Self Financed English Medium Teacher Education Institutions of Gujarat in terms of (a) Transaction of theory, (b) Practice Teaching, (c) Use of ICT and (d) Assessment and evaluation

1. In 80% of teacher education institutions, 100% teacher educators said that they follow academic calendar for transacting the curriculum, whereas, in 20% of teacher education institutions, 50% of teacher educators said that they follow academic calendar for transacting the curriculum.

2. In 80% of teacher education institutions above 50% of teacher educators said that they use lecture method, discussion method and instructional technology , whereas, in 100% of teacher education institutions above 25% of teacher educators said that they use seminar method, whereas, in 40% of teacher education institutions above 50% of teacher educators said that they use pair work, group work and project method, whereas, in 40% of teacher education institutions above 50% of teacher educators said that they use peer teaching, whereas, in 20% of teacher education institutions below 50% of teacher educators said that they use demonstration and team teaching method.

3. In 40% of teacher education institutions, 100% teacher educators said that they don't follow any innovative method for transacting the curriculum, whereas, in 60% of teacher education institutions, above 75% of teacher educators said that they follow any innovative method for transacting the curriculum such as fish bowl technique, peer teaching, use of authentic material, pair work, group work, language lab activity, practical work, discussion and seminar method, etc.

4. In 100% of teacher education institutions, 100% teacher educators said that they use ICT for transacting the core courses and method courses, whereas, in 80% of teacher education institutions, 100% teacher educators are of the view that they use technology at the expert level in the institution.

5. In 80% of teacher education institutions, 100% teacher educators said that they promote interactive teaching-learning, whereas, in 20% of teacher education institutions 75% of teacher educators said that they promote interactive teaching-learning.

6. In 60% of teacher education institutions, 100% teacher educators said that the practice teaching of the institution is organized in more than 5 different phases,

whereas, in 20% of teacher education institutions, 100% teacher educators said that the practice teaching of the institution is organized in 3 different phases, whereas, in 20% of teacher education institutions, 75% of teacher educators were not able to provide the exact information about the practice teaching phases.

7. 100% of teacher education institutions have different criteria for practice teaching with respect to total numbers of practice-teaching days, number of days for pre-practice preparation and total number of practice lessons for each trainee.

8. In 60% of teacher education institutions, 100% teacher educators said that for selecting schools for practice-teaching the comfort level of student-teachers in terms of distance and language proficiency is considered and accordingly English medium, Hindi medium or Gujarati medium schools are selected, whereas, in 40% of teacher education institutions, 100% teacher educators said that for practice-teaching only English medium schools are selected.

9. In 60% of teacher education institutions, 100% teacher educators said that there is no scope for creative lessons in their curriculum, whereas, in 40% of teacher education institutions, 100% teacher educators said that there is a scope for creative lessons in their curriculum and students were asked to submit the same.

10. In 60% of teacher education institutions, 100% teacher educators said that for practice-teaching feedback is taken from the supervisors, school teachers, peer group, i.e., student-teachers and self evaluation, i.e., reflection on teaching by the student-teachers, whereas, in 40% of teacher education institutions, 100% teacher educators said that for practice-teaching feedback is taken from the supervisors, school teachers and peer group student-teachers, but, self evaluation i.e. reflection on teaching by the student-teachers are not taken into account.

11. In 80% of teacher education institutions, 100% teacher educators said that for evaluation scheme the institution follows internal and external evaluation according to the university norms, whereas, in 20% of teacher education institutions, 100% teacher educators said that for evaluation scheme the institution follows internal and external evaluation of 800 marks each.

12. 100% of teacher education institutions are having variations in their marking scheme and total marks.

13. In 80% of teacher education institutions above 50% of teacher educators said that they follow assessment criteria i.e. evaluation rubric for internal assessment and the same is communicated to students during orientation, whereas, in 20% of

teacher education institutions, 100% teacher educators said that they follow assessment criteria for internal assessment as specified by the University but they don't prepare any evaluation rubric for the assessment and the same is given in the students manual and the same is oriented to the students.

14. In 80% of teacher education institutions, 100% teacher educators said that they have a provision for underachievers for their improvement through remedial teaching, whereas, in 20% of teacher education institutions, 50% of teacher educators said that they have a provision for underachievers for their improvement through remedial teaching.

15. 100% of teacher education institutions organize different curricular and co-curricular activities to ensure that the learners will develop themselves holistically.

16. In 60% of teacher education institutions, 100% teacher educators said that they always use English as a medium for transacting the curriculum, whereas, in 40% of teacher education institutions more than 75% of teacher educators said that they often use English as a medium for transacting the curriculum but Hindi and Gujarati are also used as per the convenience of student teachers.

17. In 80% of teacher education institutions, 100% teacher educators said that most of the students are competent enough to communicate in English language, whereas, in 20% of teacher education institutions, 100% teacher educators said that only some of the students are competent enough to communicate in English language.

18. In 80% of teacher education institutions, 100% teacher educators said that they have a provision to develop communication skills in English among students, whereas, in 20% of teacher education institutions, 100% teacher educators said that they don't have any provision to develop communication skills in English among students.

19. 100% of teacher education institutions have a provision to develop use of ICT among the student teachers.

20. In 40% of teacher education institutions, 100% teacher educators said that the institutions have a provision to develop a sense of mutual growth and development among the student-teachers, whereas, in 40% of teacher education institutions more than 50% and less than 75% of teacher educators said that the institutions have a provision to develop a sense of mutual growth and

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development among the student-teachers, whereas, in 20% of teacher education institutions 100% of teacher educators said that the institution has no provision to develop a sense of mutual growth and development among the student-teachers.

