

## APPENDIX — A

### DATA COLLECTION DATES AS PER CERTIFICATE GIVEN BY TEIs

#### First phase of Data Collection

Sr. No.	Date	Day	Name of the Institution
1.	09/10/13	Wednesday	S.D. Patel B.Ed.College
2.	11/10/13	Friday	Sanskar B.Ed.College, Khatamba
3.	14/10/13	Monday	Axar Mahila B.Ed.College
4.	15/10/13	Monday	Pipariya B.Ed.College
5.	17/10/13	Thursday	M.N.C. B.Ed.College, Dabhoi
6.	21/10/13	Tuesday	Sanskarbharti B.Ed.College, Savali

#### Feedback given to Teacher Educators

Sr. No.	Date	Day	Name of the Institution
1.	05/12/13	Thursday	S.D. Patel B.Ed.College
2.	07/12/13	Saturday	Axar Mahila B.Ed.College
3.	08/12/13	Saturday	Sanskar B.Ed.College, Khatamba
4.	09/12/13	Monday	Pipariya B.Ed.College
5.	13/12/13	Friday	M.N.C. B.Ed.College, Dabhoi
6.	14/12/13	Saturday	Sanskarbharti B.Ed.College, Savali

#### Second phase of Data Collection

Sr. no.	Date	Day	Name of the institution
1.	05/03/14	Wednesday	S.D. Patel B.Ed.College
2.	18/03/14	Tuesday	Axar Mahila B.Ed.College
3.	07/03/14	Friday	Sanskar B.Ed.College, Khatamba
4.	26/03/14	Wednesday	Pipariya B.Ed.College
5.	04/03/14	Tuesday	M.N.C. B.Ed.College, Dabhoi
6.	07/03/14	Friday	Sanskarbharti B.Ed.College, Savali

## APPENDIX — B

### LIST OF EXPERTS FOR TOOL PREPRATION

Sr. No	Name of the Experts and contact	Email ID	Institution
1.	Prof. Anil Ambasana 9824816766	a.ambasana@gmail.com	Department of Education, Saurashtra University, Rajkot, Gujarat
2.	Prof. Ashutosh Biswal 9825668982	ashutoshbiswal@yahoo.co.in	Department of Education and Psychology, The M. S. University of Baroda, Vadodara, Gujarat
3	Prof. Bharat Joshi 9825684454	parthmahabahu@yahoo.com	IASE, Gujarat Vidhyapith, Ahmedabad, Gujarat
4	Prof. D. R. Goel 9427339052	goel_d_r34@rediffmail.com	Department of Education and Psychology, The M. S. University of Baroda, Vadodara, Gujarat
5	Prof. H.O. Joshi 9898145456	hojoshi2002@yahoo.com	Department of Education, Saurashtra University, Rajkot, Gujarat
6	Dr. J. H. Pancholi 9825620855	jh_pancholi@yahoo.co.in	Retired professor, North Gujarat University, Patan, Gujarat
7	Dr. Jayant Vyas 9825411009	jayantvyas1@yahoo.com	Department of Education, Bhavanagar university , Bhavanagar, Gujarat
8	Prof. Jayprakash Pandya 9427072497	jp_megh@yahoo.com	Gujarat Vidhyapeeth, Ahmedabad, Gujarat
9	Prof. Laxmi Narayan 8212411094	undurthy@gmail.com	Regional Institute of Bhopal, Madhya Pradesh
10	Prof. Mahesh Yagnik 7567227519	mkyagnik2002@yahoo.co.in	Department of Education, S. P. University, V.V.Nagar, Gujarat
11	Dr. Pallavi Patel 9825795920	pallavi_patel_spu@yahoo.com	Department of Education, S. P. University, V.V.Nagar, Gujarat

12	Prof. R. S. Patel 9825523233	rspatel918@yahoo.co.in	Former Head, department of Education, Gujarat University, Ahmedabad, Gujarat
13	Dr. Shashi Wanjari 9561086211	shawanjari@yahoo.co.in	Department of Education, Solapur university, Nagpur, Maharastra.
14	Prof. R. G. Kothari 9714799445	rgkothari@yahoo.com	Former Vice Chancellor of Veer Narmad South Gujarat University, Surat, Gujarat
15	Dr. C. Nangbri 9436102123	creamlimon@gmail.com	Former Head, Department of Education, North-East Hill University, Shilong, Meghalya
16	Prof. S. Kumar 9898684797	satyen1949@yahoo.com	Former Head CASE, The M. S. University of Baroda, Vadodara, Gujarat
17	Dr. Raisingh Chaudhary 9537681337		Retired Professor Veer Narmad South Gujarat University, Surat, Gujarat
18	Mr. Avtarjit Singh 9300049797	avtarjit@gmail.com	Assistant Professor, School of Education, Devi Ahilya Vishwavidhyalay, Indore, M.P
19	Dr. Jayesh Patel 9898924325	jayesh_patel7949@yahoo.co.n	Indira Gandhi National Open University, Ahmedabad, Gujarat
20	Dr. A. Ramachary 9004013536	archery@gmail.com	Retire Scientist from ONGC, Mumbai, Maharastra Research Scholar, CASE, Vadodara, Gujarat

## **APPENDIX — C1**

### **DRAFT OF COMPONENTS WITH INDICATORS UNDER THE TOOL FOR PERFORMANCE APPRAISAL OF TEACHER EDUCATORS**

1. Teaching and evaluation
  - a. Classroom management
  - b. Feedback
  - c. Communication skill
  - d. Pedagogical component
  - e. Inter-personal relation
2. Contributing Research
  - a. Publication (book, article, research paper, news paper/magazine/broacher)
  - b. Research projects (major/minor)
  - c. Research output and consultancy
  - d. Research guidance(M.Phil, M.Ed., Ph.D)
  - e. Patents/copy rights/registered
3. Extension, institutional building and community development
  - a. Training programs / faculty development
  - b. Papers presented in seminar
  - c. Invited lectures and
  - d. Awards/prizes/distinctions
  - e. Community services
  - f. Participation in institutional growth/building
  - g. Membership at (local, district, state, national, international) level
  - h. Co-curricular

**1. General information:** For the study, the data will be collected about teacher educators regarding their portfolio from the profession. Like, academic and professional qualification, experience and contribution in the field of education and few general information about the individual such as name, gender, designation, name of the institution in which s/he works, contact information, etc.

The information will be taken from teacher educator him/her self and from the office of the institution.

Indicators are:

1. General information
2. Academic qualification
3. Professional qualification
4. Experience in teaching
5. Contribution in teaching
6. Research Projects
7. Participation in state/ national/ international level Seminar/Conference/Workshop.