21. In 60% of teacher education institutions, 100% teacher educators said that in formal environment they use English language for communication in the institution, whereas, in 40% of teacher education institutions, 100% teacher educators said that in formal environment they use English, Hindi and Gujarati language for communication in the institution.

22. In 80% of teacher education institutions, 100% teacher educators said that in informal environment mostly they use Hindi and Gujarati language for communication in the institution.

23. In 80% of teacher education institutions, 100% teacher educators said that the institution has separate methods rooms for the students.

24. In only 20% of teacher education institutions, 100% teacher educators said that the institution has method-wise clubs for all methods and they conduct various activities such as field trips, publishing in-house Newsletters, showcasing, seminars, etc.

25. In only 20% of teacher education institutions, 100% teacher educators said that they have open resource centre/self access center in the method rooms and it also includes all the resources which are necessary.

26. In only 20% of teacher education institutions, 100% teacher educators said that their method class is well equipped with all necessary resources to conduct the experiments and activities related to methods.

Objective 4. To study the organization and management of the Self Financed English Medium Teacher Education Institutions of Gujarat in terms of (a) Internal quality management, (b) Leadership, (c) Academic planning and management, (d) Human resource management and (e) Resource mobilization and Financial management

1. In 60% of teacher education institutions, 100% teacher educators said that the institution does not have any Internal Quality Assurance Cell, whereas, in 40% of teacher education institutions 100% of teacher educators said that the institution has an Internal Quality Assurance Cell and one of the faculty members is the coordinator of the cell. The cell is ensuring the quality of the institution, finding

the ways to improve the quality of the institution; audits the functions of all the departments of the college and ensures that the institute functions according to UGC norms.

2. In 40% of teacher education institutions, 100% teacher educators said that the institution has feedback mechanism for ensuring the quality of teaching learning process, teacher's progress and students result, whereas, in 40% of teacher education institutions above 50% of teacher educators said that the institution has feedback mechanism for ensuring the quality of teaching learning process and student results, but, in 100% of teacher education institutions none of the teacher educators was sure about how it contributes towards quality assurance.

3. In 60% of teacher education institutions, 100% teacher educators said that they collect staff feedback, student's feedback and management feedback to improve the management of the institution, whereas, in only 20% of teacher education institution 50% of teacher educators said that the institution collects parents' feedback for the same.

4. In 40% of teacher education institutions, 100% teacher educators said that to improve the efficiency of non-teaching staff they all are allowed to attend the courses, workshops and training programmes related to their field, whereas, in 60% of teacher education institutions 100% of teacher educators said that nothing is done to improve the efficiency of non-teaching staff.

5. In 100% of teacher education institutions, above 50% of teacher educators said that the planning for the next academic session begins before vacation.

6. In 100% of teacher education institutions, 100% teacher educators said that the institution is having its own academic calendar and it includes all academic and non-academic activities.

7. In 80% of teacher education institutions, 100% teacher educators said that the academic calendar of the institution is planned collaboratively by the principal and teacher educators, whereas, in 20% of teacher education institutions, 50% of teacher educators said that the management and principal is generally involved in decision making at the institution and rest of the 50% of teacher educators said that only the principal is involved in the decision making process at the institution.

8. In 80% of teacher education institutions more than 25% teacher educators said that only the principal is involved in the decision making process at the institution, whereas, in only 20% of teacher education institutions students were also involved

in decision making process at the institution, whereas, in 40% of teacher education institutions above 75% of teacher educators said that the principal and all faculty members were also involved in the decision making process at the institutions.

9. In 40% of teacher education institutions, 100% teacher educators said that the distribution of the work takes place at the institution through staff meeting involving the entire staff, whereas, in 60% of teacher education institutions more than 25% teacher educators said that the work is distributed by the principal alone.

10. In 80% of teacher education institutions, 100% teacher educators said that to promote professional development of the teacher educators the institution motivates staff members to participate in workshop and seminars, plan and organize workshops and seminars.

11. In 80% of teacher education institutions, 100% teacher educators said that the institution does not organize any workshop/seminar for the non-teaching staff members, whereas, in 20% of teacher education institutions 100% of teacher educators said that the institution has offered a course on English for the non-teaching staff members.

12. In 100% of teacher education institutions, 100% teacher educators said that the teaching and non- teaching personnel are recruited as per University norms.

13. In 100% of teacher education institutions, 100% teacher educators said that the institution has the provision for conducting guest-lectures at the college and in 80% of teacher education institutions more than 6 guest lectures are arranged every year.

14. In 40% of teacher education institutions, 100% teacher educators said that the institution has an internal audit mechanism for checking the performance of administrative work, whereas, in 60% of teacher education institutions more than 50% of teacher educators said that the institution does not have any internal audit mechanism for checking the performance of administrative work.

15. In 60% of teacher education institutions, 100% teacher educators said that the institution has an internal audit mechanism for checking the performance of teaching work and it is done by the principal of the institution, whereas, in only 20% of teacher education institutions this process of auditing is formalized and known as Mutual Auditing System wherein each one faculty member's session is audited by the colleagues and principal.

16. In 100% of teacher education institutions, 100% teacher educators said that the institution has a grievance redressal mechanism for the students and in 40% of teacher education institution 100% of teacher educators said that the same is discussed by the principal of the institution, whereas, in 40% of the teacher education institution 100% of teacher educators said that the grievances of students are discussed in through the guidance cell, whereas, in 20% of teacher education institutions 100% of teacher educators said that the grievances of students are discussed by the student counselor in the open forum and all the genuine grievances of the students are taken care of.

17. In 80% of teacher education institutions, 100% teacher educators said that the institution does not have any grievance redressal mechanism to deal with the grievances of the employees.

18. In 60% of teacher education institutions, 100% teacher educators said that the institutions do not provide any extra facilities to the employees, whereas, in 40% of teacher education institutions 100% of the teacher educators said that apart from 100 Rs. medical allowance and staff quarters the institutions do not provide any other facility to its employees.

19. In 60% of teacher education institutions more than 50% of teacher educators were of the view that the principal is very good as an academic administrator, whereas, in 60% of teacher education institutions more than 25% of teacher educators were of the view that the principal is excellent as an academic administrator but in all 80% of teacher education institutions none of the teacher educators was able to substantiate his/her response.

20. In 60% of teacher education institutions, 100% teacher educators said that the work environment in the institute is conducive to all its employees, whereas, in 40% of teacher education institutions, 75% of teacher educators said that the work environment in the institute is conducive to all its employees.

21. In 40% of teacher education institutions more than 50% of teacher educators said that they have professional relationship with the head of the institution, whereas, in 40% of teacher education institutions more than 75% of teacher educators said that the relationship between the head and the employees of the institution is O.K. and fine.

22. In only 20% of teacher education institutions, 100% teacher educators said that they generate or contribute in generating fund for the institution by participating

in consultancy work, publication and through courses which are offered to the outsiders by the college, whereas, in 80% of teacher education institutions, 100% teacher educators said that they don't generate or contribute in generating fund for the institutions in any way.

23. In 60% of teacher education institutions, 100% teacher educators said that the institutions do not have any collaboration with any external agency, whereas, in 40% of teacher education institutions, 100% teacher educators said that the institutions have collaboration with external agencies but they failed to provide any details.

24. In 80% of teacher education institutions, 100% teacher educators said that they are optimally utilized in the institution.

25. In 60% of teacher education institutions, 100% teacher educators said that the institutions follow same policies for all employees and the head of the institution is not at all biased towards any person, whereas, in 40% of teacher education institutions more than 25% of teacher educators said that the institution has different policies for different employees.

26. In 60% of teacher education institutions more than 25% of teacher educators said that the head of the institution is biased to some of its employees.

27. In 60% of teacher education institutions, 100% teacher educators said that the faculty members bear the cost of attending the seminars/workshops/courses by the faculty members, whereas in only 20% of teacher education institutions 75% of teacher educators said that the institution bears the cost of attending the seminars/workshops/courses by the faculty members.

28. In 40% of teacher education institutions more than 50% of teacher educators said that in the absence of the principal they work more efficiently.

Objective 5. To study the research development and extension services of the Self Financed English Medium Teacher Education Institutions of Gujarat in terms of (a) Research, (b) Community engagement, (c) Consultancy services

1. In 60% of teacher education institutions, 100% teacher educators said that the institution promotes research in education, whereas, in 40% of teacher education institutions more than 25% of teacher educators said that the institution does not promote research in education.

2. In 40% of teacher education institutions, 100% teacher educators said that the institutions have research committees and three staff members look after the committee and it conducts various activities related to the research.

3. In 20% of teacher education institutions, 100% teacher educators said that the institution has a researcher cell/ researchers forum and it conducts seminars and presentation related to the researches, whereas, in 60% of teacher education institutions 100% of teacher educators said that the institution does not have researchers' forum.

4. 40% of teacher education institutions have not carried out even a single research in education.

5. In 40% of teacher education institutions, 100% teacher educators said that the institutions provide guidance to motivate its faculty members to take up research in education, whereas, in 40% of teacher education institutions more than 25% of teacher educators said that the institutions do not motivate their faculty members to take up research in education.

6. In 100% of teacher education institutions, 100% teacher educators said that the institution does not provide any financial support to research scholars.

7. In 40% of teacher education institutions, 100% teacher educators said that the institutions provide consultancy services to various schools and colleges, whereas, in 60% of teacher education institutions, 100% teacher educators said that the institutions do not provide any consultancy services.

8. In 60% of teacher education institutions, 100% teacher educators said that the institutions do not have any extension department to look after the extension activities of the institution, whereas, in 40% of teacher education institutions, 100% teacher educators said that the institution has an extension committee.

9. In 80% of teacher education institutions, 100% teacher educators said that their institutions encourage their teacher educators and student-teacher to participate in extension activities.

10. In 80% of teacher education institutions, 100% teacher educators said that their institutions have not collaborated with any external agency for its extension activities.

11. In 80% of teacher education institutions, 100% teacher educators said that their institutions have a placement cells.

12. In 80% of teacher education institutions more than 75% of teacher educators said that their institutions develop teaching-aids and question banks, whereas, in 60% of teacher education institutions more than 50% of teacher educators said that their institutions develop Audio-Visual-aids and print materials, whereas, in 60% of teacher education institutions 100% of teacher educators said that their institutions develop e-materials.

13. In 100% of teacher education institutions, 100% teacher educators said that they have not yet conducted any research of any kind in their methods i.e. subjects.

14. In 80% of teacher education institutions, 100% teacher educators said that their method group has not come out with any in-house/external publication, whereas, in 20% of teacher education institutions 100% of teacher educators said that their method group has come out with Newsletters as in-house publications.