**2. Classroom Management:** For the study it will involve establishing control over behaviour of students, co-coordinating activities for them, creating opportunities for them to participate and

express on their own and also provide context for problem solving and learn to interact in various settings. So, here this component will be measured by how teacher educator provide direction, facilitate classroom instruction, co-ordinate classroom activities in variety of settings, enable students to develop co operational behaviour in achieving instructional objectives and effectively deal with the causes of the problem and provide solution for the same.

Dimensions are: Teacher educator, student teacher and head

Indicators are:

1. Teach subject with ease using appropriate language skills to cater the need of learner
2. Creates safe environment which facilitates learning
3. Specially monitors and develop plans for those who are not meeting academic goals so that they can be mainstreamed in class.
4. Engage whole class in the process of learning.
5. Appropriate feedback and healthy evaluation practice to make student comfortable in classroom.
6. Motivate student to lead discussion and conversation.

- 3. Feedback:** For the study it will contain Teacher Educator's reflections and marking/grading on work under formative and summative assessment of student-teachers and their observations given on practical work so that behaviour which needs improvement, some needs to be impeded and some need to be increased. That will help student teachers to build self-confidence, motivate to improve further in competence and skills with respect to expected outcomes.

Dimension: Student teacher and teacher educator

Indicators are:

1. Provide adequate feedback, guide and supervise student.
2. Use appropriate testing techniques to monitor learning and progress of student.
3. Corrects lesson plans timely and make necessary suggestions.
4. Give guidance before going for any practice lesson and make aware about evaluation scheme.
5. Give necessary suggestions after any practical work and evaluate it objectively.

- 4. Communication Skill:** For the study the communication skill involves sender as teacher educator and receiver as student teachers with feedback about the instruction given in and out of the classroom, their conversation with colleagues and other staff members.

All four of them will be involved for this component.

Indicators are:

1. Teaching with ease and fluency using appropriate language skills.
2. Engage each and every student of the class in teaching-learning process to improve their communication skill through appropriate skills.
3. Conduct self as positive role model for student-teacher in the class and staff at out side the classroom.

- 5. Pedagogical component:** For the present study pedagogical components consist of analysis, planning, executing, and evaluating the objectives of the institution.

Student teachers and teacher educator are involved in this component.

Indicators are:

1. Content mastery over the subject and technologically sound.
  2. Use appropriate instruction skill to develop content.
  3. Able to integrate course material with environment, values, general awareness, other issues and other courses.
  4. Use variety of instruction material caters to all level of learners.
  5. Uses available human and material resource to support instructional program.
6. **Inter-personal Relation:** For the study it is described as teacher educator's relation with head, colleagues, and student-teachers, other staff members of the institution and also with community members related to the institution who are in direct contact with teacher educators.

All four are involved in this component.

Indicators are:

1. Take care of student's feelings/emotions.
  2. Exhibits appropriate actions when students feel physically or emotionally disturbed.
  3. Accessible in and out of the classroom.
  4. Facilitates cooperation among all persons in the institution.
  5. Use written and spoken language well with simplicity and clarity.
7. **Professional growth:** For the study it can be describe as the active participation and role consolidation of teacher educators in the premise for academic as well as non academic activities, including evaluation, admission, and certification.

Here, teacher educator, colleagues and head will be providing data for this component.

Indicators are:

1. Planning and execution are timely and effective
2. Assist students with understanding, adhering to laws, rules and regulation of the institution.
3. Participate effectively in profession related activities to enhance skill and knowledge.
4. Teacher educator acts like good resource manager.
5. Support the mission of the institution and follows all rules and regulation.

## APPENDIX— C2

### Indicators Collectively Selected by Experts for Performance Appraisal System

**A. General Information:** For the study, the data will be collected about individual teacher educators, regarding their portfolio from the profession.

1. Name
2. Gender
3. Caste
4. Designation
5. Name of the institution in which s/he works
6. Type of Institution
7. Year of experience
8. contact information
9. Personal information
10. Academic qualification
11. Professional qualification
12. Pay scale

**B. Teaching:** For the present study ‘Teaching is a well defined teacher’s behaviour with necessary skills for imparting instruction, sharing ideas and experiences with students to make desired changes in their behaviour intended for specific objectives of the course.

#### **B1. Classroom Teaching**

1. Classroom management
  - a. Creates safe environment which facilitates learning
  - b. Proper planning of lesson to achieve the set of pre-decided objectives
  - c. Arrange classroom design so as to ensure maximum participation of students in teaching-learning process
  - d. Specially monitors and develop plans for those who are not meeting academic goals so that they can be mainstreamed in class
  - e. Organize remedial teaching to mainstream the academically weak students
  - f. Engage whole class in the process of learning
  - g. Appropriate feedback to make student comfortable in classroom
  - h. Motivate student to lead discussion and conversation
2. Content Mastery
  - a. Teach subject with ease using appropriate language skills to cater the need of learner
  - b. Solve the problem of student with confidence
  - c. Use appropriate teaching techniques to teach particular concept
  - d. Give variety of examples to clarify the doubts.
  - e. Teach each and every content in righteous manner

3. Pedagogical skill
  - a. Use different technology, Teaching Aids, technological Gadgets to serve needs of learner.
  - b. Use appropriate instruction skill to develop content.
  - c. Able to integrate course material with environment, values, general awareness, other issues and other courses.
  - d. Able to contextualize & linking curriculum to suit local needs.
  - e. Use variety of instruction materials which caters to all level of learners.
  - f. Uses available human and material resource to support instructional program.
4. Communication skill
  - a. Teaching with ease and fluency using appropriate language skills.
  - b. Intonation, Stimulus variation, clear voice, Laudability,
  - c. Effective listening skills and Writing Skills (CB/BB skills... )
  - d. Use written and spoken language well with simplicity and clarity.
  - e. Conduct self as positive role model for student-teacher in the class and staff at outside the classroom.
5. Inter-personal relation
  - a. Taking care of student's feelings/emotions.
  - b. Exhibits caring / appropriate actions when students feel physically or emotionally disturbed.
  - c. Accessible in and out of the classroom.
6. Planning and execution
  - a. In advance annual and monthly plans are ready
  - b. Lesson are timely and effective everyday (lesson planning)
  - c. Resources are arranged in advance to avoid negligence
  - d. Execution of plans are timely and effective

**B2. Practicum:** For the study Practicum carries Practical work along with Practice Teaching. Practical work is the significant component of Teacher education and practice teaching is to provide real experience to prospective teachers to exercise their skills and get command over.

1. Classroom management
  - a. Creates safe environment which facilitates learning
  - b. Specially monitors and develop plans for those who are not meeting academic goals so that they can be mainstreamed in class.
  - c. Engage whole class in the process of learning.
  - d. Appropriate feedback and healthy evaluation practice to make student comfortable in classroom.
  - e. Motivate student to lead discussion and conversation.
2. Observation and Feedback
  - a. Observe the students in class and at practice teaching carefully
  - b. Give necessary suggestions to improve their behaviour
  - c. Corrects lesson plans timely and make necessary suggestions.