15. In 100% of teacher education institutions none of the teacher educators or the institution conducted any research/action research in methods. So there is no question of bringing any change in the academic area due to the result of its research, whereas, in 20% of teacher education institutions, 100% teacher educators said that the institution has conducted the action researches in Statistics, English for Office and Effectiveness of Peer Teaching.

Objective 6. To study the student support and progression of the self Financed English medium teacher education institutions of Gujarat in terms of (a) student progression, (b) students support and (c) students activities and placement services

1. In 100% of teacher education institutions above 80% of student-teachers said that their institutions have enough books to meet the requirements of the syllabus.

2. In 60% of teacher education institutions above 80% of student-teachers said that they have got books from the book bank of the college library, whereas, in 20% of teacher education institutions, 100% of student-teachers said that they have not got any book from the book bank of the college library.

3. In 40% of teacher education institutions above 98% of student-teachers said that they are allowed to use the internet facility of the college, whereas, in 20% of teacher education institutions above 96% of student-teachers said that they are not allowed to use the internet facility of the college.

4. In 60% of teacher education institutions above 90% of student-teachers said that their institutions do not have canteen facility in the campus.

5. In 80% of teacher education institutions below 60% of student-teachers said that they participate in the different activities to keep the campus beautiful and pollution free, whereas, in 20% of teacher education institutions, 80% of student-teachers said that they participate in the different activities to keep the campus beautiful and pollution free.

6. In 80% of teacher education institutions above 90% of student-teachers said that their teachers use computer aided learning packages.

7. In 100% of teacher education institutions above 92% of student-teachers said that their teachers integrate/use technology (ICT) in their regular classroom sessions.

8. In 60% of teacher education institutions above 62% of student-teachers said that their institutions do not conduct any remedial programmes for underachievers, whereas, in 20% of teacher education institutions, 90% of student-teachers said that the institution conducts remedial programmes for underachievers.

9. In 80% of teacher education institutions below 62% of student-teachers said that their institutions collect their feedback on the curriculum.

10. In 80% of teacher education institutions above 80% of student-teachers said that their institutions conduct various activities that enable them to integrate with the society.

11. In 60% of teacher education institutions above 82% of student-teachers said that their institutions prepare its academic calendar, whereas, in 20% of teacher education institutions 84% of student-teachers said that the institution does not prepare its academic calendar.

12. In 100% of teacher education institutions above 93% of student-teachers said that their teachers promote interactive teaching-learning.

13. In 100% of teacher education institutions above 75% of student-teachers said that their teachers communicate to them about the assessment criteria prior to the assessment.

14. In 40% of teacher education institutions above 87% of student-teachers said that they formally appraise their teachers' performance, whereas, in 20% of teacher education institutions 84% of student-teachers said that they don't appraise their teachers' performance formally.

15. In 60% of teacher education institutions above 70% of student-teachers said that all of their classmates are not competent enough to communicate in English language.

16. In 60% of teacher education institutions above 70% of student-teachers said that they have not undertaken any test pertaining to competency in English language.

17. In 60% of teacher education institutions above 92% of student-teachers said that their institutions conduct programme to develop their communication skills in English, whereas, in 20% of teacher education institutions 85% of student-teachers said that the institution does not conduct any programme to develop their communication skills in English.

18. In 80% of teacher education institutions above 80% of student-teachers said that their institutions conduct programme to develop their skills in ICT, whereas, in 20% of teacher education institutions, 65% of student-teachers said that the institution does not conduct any programme to develop their skills in ICT.

19. In 60% of teacher education institution above 92% of student-teachers said that they don't have any clubs in their method class, whereas, in 20% of teacher education institutions above 67% of student-teachers said that they have clubs in their method classes and the method clubs organize various activities related to the subject.

20. In 80% of teacher education institutions above 75% of student-teachers said that they don't have any open resource centre/self access centre in their method rooms, whereas, in 20% of teacher education institutions 68% of student-teachers said that they have open resource centre/self access centre in their method rooms.

21. In 60% of teacher education institutions above 52% of student-teachers said that their method classes are not equipped with the necessary equipments, whereas, in 20% of teacher education institutions 90% of student-teachers said that their method classes are well equipped with all the necessary equipments.

22. In 100% of teacher education institutions, 100% student-teachers said that their institutions conduct guest lectures.

23. In 80% of teacher education institutions, 100% student-teachers said that their institutions have suggestion box.

24. In 100% of teacher education institutions above 76% of student-teachers said that their institutions collect feedback from them.

25. In 40% of teacher education institutions, 100% student-teachers said that their institutions have placement cells, whereas, in 60% of teacher education institutions above 79% of student-teachers said that their institutions have placement cells.

26. In 40% of teacher education institutions, 100% student-teachers said that their institutions have alumni associations, whereas, in 20% of teacher education institutions, 100% student-teachers said that the institution does not have an alumni association.

27. In 40% of teacher education institutions, 100% student-teachers said that their institutions have student council, whereas, in 40% of teacher education institutions above 73% of student-teachers said that their institutions have student council, whereas, in 20% of teacher education institutions, 60% of student-teachers said that the institution does not have any student council.

28. In 40% of teacher education institutions, 100% student-teachers said that their institutions do not provide bus/train concession form, whereas, in 40% of teacher education institutions, above 77% of student-teachers said that their institutions do not provide bus/train concession form, whereas, in 20% of teacher education institutions 66% of student-teachers said that the institution provide bus/train concession form.

29. In 60% of teacher education institutions above 60% of student-teachers said that their institutions offer scholarship to student-teachers, whereas, in 40% of teacher education institutions above 87% of student-teachers said that their institutions do not offer scholarship to student-teachers.

30. In 80% of teacher education institutions above 75% of student-teachers said that their institutions offer guidance to student-teachers to participate in the co-curricular activities organized at the University level/State level/National level.

31. In 80% of teacher education institutions above 50% of student-teachers said that their institutions provide financial aid to student-teachers to participate in the co-curricular activities organized at the University level/State level/National level.

32. In 60% of teacher education institutions above 80% of student-teachers said that their institutions conduct workshops for the in-service teachers/schools, whereas, in 40% of teacher education institutions above 57% of student-teachers said that their institutions do not conduct any workshop for the in-service teachers/schools.

33. In 80% of teacher education institutions above 47% of student-teachers said that they have not participated in the community work on behalf of the institution.

34. In 80% of teacher education institutions above 86% of student-teachers said that their institutions do not provide health centre in the campus of the institution.

35. In 80% of teacher education institutions above 60% of student-teachers said that there are first aid rooms available in the institution, whereas, in 20% of teacher education institutions 85% of student-teachers said that there is no first aid room available in the institution.

36. In 60% of teacher education institutions 100% of student-teachers said that their institutions provide hostel facility for its students, whereas, in 20% of teacher education institutions, 100% student-teachers said that the institution does not provide hostel facility for its students.

37. In 100% of teacher education institutions above 54% of student-teachers said that their institutions do not provide indoor sports facilities.

38. In 100% of teacher education institutions above 62% of student-teachers said that their institutions do not provide outdoor sports facilities.

39. In 60% of teacher education institutions above 82% of student-teachers said that they have received updated prospectus of the institution at/after the admission.

4.4 Comparative Scenario of B. Ed. Programme Offered By the Self Financed English Medium Teacher Education Institutions of Gujarat

On the basis of analysis and interpretation of the collected data, the following comparative scenario of B. Ed. Programme offered by different self financed English medium teacher education institution of Gujarat emerged are presented objective wise.

Objective 1. To study the available infrastructure and learning resources of the Self Financed English Medium Teacher Education Institutions of Gujarat in terms of (a) Physical infrastructure, (b) Human resource and (c) Library and Information services

1. All institutions are having their own websites and they all are affiliated to different universities.

2. Last two year records of all institutions show that the institutions were not able to fill all 100 seats as some of the seats remain unoccupied.

3. Except institution 3 all other institutions run under an in-charge principal.

4. Number of faculty members in Institution 1, 2 and 3 are according to the NCTE norms.

5. In institution 1, 4 and 5 all faculty members are permanent.

6. Institution 1 and 5 do not have any technical staff members.

7. The admission process in all institutions is done through Centralized admission cell.

8. Institution 1 and 3 do not reserve any seats for management quota.

9. Institution 3 is the only institution having separate infrastructural resources for its own use including a separate building.

10. Except institution 3 all other institutions are having their playground within the campus.

11. Institution 3 and 5 do not provide canteen facility to their students.

12. Institution 2 does not provide hostel facility to its students.

13. Institution 1 and 3 are providing quarters to its staff members.

14. Institution 4 does not allow use of its academic facility by any external agency.

15. All institutions adopt different measures to keep their campus beautiful.

16. All institutions are having computerized library.

17. All institutions are having reading room facility available in the library itself for the students and faculty members but Institution 2 and 5 do not fulfill the NCTE norms that there shall be a library-cum-reading room with seating capacity for at least fifty percent students.

18. The Library of the institution 2 does not have any advisory committee.

19. The Libraries of institutions 1 and 3 provide Book Bank facility to its students.

20. The Libraries of Institution 1, 3 and 5 provide membership facility to the outsiders.

21. The Library of institution 3 is providing better and additional services in comparison to other institutions.

22. Institutions 3 and 5 are having an independent computer laboratory for its students.

23. All institutions have internet facility for their students and faculty members.

24. Institutions 3 and 4 develop computer aided learning packages in different subjects.

25. Institution 3 is having its own state of the art language laboratory, whereas, institutions 1 and 2 use the language laboratory of other institution of the same Trust in the same campus.

26. Institution 3 is better equipped with educational technology in comparison to other institutions.

Objective 2. To study the curriculum designing of the Self Financed English Medium Teacher Education Institutions of Gujarat in terms of (a) Teacher education goals, (b) Curriculum planning, (c) Curriculum development and (d) Feedback mechanism

1. Institutions 1 and 3 have separate curriculum/syllabus for their colleges and the teacher educators of these institutions have freedom in designing the curriculum of the institution and they all participate in framing the syllabus of the institution. In these institutions views of students are also taken in to consideration while making changes in the syllabus formally.

2. Except institution 4, 100% teacher educators of other institutions are of the view that the curriculum of their college is in accordance with the goals of the pre-service Teacher Education.

3. In Institutions 4 and 5, 100% teacher educators are of the view that the current syllabus of the institution is not up-to-date.

4. Institutions 2 and 3 conduct tests to assess the knowledge of the students with respect to students' proficiency in English language.

5. Curriculum of the institution 4 does not have any provision of remedial measure for the underachievers.

6. Except institution 3, variations were found in the response of the teacher educators with respect to the vision and mission of the institutions.

7. Institution 3 formally collects feedback on the curriculum of the college from teachers, students, academic peers, employers, parents and community

members, whereas, institution 1 obtains feedback on the curriculum of the college from Teachers, Students and community members.