- d. Give guidance before going for any practice lesson and make aware about evaluation scheme.
- e. Provide appropriate feedback with suggestions to the students on their lessons at the practice teaching
- f. Provide adequate guidance and supervise student.
- g. Use appropriate testing techniques to monitor learning and progress of student.
- h. Assess the outcomes objectively and provide necessary feedback.
- 3. Communication skill
  - a. Teaching with ease and fluency using appropriate language skills.
  - b. Intonation, Stimulus variation, clear voice, Laudability,
  - c. Effective listening skills and Writing Skills
  - d. Use written and spoken language well with simplicity and clarity.
  - e. Conduct self as positive role model for student-teacher in the class and staff at outside the classroom.
- 5. Inter-personal relation
  - a. Taking care of student's feelings/emotions.
  - b. Exhibits appropriate actions when students feel physically or emotionally disturbed.
  - c. Accessible in and out of the classroom.
  - d. Assist students, other member of institution and staff of practicing schools with understanding, adhering to laws, rules and regulation of the institution
- 6. Planning and execution
  - a. In advance annual and monthly plans are ready
  - b. Arrangement of lesson for students are timely (practice teaching)
  - c. Resources are arranged in advance to avoid negligence
  - d. Execution of plans are timely and effective
  - e. Resources and other required material arranged in advance for practice teaching and also for any other practical work

**C. Evaluation:** For the study an evaluation is an activity to appraise students' work against expected outcome, give necessary suggestions for improvement and motivate them to achieve the educational objectives.

- 1. Paper setting
- 2. Invigilation duty
- 3. Formative (Classroom) evaluation
  - a. Appropriate feedback and healthy evaluation practice to make student comfortable in classroom.
  - b. Assesses each and every aspects of learning
  - c. Evaluation system is such that all round development can be measured
  - d. Quality of student can be drawn out from it
- 4. Summative evaluation
  - a. Paper is according to the blueprint

- b. The time span between two Summative evaluation is optimum
  - c. All the concept should be covered before summative evaluation
- 5. Assess students' practical work
  - a. Assess students' book review, assignments and projects objectively
  - b. Assess TLM prepared by students
  - c. Evaluate blueprint prepared by students
  - d. Observe performance of students in skit, celebration of different days, quizzes and other competitions
- 6. Evaluation at practice teaching
  - a. Evaluate microteaching minutely and give feedback
  - b. Stimulate students for simulation and give proper direction
  - c. Assesses lesson plans before actual teaching and provide adequate solution
  - d. Give proper guidance and code of conduct before going school that have to follow by students in school
  - e. Evaluate practice teaching lessons of students.
- 7. Conducting exams
  - a. Planning of exam
  - b. Managing the resources for exams (rooms, benches with roll no.s, supervisors, answer books, etc.)
  - c. Making exam papers ready
- 8. Feedback and guidance
  - a. Provide adequate guidance and supervise student.
  - b. Use appropriate testing techniques to monitor learning and progress of student.
  - c. Assess the answers/outcomes objectively and provide necessary feedback.
  - d. Provide necessary feedback, gives results immediately.
  - e. Corrects lesson plans timely and make necessary suggestions.
  - f. Give guidance before going for any practice lesson and make aware about evaluation scheme.

**D. Contribution in research:** Research is a detailed study of a subject, especially in order to discover (new) information or reach a (new) understanding. So for the study contribution in research is the teacher educators' work in the field of research and described under indicators.

- 1. Publication
- 2. Research projects
- 3. Initiate classroom based research projects and action research
- 4. Research output and consultancy
- 5. Research guidance
- 6. Patents/copy rights/registration/ Citation Index/ Impact factors
- 7. Awards and Distinctions

## **E. Extension, institutional building and community development**

1. Training programs / faculty development
  2. Orientation/ Refresher course
  3. In-service training
  4. Career advancement course
  5. Teaching-learning, evaluation, technology/skills programs
  6. Faculty development programs
  7. Deputation/ out of the campus teaching
  8. Teacher educator acts like good resource Person manager
2. Papers presented in seminar/symposium/conferences
  - a. Local
  - b. State
  - c. National
  - d. International level
3. Membership at (local, district, state, national, international) level
4. Invited lectures (for subject specialization, educational, motivational, recreational)
5. Participate effectively in profession related activities
  - a. Enhance skill and knowledge of students
  - b. Individual and Group counseling and Guidance (Career and Instructional)
6. Participation in institutional growth/building
  - a. Participate in academic and administrative committees
  - b. Subject related events
  - c. Representing institution as a member
  - d. Support the mission of the institution follows all rules and regulation
  - e. Assist students and other member of institution with understanding, adhering to laws, rules and regulation of the institution
  - f. Facilitates cooperation among all persons in the institution.
7. Community services
  - a. Working for societal issues/problems
  - b. Celebrating local/ national/ international days
  - c. Invite community members
  - d. Working through NCC/NSS
  - e. Working with NGOs for noble cause
8. Co-curricular
  - a. Cultural Activities (participated/ took students for the same)
  - b. Sports activities (participated/ took students for the same)
  - c. Counseling (students for their career and other problems)

## APPENDIX — C

### Tool A—Classroom Teaching-Learning based Performance Appraisal Scale

#### Instructions/સૂચનલ:

1. There are forty (40) Statements in the scale.
  ૧. સદર સાધનમા કુલ 40 વિધાનો છે.
  2. Read each of the Statement carefully and give your response against each of the Statement.
  ૨. તમામ વિધાનો ધ્યાનથી વાંચો અને દરેક વિધાન માટે પ્રતિભાવ આપો.
  3. Please do not leave any cell blank or any Statement unanswered.
  ૩. મહેરબાની કરી કોઈ પણ ખાનું ખાલી રાખવું નહિ.
  4. Think of the teacher educators' Class room teaching- Learning performance in mind and rate each teacher educator on eleven point scale for below mentioned Statements.
  ૪. શિક્ષકના વર્ગખંડમા અધ્યયન-અધ્યાપન દરમિયાન ના વર્તન/કામગીરી ને યાદ કરી અને નીચેના વિધાનો માટે તેમને 11 માપબિંદુમા મૂકો.
  5. You can rate teacher-educators' performance any of scale points viz. 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
  ૫. તમે શિક્ષકના વર્તનને 0,૧,૨,૩,૪,૫,૬,૭,૮,૯,૧૦ સુધી કોઈપણ ગુણમાપ મા નોંધી શકો.
  6. In State of any confusion kindly ask to the researcher.
  ૬. કોઈપણ પ્રકારની ગૂંચવણ માટે અવલોકનકાર ને પૂછવું.
- Are you a Teacher Educator / Student Teacher / Principal?
  - તમે શિક્ષક / વિદ્યાર્થી / પ્રાધાનચાર્ય છો?
  - Gender/ જાતિ : For Students/વિદ્યાર્થી માટે: **Method 1:**\_\_\_\_\_ **Method 2:**\_\_\_\_\_
  - 
  - For Teacher Educator (self): **Workload:** \_\_\_\_\_/week