8. Institution 3 is better In terms of the incorporation of innovative practices in the curriculum.

9. Institution 3 has given enough importance to integration of technology in education in the curriculum of the institution in terms of theory papers, teaching-learning methodologies, learning resources, evaluation and co-curricular activities, whereas, institution 1 and 2 have also done well in integrating technology in education in comparison to other institutions.

10. All institutions have followed the norms of NCTE vis a vis the number of lessons delivered by the student teachers under practice teaching.

11. In institutions 1, 2, 3 and 4, 100% teacher educators said that they conduct activities at the college that enable the students to interact with the society/community members.

12. In all five institutions 100% teacher educators said that the institution prepares its academic calendar annually.

Objective 3. To study the curriculum transaction and evaluation of the Self Financed English Medium Teacher Education Institutions of Gujarat in terms of (a) Transaction of theory, (b) Practice Teaching, (c) Use of ICT and (d) Assessment and evaluation

1. Except in institution 5, 100% teacher educators of other institutions said that they follow academic calendar for transacting the curriculum.

2. According to the response of the teacher educators of all institutions, institution 3 is transacting the curriculum through different ways.

3. In institutions 2 and 3, 100% teacher educators said that they follow innovative methods for transacting the curriculum.

4. In institutions 1, 2, 3 and 5, 100% teacher educators said that they promote interactive teaching-learning in the classroom.

5. In all institutions 100% teacher educators use ICT for transacting the core courses and method courses and except institution 1, 100% teacher educators of other institutions are of the view that they are using technology at the expert level in the institution.

6. Practice teaching phases in institutions 2, 3 and 4 are comparatively better/more systematized and clear.

7. While selecting schools for practice teaching Institutions 3 and 4 make sure that the schools must be English medium schools while other institutions go with the comfort level of the students.

8. In institutions 2 and 3, 100% teacher educators said that there is a scope for creative lessons in their curriculum.

9. In institutions 1,2 and 3, 100% teacher educators said that in practice-teaching, feedback is taken from the supervisors, school teachers, peer group i.e. student-teachers and self evaluation, i.e., reflection on teaching by the student-teachers.

10. For evaluation all institutions follow the norms of the University under which they are affiliated.

11. In institutions 2 and 3, 100% teacher educators follow assessment criteria i.e. evaluation rubric for internal assessment and the same is communicated to students well in advance.

12. Except in institution 2, 100% teacher educators of other institutions said that they adopt different ways to ensure that the learners will develop themselves holistically.

13. 100% teacher educators of institutions 1, 3 and 4 said that they always use English as a medium for transacting the curriculum.

14. In institution 5, 100% teacher educators said that only some of the students are competent enough to communicate in English language and they don't have any provision to develop communication skills in English among students.

15. 100% teacher educators of institutions 2 and 3 said that they have a provision to develop a sense of mutual growth and development among the student-teachers.

16. Institution 2 has not developed rooms separately as method rooms.

17. Institution 3 is the only institutions which is having method-wise clubs for all methods and they conduct various activities such as field trips, publishing in-house Newsletters, showcasing, seminars, etc. and they also have open resource centre/self access center in the method rooms and it also includes all the resources which are necessary and their method class is well equipped with

all necessary resources to conduct the experiments and activities related to methods.

Objective 4. To study the organization and management of the Self Financed English Medium Teacher Education Institutions of Gujarat in terms of (a) Internal quality management, (b) Leadership, (c) Academic planning and management, (d) Human resource management and (e) Resource mobilization and Financial management

1. Institutions 1 and 3 are having Internal Quality Assurance Cell.

2. In institutions 3 and 4, 100% teacher educators said that the institution has feedback mechanism for ensuring the quality of teaching learning process, teacher's progress and students' result.

3. 100% teacher educators of institutions 1, 2 and 3 said that they collect staff feedback, student's feedback and management's feedback to improve the management of the institution.

4. Institutions 2 and 3 encouraged and allowed non-teaching staff members to join and attend workshops, training programmes and courses related to their field to improve their efficiency.

5. In institutions 1 and 4, 100% teacher educators said that the planning for the next session begins before vacation, while, in other institutions variations were found in the response of the teacher educators.

6. All institutions are having their own academic calendar and it includes all academic and non-academic activities.

7. Only in institution 3, 100% teacher educators said that the distribution of the work takes place at the institution through staff meeting involving all staff members.

8. Only institution 3 organizes workshop/seminar for the non-teaching staff members.

9. Only Institution 3 is having an internal audit mechanism for checking the performance of administrative work and it is done by audit section of the trust.

10. Only Institution 3 has a grievance redressal mechanism to deal with the grievances of the employees and it is also done through suggestion box and the employees can discuss their grievances with the principal.

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11. Only Institutions 1 and 3 provide staff quarters and medical facility to its employees.

12. In institutions 1 and 2, 100% teacher educators were of the view that the principal is very good/Excellent as an academic administrator of the institute.

13. In institutions 1 and 2, 100% teacher educators said that the relationship between the head and the employees of the institution is friendly, open and cooperative.

14. In institutions 3 teacher educators generate or contribute in generating fund for the institution by participating in consultancy work, publication and through courses which are offered to the outsiders by the college.

15. In institutions 3 and 5, more than 25% of the teacher educators said that their institutions follow different policy for their employees and the head of the institution is biased towards some of the employees.

16. Only in institutions 1 and 2, 100% teacher educators said that the head of the institution is not at all biased towards any person.

17. Only in institutions 3 and 5 teacher educators said that in the absence of the principal they work more efficiently.

18. In none of the institutions none of the teacher educator was sure about the collaboration of the institutions with any external agencies.