[illegible]

Sr. No	Statements regarding teacher educator's performance	English	Science	Gujarati	Hindi	Sanskrit	SS	Economics	Any other
11.	Teacher uses different teaching-learning material to learners while teaching (શિક્ષક ભિન્ન અધ્યયન અધ્યાપન સામગ્રીનો વિદ્યાર્થીઓને ભણાવવા ઉપયોગ કરે છે)								
12.	Teacher integrates environmental components and issues related to that of teaching (શિક્ષક પર્યાવરણ ના ઘટકો અને તેને લગતા પ્રશ્નો ને ભણાવવામાં સાંકડે છે)								
13.	Teacher provides general awareness about social/ political issues in the teaching (શિક્ષક ભણાવતી વખતે સામાજિક/રાજકીયપ્રશ્નો વિષે સામાન્ય જાગૃતતા આપે છે)								
14.	Teacher's communication is effective while teaching (શિક્ષક ની ભણાવતી વખતે પ્રત્યાયન શૈલી અસરકારક હોય છે)								
15.	Teacher's voice is loud and clear while teaching (શિક્ષકનો ભણવતિ વખતે અવાજ બુલંદ અને સ્પષ્ટ હોય છે)								
16.	Teacher uses appropriate language while dictating or writing on black board (શિક્ષક યોગ્ય ભાષાનો લખાવતી અને બોર્ડ પર લખતી વખતે ઉપયોગ કરે છે)								
17.	Teacher uses innovative techniques in teaching (શિક્ષક નવીન ટેક્નિકનો ભણાવતી વખતે ઉપયોગ કરે છે)								
18.	Teacher integrates values while teaching (શિક્ષક મૂલ્યોને પણ સંગઠિત કરી ભણાવે છે)								
19.	Teacher takes care of student's emotions while teaching (શિક્ષક ભણાવતી વખતે વિદ્યાર્થી ની લાગણીઓની કાળજી રાખે છે )								
20.	Teacher is always available to cater to learning needs of learners (શિક્ષક હમેશા વિદ્યાર્થીઓની ભણવાને લગતી જરૂરિયાત પૂરી પાડવા ઉપલબ્ધ હોય છે)								

Sr. No	Statements regarding teacher educator's performance	English	Science	Gujarati	Hindi	Sanskrit	SS	Economics	Any other
21.	Teacher prepares annual and monthly plans in advance (શિક્ષક વાર્ષિક અને માસિક યોજના અગાઉથી તૈયાર રાખે છે)								
22.	Teacher executes all the actions timely according to the plan (શિક્ષક બધી પ્રવૃત્તિઓનો સમયસર યોજનાસહ અમલ કરે છે)								
23.	Teacher is always ready with resources needed in classroom(શિક્ષક હમેશા વર્ગમાં જરૂરી સામગ્રી સાથે તૈયાર રહે છે)								
24.	Teacher maintains relation with schools for practice teaching (શિક્ષક પ્રેક્ટિસટીચિંગ શાળા સાથે સંબંધ જાળવી રાખે છે)								
25.	Teacher observes student-teachers carefully when they are giving lessons for practice (તાલીમાર્થીઓ પાઠ આપે ત્યારે તેમનું ધ્યાનપૂર્વક અવલોકન કરે છે)								
26.	Teacher corrects student-teachers' lesson plans well in advance (શિક્ષક તાલીમાર્થીઓના પાઠઆયોજન ને અગાઉથી ચેક કરી આપે છે)								
27.	Teacher uses appropriate testing technique to monitor the progress of the students on regular basis (શિક્ષક યોગ્ય પરીક્ષણ તકનીકીનો વિદ્યાર્થીઓનો નિયમિતરૂપે વિકાસ જાણવા ઉપયોગ કરે છે)								
28.	Teacher gives appropriate feedback to the student-teachers to improve their teaching skills (તાલીમાર્થીઓને તેમના શીખવવાના કૌશલ્યને સુધારવા યોગ્ય પ્રતિક્રિયા આપે છે)								
29.	Teacher sets question papers as per content taught in class (શિક્ષક શીખવેલ વિષયવસ્તુ આધારિત પ્રશ્નપત્ર બનાવે છે)								
30.	Teacher uses different testing techniques in classroom (શિક્ષક વર્ગમાં અલગ-અલગ પરીક્ષણ તકનીકી નો ઉપયોગ કરે છે)								

Sr. No	Statements regarding teacher educator's performance	English	Science	Gujarati	Hindi	Sanskrit	SS	Economics	Any other
31.	Teacher takes test regularly (શિક્ષક નિયમિત રીતે કસોટી લે છે)								
32.	Teacher invigilates examination properly (શિક્ષક યોગ્ય રીતે પરીક્ષામાં ઇન્વિજિલેસન કરે છે)								
33.	Teacher made student avails all the resources for examination on time (શિક્ષક વિદ્યાર્થીઓને પરીક્ષા સમયે બધી સાધનસામગ્રી સમયે પૂરી પડે છે)								
34.	Teacher identifies the talent through classroom evaluation (શિક્ષક વર્ગમાં પરિક્ષાથીજ પ્રતિભા શોધી કાઢે છે)								
35.	Teacher evenly distributes teaching/evaluation activities in both the semesters (શિક્ષક બંને સેમિસ્ટર માં શિક્ષણ અને પરિક્ષણ ની પ્રવૃત્તિઓ સરખી રીતે વહેંચે છે)								
36.	Teacher evaluates comprehensively by taking care of different aspect of personality (શિક્ષક વ્યક્તિત્વના બધા પાસા ધ્યાનમાં રાખી સર્વગ્રાહી મૂલ્યાંકન કરે છે)								
37.	Teacher assesses students' project work and assignment work properly (શિક્ષક વિદ્યાર્થીના પ્રોજેક્ટ અને એસાઈમેન્ટનું યોગ્ય પરીક્ષણ કરે છે)								
38.	Teacher motivates students for co-curricular activities (શિક્ષક તાલીમાર્થીઓને સહાભ્યાસિક પ્રવૃત્તિ માટે પ્રોત્સાહન આપે છે)								
39.	Teacher gives proper feedback to student-teachers on their practical work (શિક્ષક વિદ્યાર્થીઓને તેમના પ્રેક્ટિકલ કામ માટે બરાબર પ્રતિફિયા આપે છે)								
40.	Teacher assesses student-teachers' outcome objectively (શિક્ષક વિદ્યાર્થીઓના નિષ્કર્ષનું વસ્તુનિષ્ઠાપૂર્વક પરીક્ષણ કરે છે)								