Objective 5. To study the research development and extension services of the Self Financed English Medium Teacher Education Institutions of Gujarat in terms of (a) Research, (b) Community engagement, (c) Consultancy services

1. In institutions 1, 2 and 3, 100% teacher educators said that their institutions promote research in education.

2. Institutions 1 and 3 are having research committees and three staff members look after the committee. The research committee conducts various activities related to the researcher.

3. Only institution 3 has a researchers' forum.

4. Institution 2 has conducted maximum number of research in the field of education, whereas, Institutions 4 and 5 has not carried out any research in education.

5. Institutions 1 and 3 provide consultancy services to various schools and colleges.

6. Institutions 1 and 2 have extension departments. .

7. Except institution 5, other institutions are having placement cells.

8. Only in institution 3 the student-teachers of different method groups has come out with Newsletter as an in-house publication.

Objective 6. To study the student support and progression of the Self Financed English Medium Teacher Education Institutions of Gujarat in terms of (a) Student progression, (b) Students support and (c) Students activities and Placement services

1. In institutions 1 and 3, student-teachers have got books from the book bank of the college library and found it fruitful.

2. In institution 4 student-teachers are not allowed to use the internet facility of the college.

3. Institutions 1 and 2 only have canteen facility for the student-teachers in the campus.

4. Only institution 3 conducts remedial programmes for underachievers for all subjects.

5. In institution 2 student-teachers said that they don't appraise their teachers performance formally.

6. Institution 5 does not conduct any programme to develop the communication skills of student-teachers in English.

7. In institutions 1 and 3, student-teachers said that they have clubs in their method class, whereas, only in institution 3 student-teachers said that their method clubs organize activities related to the subject.

8. Only institution 3 have open resource centre/self access centre in the method class/rooms.

9. Only in institution 3 above 90% student-teachers said that their method class is well equipped with all the necessary equipments.

10. In institutions 3 and 4, 100% student-teachers said that the institution has an alumni association.

11. Only institution 4 provides bus/train concession form to its student-teachers.

12. Institution 2 and 5 does not offer scholarship to its student-teachers.

13. Only in institution 3, 100% student-teachers said that the institution conducts workshop for the in-service teachers/ schools.

14. Institution 5 does not have first aid room/facility.

15. Institution 2 does not provide hostel facility to its student-teachers.

16. In institution 2 student-teachers said that the institution does not provide indoor/outdoor sports facilities.

4.5 Suggestions

On the basis of analysis and interpretation of the data institutional wise suggestions are as follows.

Institution 1

- Institution should recruit at least one technical staff member.

- Institution should have an independent computer laboratory for its students.

- Institution should try to develop computer aided learning packages in different subjects.

- Institution should try to equip it with more educational technology.

- Institution should conduct test to assess the knowledge of the students with respect to students' proficiency in English language.

- Institution should organize an orientation programme for teacher educators on vision and mission of the institutions.

- Institution should try to collect feedback on the curriculum of the college from the academic peers, employers and parents.

- Institution should try to incorporate innovative practices in the curriculum in terms of practice teaching.

- Institution should try to follow innovative methods for transacting the curriculum.

- Institution should modify its curriculum to give the scope for creative lessons in their curriculum.

- Institution should make it mandatory for all teacher educators to prepare evaluation rubric for internal assessment and the same should be communicated to students well in advance.

- Institution should make some provision to develop a sense of mutual growth and development among the student-teachers.

- Teacher educators should form method-wise clubs and they should conduct various activities such as field trips, publishing in-house Newsletters, showcasing, seminars, etc. and they should also need to create open resource centre/self access center in their method rooms.

- Institution needs to equip its method classes with all necessary resources to conduct the experiments and activities related to methods.

- Institution needs to encourage and allow non-teaching staff members to join and attend workshops, training programmes and courses related to their field to improve their efficiency.

- Institution should organize workshop/seminar for the non-teaching staff members.

- Institution should make some provision for internal audit mechanism for checking the performance of administrative work.

- Teacher educators should contribute in generating fund for the institution by participating in consultancy work.

- Institution should start its own researchers' forum.

- Institution needs to conduct remedial programmes for underachievers for all subjects.

- Institution should try to implement the academic calendar as far as possible.

- Institution should provide bus/train concession form to its student-teachers.

Institution 2

- Most of the employees are appointed on temporary basis, so institution should make them permanent.

- Institution should provide hostel facility to its students and it should also need to provide quarters to its staff members.

- The total seating capacity available in the library of the institution is limited to 24 individuals which need to be increased to at least 50 individuals.
- The Library of the institution needs to have an advisory committee.
- The Library of the institution needs to come out with the Book Bank facility to its students.
- Institution should have an independent computer laboratory for its students.
- Institution should try to develop computer aided learning packages in different subjects.
- Institution should organize an orientation programme for teacher educators on vision and mission of the institutions.
- Institution needs to collect feedback on the curriculum of the college from the academic peers, employers, parents and community members.
- Institution should try to incorporate innovative practices in the curriculum.
- Teacher educators should form method-wise clubs and they should conduct various activities such as field trips, publishing in-house Newsletters, showcasing, seminars, etc. and they should also need to create open resource centre/self access center in their method rooms.
- Institution needs to equip their method classes with all necessary resources to conduct the experiments and activities related to methods.
- Institution should develop Internal Quality Assurance Cell.
- Institution should organize workshop/seminar for the non-teaching staff members.
- Institution should have a grievance redressal mechanism to deal with the grievances of the employees.
- Institution should provide hostel facility to its student-teachers and quarters to its faculty members.
- Teacher educators should generate or contribute in generating fund for the institution through consultancy work.
- Institution should start its own researchers' forum.
- Teacher educators need to conduct some research in their methods i.e. subjects.