**APPENDIX — D**  
**Tool B— Information Schedule**

**A1. General Information**

**Name :**

**Gender :**

**Email Id :**

**Pay Scale :**

**Name of the Institution/College :**

**Type of Institution (Govt./Grant-in-aid/Self Financed) :**

**Teaching Experience (in years):**

**Date of Birth :**

**Contact No. :**

**Designation:**

**A2. Detail of Experience**

<b>Courses Taught</b>	<b>Institution</b>	<b>Designation</b>	<b>Experience (yrs)</b>
Under Graduate level			
Post Graduate Level			
M.Phil level			
Any Other			

**A3. Academic Qualifications**

<b>Examination Passed</b>	<b>Board/ University</b>	<b>Stream/ Subject of specialization</b>	<b>Year</b>	<b>Percentage</b>
Higher Secondary				
Bachelor's Degree				
Master's Degree				
B.Ed.				
M.Ed.				
M.Phil				
Ph.D.				
NET/SET				
Diploma/Certificates/				
Any other				

## APPENDIX — E

### Tool C—Comprehensive Tool for Performance Appraisal

#### 1. Training Programmes/ Faculty Development Work

Sr. No.	Component	Y/N	Specifications		
			Duration	Organizing body	Other
1.	Attended Orientation				
2.	Attended Refresher course				
3.	Attended in-service training				
4.	Enrolled in Career Advancement Course				
5.	Deputation/ Out of the campus teaching				
6.	Faculty development Programmes organized				
7.	Organized programmes for innovation and change				
8.	Training programme attended as a resource person				
9.	Participated in profession related activities to enhance skills and knowledge				

#### 2. Paper presented in seminars/ symposiums/ conferences

Level of presentation	No. of papers presented		Number of Paper/s As		
Local	Single	<input type="checkbox"/>	Two	<input type="checkbox"/>	More than two <input type="checkbox"/>
State	Single	<input type="checkbox"/>	Two	<input type="checkbox"/>	More than two <input type="checkbox"/>
National	Single	<input type="checkbox"/>	Two	<input type="checkbox"/>	More than two <input type="checkbox"/>
International	Single	<input type="checkbox"/>	Two	<input type="checkbox"/>	More than two <input type="checkbox"/>

#### 3. Papers Published

Specification	No. of papers Published	ISSN
Refereed Journals		
Non Refereed Journals		

#### 4. Book/s

Specification	No.	ISBN	Name of the book or chapter
Book Published			
Book Edited			
Chapter(s) in Book/ Modules			

#### 5. Article/s

Articles	Total No.	ISSN	Name of the media with publisher	Name of the article
Journals				
News Paper				
Magazine				
Brochures				
Any Other				

## 6. Research Project/s Carried Out

Sr. No.	Title of the Project/s	Name of the funding Agency	Grant Received	Duration	Status of the Project

## 7. Classroom Based Action Research/ Research Projects

Project specification	No. of Projects
Conducted by Teacher Educator only	
Guided by teacher educator and conducted by student-teachers	
More than one teacher educators involved	
Agency is involved in carrying out research	

## 8. Research Guidance

Teaching level	Area in which teaching/working	No. of Students
B.Ed. (Project work, Action research)		
M.Ed. (Dissertation)		
M.Phil or equivalent		
Ph.D.		
Post-Doctoral		
Training provided (if any)		

## 9. Membership in Educational/Research Organization at Different Level

(Specify name of the organization with your position)

- Local: \_\_\_\_\_
- State: \_\_\_\_\_
- National: \_\_\_\_\_
- International: \_\_\_\_\_

## 10. Invited for Lectures

Nature of Work	Y/N	Level	Specification
Subject specialization	Local <input type="checkbox"/> State <input type="checkbox"/> National <input type="checkbox"/>		
Educational	Local <input type="checkbox"/> State <input type="checkbox"/> National <input type="checkbox"/>		
Motivational	Local <input type="checkbox"/> State <input type="checkbox"/> National <input type="checkbox"/>		
Recreational	Local <input type="checkbox"/> State <input type="checkbox"/> National <input type="checkbox"/>		

## 11. Research output and consultancy

(Specify number where required)

- Research work included in the policy level at— International ☐ National ☐ State level where ☐ research outputs are utilized? \_\_\_\_\_
- Which community is beneficiary out of it? \_\_\_\_\_
- Is output implemented in classroom? (Y/N) \_\_\_\_\_
- Is tool standardized and used for evaluation?(Y/N) \_\_\_\_\_
- Is completed project accepted by funding agency? (Y/N) \_\_\_\_\_
- Please, specify the consultancy provided (if any) \_\_\_\_\_

## 12. Innovations made in the Field

Sr. No.	Field Specification	Y/N	Details
1.	Teaching methods		
2.	Evaluation methods		
3.	Preparation of resource material		
4.	Remedial classes/ extra classes		
5.	Any other		

### 13. Administrative Roles and Responsibilities

(For the Current Year)

Sr. No.	Administrative Roles	Responsibilities	Details
1.	Admission Committee	a. Entrance requirement checker	Convener <input type="checkbox"/> Member <input type="checkbox"/>
		b. Institution Representative	Yes <input type="checkbox"/> No <input type="checkbox"/>
2.	Practice Teaching Committee	a. Communication with school	Convener <input type="checkbox"/> Member <input type="checkbox"/>
		b. Arranging school For Practice Teaching	Convener <input type="checkbox"/> Member <input type="checkbox"/>
		c. Setting School Timetable for School Teachers	Yes/ No
		d. Arranging student teacher in School	Convener <input type="checkbox"/> Member <input type="checkbox"/>
3.	Regular Institution Timetable Committee	a. B.Ed.	Convener <input type="checkbox"/> Member <input type="checkbox"/>
		b. M.Ed.	Convener <input type="checkbox"/> Member <input type="checkbox"/>
		c. M.Phil.	Convener <input type="checkbox"/> Member <input type="checkbox"/>
		d. Subject	Convener <input type="checkbox"/> Member <input type="checkbox"/>
4.	Evaluation Committee	a. Paper setter	External <input type="checkbox"/> Internal <input type="checkbox"/>
		b. Examiner	External <input type="checkbox"/> Internal <input type="checkbox"/>
		c. Practical work	External <input type="checkbox"/> Internal <input type="checkbox"/>
		d. Invigilator	External <input type="checkbox"/> Internal <input type="checkbox"/>
		e. Viva-voce	External <input type="checkbox"/> Internal <input type="checkbox"/>
5.	Regulatory Committee	a. Institution	Convener <input type="checkbox"/> Member <input type="checkbox"/>
		b. Classroom	Convener <input type="checkbox"/> Member <input type="checkbox"/>
6.	Any Other	Specify	