- Institution should try to provide indoor and outdoor sports facilities to its student-teachers regularly.

Institution 3

- Most of the employees are appointed on temporary basis and they are not getting regular pay scale, so institution should make them permanent and give them the scale.
- Institution should provide canteen facility to its student-teachers.
- Institution should try to implement the academic calendar as far as possible.
- Teacher educators should try to conduct research in their methods i.e. subjects.
- Institution should provide annual academic calendar to its student-teachers.
- Institution should provide bus/train concession form to its student-teachers.
- Institution should try to provide indoor and outdoor sports facilities to its student-teachers regularly.

Institution 4

- Institution should provide quarters to its staff members.
- The Library of the institution should provide the Book Bank facility to its student-teachers.
- Institution should try to provide the language laboratory facility to its student-teachers.
- Institution should make some provision to up-date its syllabus.
- The curriculum of the institution should have some provision of remedial measure for the underachievers.
- Institution should organize an orientation programme for teacher educators on vision and mission of the institutions.
- Institution should have some mechanism to obtain feedback on the curriculum of the college from the academic peers, employers, parents and community members.

- Institution should incorporated innovative practices in the curriculum in terms of innovation in theory, practical work and practice teaching and the same should be communicated to its teacher educators.

- Teacher educators of the institution should incorporate innovative methods for transacting the curriculum.

- Institution should organize an orientation programme for Teacher educators on practice teaching.

- Institution should modify its curriculum to give the scope for creative lessons in their curriculum.

- Teacher educators should form method-wise clubs and they should conduct various activities such as field trips, publishing in-house Newsletters, showcasing, seminars, etc. and they should also need to create open resource centre/self access center in their method rooms.

- Institution need to equip its method classes with all necessary resources to conduct the experiments and activities related to methods.

- Institution should form Internal Quality Assurance Cell.

- Institution should organize workshop/seminar for the non-teaching staff members.

- Institution should have a grievance redressal mechanism to deal with the grievances of the employees.

- Teacher educators should generate or contribute in generating fund for the institution through consultancy work.

- Institution should make sure that teacher educators are optimally utilized.

- Institution should form a research committee to promote research in the institution and it should also start its own researchers' forum.

- Institution should conduct some research in the field of education.

- Institution needs to motivate its teacher educators to register themselves for Ph. D. work.

- Institution should provide consultancy services.

- Teacher educators need to conduct some research in their methods i.e. subjects.

- Institution should allow its student-teachers to access the internet facility.

- Institution should provide canteen facility to its student-teachers.
- Institution should orient its student-teachers about the student council and they all should be involved in this.
- Institution should try to provide indoor and outdoor sports facilities to its student-teachers regularly.
- Institution should provide drinking water facility.
- Institution should make some provision for parking facility in the campus.
- Institution is situated in a very busy area and because of this there is lots of noise, so institution should make such classroom which avoids this noise.

Institution 5

- Institution should recruit at least one technical staff member.
- The institution is under staff, so sufficient staff members should be recruited.
- Institution should provide canteen facility to its student-teachers.
- Institution should provide staff quarters to its employees.

- The seating capacity of the library is not according to the norms of NCTE, so institution should take necessary steps in this regard.
- The Library of the institution should provide the Book Bank facility to its student-teachers.
- Institution should try to provide the language laboratory facility to its student-teachers.
- Institution should develop computer aided learning packages in different subjects.
- Institution should make some provision to up-date its syllabus.
- Institution should conduct test during the course to assess the knowledge of the students with respect to English and other domains.
- Institution should organize an orientation programme for teacher educators on vision and mission of the institutions.

- Institution should adopt some mechanism to obtain feedback on the curriculum of the college from the Teachers, Student, academic peers, employers, parents and community members.

- Institution should incorporate innovative practices in the curriculum in terms of innovation in practical work and practice teaching.

- Institution should modify its curriculum to give the scope for creative lessons in their curriculum.

- Institution should make some provision to develop communication skills in English among students.

- Institution should make some provision to develop a sense of mutual growth and development among the student-teachers.

- Teacher educators should form method-wise clubs and they should conduct various activities such as field trips, publishing in-house Newsletters, showcasing, seminars, etc. and they should also need to create open resource centre/self access center in their method rooms.

- Institution needs to equip its method classes with all necessary resources to conduct the experiments and activities related to methods.

- Institution should form Internal Quality Assurance Cell.

- Institution should organize workshop/seminar for the non-teaching staff members to increase their efficiency.

- Institution should have a grievance redressal mechanism to deal with the grievances of the employees.

- Teacher educators should generate or contribute in generating fund for the institution through consultancy work.

- Institution should form a research committee to promote research in the institution and it should also start its own researchers' forum.

- Institution should conduct some research in the field of education and teacher educators should also be motivated to take up the research in the field of education.

- Institution should provide consultancy services.

- Institution should form a committee to look after the activities of extension work.

- Institution should formalize a placement cell in the institution.

- Teacher educators need to conduct some research in their methods i.e. subjects.

- Institution should make sure that all computers in the computer laboratory are connected with internet and student-teachers should be allowed to avail this facility as and when they need.
- Institution should provide canteen facility to its student-teachers.
- Institution should start/form an alumni association.
- Institution should provide bus/train concession form.
- Institution should have a separate room for first aid.
- Institution should try to provide indoor and outdoor sports facilities to its student-teachers regularly.