### 14. Co-curricular activities/ Community services

Nature of the work	Your contribution/Role in the field
Celebrating Local/National/International days	
Invite community members to the institution	
Working through NSS/NCC	
Working with NGO for noble cause	
Organize co-curricular activities	
Organize cultural programmes	
Organize counseling sessions	
Participate in sports related activities	
<b>Community based activities</b>	
Awareness rallies	
Literacy programmes	
Women empowerment programmes	
Environmental programmes	
Health awareness programmes	
Programmes for deprived/ weaker section	

### 15. General question related to Teaching-Learning process

1. Which of the teaching methods and modes being exercised by you?

Methods	Modes
<input type="checkbox"/> Lecture	<input type="checkbox"/> Power Point Presentation
<input type="checkbox"/> Lecture cum demonstration	<input type="checkbox"/> Modules
<input type="checkbox"/> Project	<input type="checkbox"/> CD-Rom
<input type="checkbox"/> Laboratory	<input type="checkbox"/> Animation Software
<input type="checkbox"/> Field visit	<input type="checkbox"/> Programme Learning Material
<input type="checkbox"/> Educational tours	<input type="checkbox"/> On hand experiments

2. Have you prepared any resource material for teaching-learning or evaluation?
3. How catered to the needs of slow learners?
4. How you satisfied the requirements of talented students?
5. Any other best practice incorporated while teaching learning or evaluation?
6. Which innovative technique do you use for evaluation?

- ☐ As per university norms
- ☐ Open book examination
- ☐ Peer evaluation
- ☐ Project
- ☐ Assignment
- ☐ Self evaluation techniques
- ☐ Online testing
- ☐ Any other (Please Specify)

## APPENDIX — F

### SCORING KEY: Tool A —Classroom Teaching-Learning based Performance Appraisal Scale

In this tool there were forty (40) Statements. The respondents were asked to read each of the Statement carefully and to give their responses against each of the Statement. Leaving of any cell blank, or any Statement unanswered, results in omitting the whole scale. The respondent has to rate each teacher educator on eleven point scale for mentioned Statements under five Components. They can rate teacher-educators' performance any of scale points viz. 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. Where 10 imply the highest marks and 0 is the lowest. Also, 0 do not mean the dimension is missing or having none value. Here, rating score is considered as value for the Statement given by respondent and then all forty values are added for the final score for Tool A. The maximum final score would be  $40 \times 10 = 400$  and minimum score would be 0.

Further, 40 items were categorized in five different components shown below with its maximum scoring capacity.

Sr. No.	Components	Number of Items	Maximum score
1	Classroom Management	9	90
2	Feedback	9	90
3	Communication Skills	6	60
4	Pedagogical Skills	11	110
5	Interpersonal Relation	5	50
	<b>Total Itmes</b>	<b>40</b>	<b>400</b>

#### Teaching load (in hours per week)

##### Compliance of working load

	100%	80% - 90%	70% - 80%	60% - 70%	50% - 60%	Below 50%
Points	10	9	8	7	6	5

## APPENDIX — G

### SCORING KEY: Tool C—Comprehensive Tool for Performance Appraisal

#### 1. Training Programmes/ Faculty Development Work

Sr. No.	Component	Scoring of points for teacher educators of university and affiliated colleges
1.	Attended Orientation	10 points/28 days University level (minimum 7 days needed)
2.	Attended Refresher course	10 points/ 21 days university level (Minimum 7 days need to attend)
3.	Attended in-service training	Attended for 7 days get 10 points, 14 days - 20 points
4.	Enrolled in Career Advancement Course	5 points for ongoing course 10 points for completed course
5.	Deputation/ Out of the campus teaching	10 points/course as expert 2 points /lecture of an hour as expert
6.	Faculty development Programmes organized	10/International, 7.5/National, 5/State and 2.5/Local level
7.	Organized programmes for innovation and change	10/International, 7.5/National, 5/State and 2.5/Local level
8.	Training programme attended as a resource person	10/International, 7.5/National, 5/State and 2.5/Local level
9.	Participated in profession related activities to enhance skills and knowledge	10/International, 7.5/National, 5/State and 2.5/Local level

#### 2. Paper presented in seminars/ symposiums/ conferences

Level of presentation	Points for each paper With author specification
Local	3 points /Single; 1 point as co-author
State	5 points/Single; 3 points as author and 2 as co-author More than two 1 point
National	7.5 points/Single; 5 points as author and 2.5 as co-author More than two 1 point as co-author
International	10 points/ Single ; 7.5 points as author and 5 as co-author More than two 2.5 point as co-author

#### 3. Papers Published

Specification	Only for Papers Published with ISSN
Refereed Journals	15 points per Publication
Non Refereed Journals	10 points per publication

#### 4. Book/s

Specification	Book or chapter with ISBN
Book Published	25 points per book
Book Edited	10 points per book with ISBN
Chapter(s) in Book/ Modules	5 points per chapter in a book

**5. Article/s**

Articles	Articles with ISSN in different print media
<b>Journals</b>	10 points per article at International level, 7.5 at National, 5 for State level
<b>News Paper</b>	5 points per article
<b>Magazine</b>	10 points per article at International level, 7.5 at National, 5 for State level
<b>Brochures</b>	5 points per article

**6. Research Project/s Carried Out**

Funding Agency	Grant Received	Status of the Project
<b>International/ National Government/ non govt.</b>	20 points/project for more than 5 lakhs 15 points/project for between 3 to 5 lakhs 10 points/project for between 3 lakhs to 25 thousand	All points are for completed project and for ongoing the points are half
<b>State level only government projects need to be considered</b>	15 points/project for more than 5 lakhs 10 points/project for between 3 to 5 lakhs 7 points/project for between 3 lakhs to 25 thousand 5 points/project for less than 25thousand	

**7. Classroom Based Action Research/ Research Projects**

Project specification	Local level
Conducted by Teacher Educator only	3 points/project
Guided by teacher educator and conducted by student-teachers	1 point/project
More than one teacher educators involved to conduct project	2 points/project
Agency is involved in carrying out research	3 points/project

**8. Research Guidance**

Teaching level	Completed	Not completed/ongoing
B.Ed. (Project work, Action research)	1 point/project	Nil
M.Ed. (Dissertation)	3 point/project	Nil
M.Phil or equivalent	5 point/project	Nil
Ph.D.	10 point/project	7
Post-Doctoral	15 point/project	10
Training provided (if any)	2 point/session	Nil

**9. Membership in Educational/Research Organization at Different Level  
(Specify name of the organization with your position)**

Local:	3 points
State:	5 points
National:	10 points
International:	15 points



**10. Invited for Lectures**

Nature of Work	Level
Subject specialization	Local - 3points , State-5points,National-7points, International-10points
Educational	Local - 3points , State-5points,National-7points, International-10points
Motivational	Local - 3points , State-5points,National-7points, International-10points
Recreational	Local - 3points , State-5points,National-7points, International-10points

**11. Research output and consultancy**

Research work included in the policy level	30 points for International, 25 points for National, 20 points for State level
--	--

**12. Innovations made in the Field**

Sr. No.	Field Specification	Details
1.	Teaching methods	Local – 3 points , State-5 points,National-7 points, International-10 points
2.	Evaluation methods	Local – 3 points , State-5 points,National-7 points, International-10 points
3.	Preparation of resource material	Local – 3 points , State-5 points,National-7 points, International-10 points
4.	Remedial classes/ extra classes	Local – 3 points , State-5 points,National-7 points, International-10 points

**14. Administrative Roles and Responsibilities**

(For the Current Year)

Sr. No.	Administrative Roles	Responsibilities	Details
1.	Admission Committee	c. Entrance requirement checker	Convener 7 points, Member 5 points
		d. Institution Representative	5 points
2.	Practice Teaching Committee	e. Communication with school	Convener 5 points, Member 3 points
		f. Arranging school For Practice Teaching	Convener 5 points, Member 3 points
		g. Setting School Timetable for School Teachers	Convener 5 points, Member 3 points
		h. Arranging student teacher in School	Convener 7 points, Member 5 points
3.	Regular Institution Timetable Committee	e. B.Ed.	Convener 7 points, Member 5 points
		f. M.Ed.	Convener 7 points, Member 5 points
		g. M.Phil.	Convener 7 points, Member 5 points
		h. Subject	Convener 7 points, Member 5 points

4.	Evaluation Committee	f.	Paper setter	External	5	Internal	3
		g.	Examiner	External	5	Internal	3
		h.	Practical work	External	5	Internal	3
		i.	Invigilator	External	5	Internal	3
		j.	Viva-voce	External	5	Internal	3
5.	Regulatory Committee	c.	Institution	Convener	7 points,		
				Member	5 points		
		d.	Classroom	Convener	5 points,		
				Member	3 points		
6.	Any other (specify)			As above			

### 15. Co-curricular activities/ Community services

Nature of the work	Points as per Role in the field
Celebrating Local/National/International days	Organizer 10points, member 5 points, participant 3 points
Invite community members to the institution	5 points
Working through NSS/NCC	5 points
Working with NGO for noble cause	5 points
Organize co-curricular activities	5 points
Organize cultural programmes	5 points
Organize counseling sessions	3 points
Participate in sports related activities	At Local level 3points, State level 5 points, university level 10 points
Community based activities	
Awareness rallies	5 points
Literacy programmes	5 points
Women empowerment programmes	5 points
Environmental programmes	5 points
Health awareness programmes	5 points
Programmes for deprived/ weaker section	5 points

### 16. General question related to teaching-learning process

1. Which of the teaching methods and modes being exercised by you?

Methods	Points	Modes	Points
Lecture	1	Power Point Presentation	3
Lecture cum demonstration	2	Modules	2
Project	3	CD-Rom	2
Laboratory	3	Animation Software	3
Field visit	3	Programme Learning Material	3
Educational tours	4	On hand experiments	4

2. Which innovative technique do you use for evaluation?  
2 points for each innovative technique used other then university has given.

## APPENDIX — H

### SCORING KEY: Composite Performance Appraisal Score (CPAS)

Categories	Sub-categories	SCW	CF	OCW	Composite Performance Appraisal Score (CPAS)
Category A: Teaching-Learning & Evaluation (A)	Performance assessed by Stakeholders (a1)	0.8	=0.8*a1+0.2*a2	0.5	=0.5*A+0.25*B+0.25*C Or =0.5(0.8*a1+0.2*a2)+0.25*B+0.25*C
	Work Load (a2)	0.2			
Category B: Research Publication & Guidance (B)	-			0.25	
Category C Extension Institutional Growth & Community Development (C)	-			0.25	
SCW- Sub Category Weightage; CF- Calculating Formula, OCW- Overall Category weightage					

## APPENDIX — I

Permission letter for Data Collection with attachment



Department of Education [CASE]  
Faculty of Education and Psychology  
The Maharaja Sayajirao University of Baroda  
Vadodara: 390 002  
Phone: 0265 2795516

Date: 08. 08. 2013

To  
The Principal,

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Sub: Request to give permission to collect data for Ph.D. work**

Respected sir,

I Mrs. Roshni Desai am a student of the Department of Education, [CASE], Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, doing Doctoral work under the guidance of Prof. R.C.Patel on subject entitled “**Evolving a Performance Appraisal System for Teacher Educators**”. Teacher Educators and student-teachers from your college are selected as sample for the study. I request to give permission to collect the data in this regard. The data will be kept confidential and will be used only for research purpose.

Your co-operation in this regard will be highly appreciated.

Thanking you,

Yours sincerely,

(Ms. Roshni Desai)

(Prof. R. C. Patel)  
Guide

(Prof. S.C. Panigrahi)  
I/c. Head, CASE

(Prof. R.G. Kothari)

Dean,

Faculty of Education and Psychology  
The Maharaja Sayajirao University  
Vadodara

**DEAN**

**FACULTY OF EDUCATION & PSYCHOLOGY  
M. S. UNIVERSITY OF BARODA  
VADODARA**

## APPENDIX — J

Certificate given by six Teacher Education Institutions (from which data collected)

Sheth M. N. Contractor  
College of Education  
DABHOI - 391 110

4<sup>th</sup> March , 2014


### TO WHOM SO EVER IT MAY CONCERN

This is to certify that **Mrs. Roshni J. Desai**, Research Scholar, Centre of Advanced Study in Education (CASE), Department of Education, Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara— 390 002, **had** collected data from this institution on 17/10/13 as the first phase of data collection for her research work entitled "**Evolving System of Performance Appraisal for Teacher Educators**". Further, she had visited the institution for giving the analysed data in feedback form to the teachers' on 13/12/13. At last, she had collected data for final stage of the data collection on 4/3/14.

The Students and teachers were benefitted from feedback on teaching and other performance components. I appreciate her sincere efforts, dedication for her research work and I wish all the success for her in all the future endeavours.

K. R. Patel. (Principal)  
Sheth M. N. C College of Education  
[Name of the Head of the Institution]



  
PRINCIPAL  
Sheth M. N. C College of  
Education Dabhoi. (Dist. Baroda)

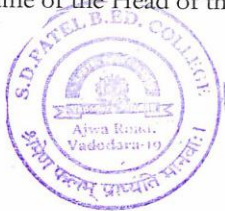
5 March , 2014

### TO WHOM SO EVER IT MAY CONCERN

This is to certify that **Mrs. Roshni J. Desai**, Research Scholar, Centre of Advanced Study in Education (CASE), Department of Education, Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara – 390 002, **had** collected data from this institution on 9/10/13 as the first phase of data collection for her research work entitled "**Evolving System of Performance Appraisal for Teacher Educators**". Further, she had visited the institution for giving the analysed data in feedback form to the teachers' on 5/12/13. At last, she had collected data for final stage of the data collection on 5/3/14.

The Students and teachers were benefitted from feedback on teaching and other performance components. I appreciate her sincere efforts, dedication for her research work and I wish all the success for her in all the future endeavours.

Urmi Shah (Principal)  
S. D. Patel B. Ed College  
[Name of the Head of the Institution]




Hc @RPatel  
Principal  
S. D. PATEL B. ED. COLLEGE  
Ajwa Road, Vadodara.


7 March , 2014

### TO WHOM SO EVER IT MAY CONCERN

This is to certify that **Mrs. Roshni J. Desai**, Research Scholar, Centre of Advanced Study in Education (CASE), Department of Education, Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara— 390 002, had collected data from this institution on 21/10/13 as the first phase of data collection for her research work entitled "**Evolving System of Performance Appraisal for Teacher Educators**". Further, she had visited the institution for giving the analysed data in feedback form to the teachers' on 14/12/13. At last, she had collected data for final stage of the data collection on 7/3/14.

The Students and teachers were benefitted from feedback on teaching and other performance components. I appreciate her sincere efforts, dedication for her research work and I wish all the success for her in all the future endeavours.

  
Sanskar Bharti B.Ed College  
[Name of the Head of the Institution]  
**Principal**  
**Sanskar Bharti College of Education**  
Po.: Natvarnagar,  
Ta.: Savli, Dist.: Vadodara.

  
**SANSKAR BHARTI**  
**COLLEGE OF EDUCATION**  
Po.: NATVARNAGAR,  
Ta.: SAVLI, Dist.: VADODARA.



7<sup>th</sup> March , 2014

### TO WHOM SO EVER IT MAY CONCERN

This is to certify that **Mrs. Roshni J. Desai**, Research Scholar, Centre of Advanced Study in Education (CASE), Department of Education, Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara— 390 002, **had** collected data from this institution on 11/10/13 as the first phase of data collection for her research work entitled "**Evolving System of Performance Appraisal for Teacher Educators**". Further, she had visited the institution for giving the analysed data in feedback form to the teachers' on 8/12/13. At last, she had collected data for final stage of the data collection on 7/3/14.

The Students and teachers were benefitted from feedback on teaching and other performance components. I appreciate her sincere efforts, dedication for her research work and I wish all the success for her in all the future endeavours.

Ashok Patel (Principal)  
Khatamba B.Ed College  
[Name of the Head of the Institution]



*M. C. Parmar*  
Principal,  
Late M. C. Parmar B. Ed. College,  
At. Khatamba, Post. Ankhol,  
Waghodia Road, VADODARA-390019.



18 March , 2014

### TO WHOM SO EVER IT MAY CONCERN

This is to certify that **Mrs. Roshni J. Desai**, Research Scholar, Centre of Advanced Study in Education (CASE), Department of Education, Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara— 390 002, **had** collected data from this institution on 14/10/13 as the first phase of data collection for her research work entitled "**Evolving System of Performance Appraisal for Teacher Educators**". Further, she had visited the institution for giving the analysed data in feedback form to the teachers' on 7/12/13. At last, she had collected data for final stage of the data collection on 18/3/14.

The Students and teachers were benefitted from feedback on teaching and other performance components. I appreciate her sincere efforts, dedication for her research work and I wish all the success for her in all the future endeavours.

Akshar Mahila B.Ed College  
[Name of the Head of the Institution]

For  
Principal  
Akshar Mahila B.Ed College  
Vadodara - Gujarat



31 March , 2014


**TO WHOM SO EVER IT MAY CONCERN**

This is to certify that **Mrs. Roshni J. Desai**, Research Scholar, Centre of Advanced Study in Education (CASE), Department of Education, Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara – 390 002, **had** collected data from this institution on 15/10/13 as the first phase of data collection for her research work entitled “**Evolving System of Performance Appraisal for Teacher Educators**”. Further, she had visited the institution for giving the analysed data in feedback form to the teachers’ on 9/12/13. At last, she had collected data for final stage of the data collection on 26/3/14.

The Students and teachers were benefitted from feedback on teaching and other performance components. I appreciate her sincere efforts, dedication for her research work and I wish all the success for her in all the future endeavours.

Sanskar B.Ed. College  
[Name of the Head of the Institution]



  
Principal (i/c)  
**Sanskar B.Ed. College**  
At & Po. Pipaliya.  
Ta. Waghodia, Dist. Vadodara.

## APPENDIX — K

### Certificate of Ph.D. Coursework



#### THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA CERTIFICATE

*[As per O.Ph.D. 2 under UGC (Minimum Standards and Procedure for Awards of M.Phil./Ph.D. Degree) Regulation, 2009 for 15 Credits to be earned by Ph.D. Scholars]*

This is to certify that **Desai Roshni Jignesh**, Research Scholar, registered under UGC (*Minimum Standards and Procedure for Awards of M.Phil./Ph.D. Degree*) Regulation, 2009, vide Registration Certificate Number **101** dated **19/09/2011**, for pursuing Ph.D. on has undertaken and completed the course work with the Grade A.

#### STATEMENT OF CREDITS EARNED

Name of Research Scholar: **Desai Roshni Jignesh**

Faculty/Institution: Faculty of Education And Psychology

Department: Department of Education

Paper Number	Course Title	Course Credits	Grade Earned
<b>Core Courses – 09 Credits [Offered At University Level]</b>			
I.	Introduction To Research & Research Writings	3	B
II.	Introduction To Basic Computer Functions & Application For Research Purposes	3	A
III.	Quantitative Research Techniques & Data Analysis	3	C
<b>Departmental Courses – 06 Credits [Offered at Departmental Level]</b>			
IV.	Review of Related Literature	3	A
V.	Conceptual Framework	3	A
<b>Overall Grade</b>			<b>A</b>

Date of Issue: 19-03-2015

Place: Vadodara

Registrar (OSD)

**APPENDIX — L**  
Copy of Published Paper  
(See Overleaf)